



BUTLER UNIVERSITY  
PA PROGRAM STUDENT HANDBOOK



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Website: <https://www.butler.edu/pharmacy-health/physician-assistant/>

### College of Pharmacy and Health Science Administration

Dean: Robert Soltis, PhD  
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Assistant Dean of Student Affairs: Gayle Hartleroad, EdD, MA, BS  
Associate Dean for External Affiliations: Julie Koehler, PharmD, FCCP

### PA Administration

Program Director: Elizabeth Schmidt, DMS, PA-C (Accreditation Standards A2.02a; A2.06)  
Director of Experiential Education: Jennifer Guthrie, MPAS, PA-C  
Medical Director: Lauren Granger, MD (Accreditation Standards A2.02; A2.11)

### Principal Faculty

The following individuals are principal faculty of the PA Program (Accreditation Standard A2.02b):  
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## Instructional Faculty

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## Staff

These individuals are administrative support staff of the PA program (Accreditation Standard A2.18):

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## Introduction

The PA Student Handbook is published for the convenience of students enrolled in the Butler University PA Program, as well as those who may be interested in the program. Additionally, the Handbook helps meet accreditation *Standards* established by the Accreditation Review Commission on the Education of the Physician Assistant (ARC-PA). (Accreditation Standards A3.02; A3.15).

Butler University is the sole sponsoring institution of the PA Program. (Accreditation Standard A1.01) The Higher Learning Commission accredits Butler University. Butler University, founded on ideals of equity and academic excellence, creates and fosters a collaborative, stimulating intellectual learning environment. We are inspired to boldly innovate and broadly educate, enriching communities and preparing all learners to lead meaningful lives. Butler University provides equality of opportunity in its educational programs for all persons. It is the policy of the University to provide equality regardless of age, gender, race, religion, color, disability, veteran status, sexual orientation, national origin, or any other legally protected category. (Accreditation Standard A3.13)

This PA Program Student Handbook is an extension of the College of Pharmacy and Health Sciences Student Handbook. **In cases of perceived conflict, the COPHS Student Handbook shall take precedence.** The PA Program Student Handbook does not constitute a contract with the Butler University PA Program, either expressed or implied. The Butler University PA Program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion. Furthermore, the provisions of this document are designed by the Butler University PA Program to serve as firm guidelines rather than absolute rules, and exceptions may be made based on extenuating circumstances.

## Physician Assistants

PAs (Physician Assistants) are well-recognized and highly sought-after members of the healthcare team. Working interdependently with physicians, PAs practice medicine and value team-based care in virtually all medical specialties and settings. In all fifty states, PAs have the authority to prescribe medications.

PAs practice in all specialty fields; 23.7% (NCCPA 2022) of all PAs provide primary care services, especially in family and general internal medicine. Their job descriptions are diverse, and they serve in both clinical and non-clinical roles. While these nonclinical positions do not involve patient care, they depend on a strong clinical knowledge base.

## Butler University PA Program

### History

In the early 1990s, the report of the Indiana Health Care Commission noted that many areas of Indiana were medically underserved. During this same period, Methodist Hospital expanded its mission of "curing disease and rescuing from disaster" to include "delivering primary care services" and the Butler University College of Pharmacy and Health Sciences recognized an educational void in Indiana. The creation of the PA Program, co-sponsored by Methodist Hospital and Butler University, was recognized as a way to address all of these issues and program development commenced in 1992.

The PA Program admitted its first class of nine students in January 1995 and this class graduated in August 1996 with a Bachelor of Science in Health Sciences. In 2006, the Program matriculated its first

Master's degree granting class. Graduates have been awarded a Master of Physician Assistant Studies (MPAS) degree since 2006. (Accreditation Standard A1.02e)

Today, the PA Program is operated solely by Butler University (Accreditation Standard A1.01) and most aspects of didactic training occur on the Butler University campus. (Accreditation Standard A1.08) Beginning with the 2015 summer term, the PA Program transitioned to a class size of 75 and a 24-month graduate only program awarding the MPAS degree. The new MPAS program replaced the previous 33-month undergraduate-graduate program. The transition to a graduate only curriculum was designed to maintain a strong academic curriculum, address the cost of education, and promote opportunities for graduate scholarships while continuing to exceed accreditation standards.

The PA Program is fully accredited by the ARC-PA. (Accreditation Standard A3.12a) Upon completion of the Program, graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be March 2027. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

## Program of Study

The PA Program is designed to provide an understanding of the knowledge, skills, and attitudes used as a PA. The MPAS graduate-only curriculum is twenty-four consecutive months. The first twelve months of the Program are devoted to didactic studies in the basic medical, clinical, and behavioral sciences. The remaining twelve months focus on the clinical experiences in primary care, and medical and surgical specialties.

The didactic curriculum is integrated to introduce the student to medical sciences as they relate to specific organ systems and clinical problems. Learning strategies include the traditional lecture format, interactive classroom activities, basic science laboratory, hybrid classes, small group tutorials, and patient case discussions. Regular patient contact is an important part of the Program. Students begin to see patients early during the didactic year. Standardized patient evaluations, through simulation and actors, are also a part of the didactic curriculum.

As part of the clinical curriculum, students participate in rotations and didactic course work. Students are required to participate in core rotations in Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Mental Health, Pediatrics, and Women's Health in addition to one elective. In the clinical year, students also participate in Core Topics, Issues of Professional Practice, and the Summative Practicum to prepare them for transition into clinical practice.

Because the clinical teaching is carried out in many practice settings throughout the country, students should anticipate travel, at their own cost, to sites in and around Central Indiana for their clinical experiences to fulfill these requirements.

## **PA Program Mission Statement**

The Butler University PA Program mission is to produce graduates with a foundation in primary care to deliver high quality, patient-centered care in a wide variety of clinical settings.

## **Program Goals**

(Approved by PA faculty on 08/20/2024)

1. Select highly qualified applicants through the admissions process who will successfully complete our PA Program.
2. Ensure entry-level competency in primary care.
3. Prepare students to care for a diverse patient population.
4. Foster interprofessional collaborations in clinical practice.
5. Cultivate an atmosphere of professionalism.

## **Academic Calendars** *(subject to change)*

**See Appendices I & J**

## **Admission to the PA Program**

The pathways to gain entry to the PA Program are the Selective Internal Admission Pathway (current Butler University students and/or alumni) and the Standard Admission Pathway. (Accreditation Standards A3.13, A3.14, and A3.16)

## **PA Program Admission Goal Statement**

To select highly qualified applicants through the admission process who will successfully complete our PA Program.

Specific details regarding admissions requirements and processes for each pathway, special considerations, and timelines can be found on the Butler PA Program website, <https://www.butler.edu/pharmacy-health/physician-assistant/admission-information/>. Please contact PAadmission@butler.edu for additional admission questions.

## **Tuition and Fees**

Tuition and Fees will be made available as soon as established. (Accreditation Standard A3.12f) By the date stated in the offer of admissions, prospective PA students are required to pay a non-refundable program deposit of \$1,000.00. For those who matriculate, the program deposit is applied to the cost of tuition. Further information about MPAS program tuition and fees can be found at <https://www.butler.edu/pharmacy-health/physician-assistant/financial-information/>

Full cost of attendance budgets may be found on the Office of Financial Aid website:

<https://www.butler.edu/campus-services/student-accounts/tuition/>

For financial aid purposes, federal regulations establish the maximum period for completion of the Program. Please see the financial aid website for information.

\*A student is financially responsible for any tuition and/or fees associated with taking additional courses due to failure, remediation, or deceleration in the Program for any reason. Cost of additional tuition and fees will be established by the University.

## **Criminal Background Check**

On January 1, 2004, the Joint Commission on Accreditation of Healthcare organizations (JCAHO) instituted new regulations that must be followed for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these regulations requires that all persons who are involved with inpatient care activities, i.e., employees, volunteers and students, must have criminal background checks as well as other healthcare-related checks (e.g., up-to-date vaccinations, TB tests).

Candidates offered admission to the PA Program will undergo a criminal background check during orientation and at least once during enrollment. Students will be required to pay for this process. Continuation within the Program is dependent on an acceptable background check that would allow completion of the Program and credentialing requirements and is at the discretion of the Program Director in consultation with the Office of the Dean. Further, any infractions may prevent continuation in the didactic phase of the Program, delay or prevent clinical placement and/or graduation. Should an incident occur any time during the program, the student must self-report the incident to the Program Director or Associate Dean of the College immediately.

More information will be provided at the time of matriculation and orientation to help students obtain criminal background checks.

## **Drug Screening Rationale**

Health care providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances, confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Therefore, it is imperative that an assessment of the student's possible impairment that could diminish the student's capacity to function in such a setting be evaluated. This helps to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. Clinical rotations are an essential element of the curriculum and are required of PA degree programs. In addition, many licensing agencies require that individuals pass a drug screen as a condition of licensure and/or employment. Thus, it is in the interest of both students and the Program to identify and resolve potential issues where a student may not be allowed to participate in a clinical rotation due to the use of controlled or illegal substances.

The Program has the responsibility to attend to factors that may adversely affect the security of the clinical environment and thus increase liability exposure. As a result, the Program seeks to enhance its

scrutiny of the students involved in patient care activities and who are in clinical settings. (Accreditation Standard A3.17b, A3.19)

## **Process**

All students will be required to undergo a drug screen in preparation for clinical rotations. A negative drug screen is required for participation in any clinical experience. Additionally, at any point in the Program, a student may be requested to undergo an immediate, random drug screen if there is a compelling indication to do so. The Program may re-screen students at any time. Students enrolled in the PA Program will receive information about the requirement for drug screening, deadlines for compliance, results reporting, and associated fees. Students will be responsible for the cost of required drug screening. (Accreditation Standard A3.17, A319)

Results of the student drug screen will be reported to the Program Director. Students who receive a positive screen will be reviewed by the PA Program and/or College's Student Professional Conduct Committee and are subject to the Student Substance Use, Abuse and/or Dependency Policy of the College as printed in the COPS Student Handbook, 2016-17.

The student has the right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify that the drug screen results are correct. The student should be prepared to validate any positive results with the laboratory Medical Review Officer within 24 hours of testing. Failure to respond immediately to these requests could result in disciplinary action, delay in rotation start dates, and/or dismissal from the Program. Prior to making a final determination that may adversely affect the student, the Program will inform the student of his/her rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made.

If required by a specific clinical site, a student may be required to submit to an additional drug screening based on the contractual agreements with those clinical sites. This may occur through the designated vendor or it is possible that a contract with a specific clinical training site may have specific requirements dictating the process, handling, and reporting of "for cause" drug screening of an individual student while the student is participating in a clinical rotation there. All drug screens are obtained at the student's expense.

Students who refuse to submit to any required drug screen will be dismissed from the Program.

## **Positive Drug Screen Results**

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the Program. Students may be referred for evaluation and treatment as a condition for remaining in the Program. Costs incurred are the responsibility of the student.

Students found to have a substance use problem that will likely pose a danger to patient care, as determined through the drug screening evaluation process, will be referred for independent evaluation and treatment at the student's expense.

## **Release of Information and Likeness**

Butler University has the right to release, for reasons deemed legitimate, the following information and/or likeness about any Butler student including but not limited to honors lists, programs, student directories, yearbooks, news releases, and similar publications. The student has the right to request otherwise. Students will sign a release of information waiver at orientation.

## **Medical Terminology Requirement**

Students entering the PA Program are expected to demonstrate competency in the use of medical terminology by passing a program developed medical terminology examination. A study list will be available no later than February prior to matriculation. The examination is administered online, will be available by April 1, and may be taken as many times as needed to receive a passing score. Failure to pass the 100-question examination with a score of 80% or higher prior to May 1 will result in the student being declared ineligible to matriculate the Program.

## **Academic Advisor**

As advisors, faculty members advise; they do not make decisions for students. Faculty members primarily are academic advisors, but they also are available to assist with any problem, which even remotely affects academic progress. They may not have all the answers, but they will help find the right people who do have the answers. The student is responsible for ensuring they have the correct requirements for graduation. Academic advisors do not counsel students on medical, personal, or mental health issues; rather, they will refer students to campus resources in the University Counseling Center for assistance. (Accreditation Standard A3.10)

As advisors, faculty members are available anytime during the school year, not just during class registration periods. If a student's academic advisor is unavailable and the student has an emergent issue that needs immediate attention, he or she should contact the Office of Student Success or the Assistant Dean of Student Affairs for assistance. In instances where advisors will be on a prolonged leave (maternity leave, sabbatical, etc.); students will temporarily be assigned another academic advisor. (Accreditation Standards A1.04; A3.10)

## **COPHS Office of Student Success**

317-940-9297

The Office of Student Affairs will assist PA students with many issues, including policy clarification, support as a confidential student advocate, class officers and elections, Health Sciences Student Assembly (HSSA), college awards, and obtaining space in COPHS lower concourse.

## **University Services**

### **Information Technology**

Information technology's goal is to advance Butler University's mission through leadership, thoughtful application of technology, and quality service. Students may access the information technology website by going to <https://www.butler.edu/information-technology/help/>.

Students initially receive a Butler user ID and password prior to matriculation from Information Technology. Students who did not receive or who have misplaced it should contact the HELP Desk.

### HELP Desk

The HELP Desk provides a single point of contact for the technology needs of Butler students, faculty, and staff. The Help Desk provides phone, email, and walk-in support for a variety of technology services.

Contact the HELP Desk

- Submit and view service requests online: <https://butleru.force.com/askbutler/s/>
- Phone: 317-940-HELP (4357)
- Email: [helpdesk@butler.edu](mailto:helpdesk@butler.edu)
- Walk-in: Irwin Library Lower Level

### Health and Recreation Complex

317-940-4472

Graduate students may obtain a membership to the Health and Recreation Complex . The HRC offers annual membership and will start immediately and end one year later. The HRC also has monthly, and quarterly membership rates. To learn more about wellness opportunities, go to <https://www.butler.edu/well-being/health-recreation-complex/>.

\*It should be noted that undergraduate student *must* pay for membership and do so through undergraduate fees. Since living arrangements for graduate students are off campus, these students have the *option* to enroll in membership.

The PA Program encourages all students to meet recommended levels of exercise. Students can enroll either by going to the front desk at the HRC or by going online to <https://www.butler.edu/well-being/health-recreation-complex/about/membership/>. It is important that everyone read the instructions under students, faculty/staff, and current members section.

\*Note: Butler University undergraduate students enrolled full-time in the fall and spring of the preceding year are an active member of the HRC until July 31 of the first summer term of the PA Program. To continue membership after July 31, see above.

### Counseling and Consultation Services

317-940-9385

Counseling and Consultation Services (CCS), a part of the student Health Center located in the Health and Recreation Complex, provides licensed and professionally trained staff that offers counseling services to all currently enrolled students. CCS support the educational mission of Butler University by providing short-term therapeutic intervention that supports students in their personal and academic goals. In accordance with this mission, the services are not focused on remedial or reconstructive (long-term therapy or multiple appointments weekly) experiences. Likewise, CCS is not appropriate for students whose conditions are deemed more complicated (for example, medically, in level of severity, pharmacologically, legally, or due to specialized circumstances) than can be treated in an ethically appropriate way by CCS staff. Students presenting with such conditions will be referred to appropriate resources in the community at the discretion of the Director. Students are responsible for paying the costs incurred for services and treatment provided through outside agencies. (Accreditation Standards A1.04; A3.10) To learn more about CCS go to <https://www.butler.edu/well-being/counseling-services/>.



## **Learning Resource Center**

317-940-9308

The Learning Resource Center (LRC) is a coordination site for services, programs, and resources that promote academic success. The LRC is committed to supporting and guiding students as they strive to reach the highest standards of academic excellence. Students are encouraged to take advantage of these resources and services early in their academic careers to enhance their prospects for academic success. All services are available free of charge to Butler students. (Accreditation Standards A1.04; A3.10) To learn more about the LRC go to <https://www.butler.edu/academic-services/learning/>.

## **Libraries**

317-940-9401

All graduate students currently enrolled at Butler University are eligible to check out materials from the Butler University Libraries. Borrowers must present a valid ID card at the Circulation Desk when checking out materials. In addition to printed materials, the library provides online access to numerous science and technology databases. A Science Librarian is available weekdays for assistance. Wireless access is available throughout the library. Loaner laptops are available for checkout for 48 hours. Individual and group study areas are available throughout the library.

## **Student Health Services**

317-940-9385

Butler University Health Services provides ambulatory health care to students currently enrolled in the University. The Student Health Services located at the HRC places an emphasis on treating the medical, emotional, and educational needs of students. (Accreditation Standards A1.04; A3.10) The Student Health fee is mandatory for all undergraduate students. To learn more about Butler University's Student Health Services go to <https://www.butler.edu/well-being/health-services/>.

## **Required Physical Examination**

Students are required to have a physical exam by a licensed healthcare provider that has been completed within three months of beginning the MPAS program. The required physical examination and many immunizations may be provided at Butler University Health Services prior to orientation. Students must provide completed immunization records, health history, and a TB screening questionnaire prior to orientation. Complete required forms and schedule appointments by going to <https://myhealth.butler.edu>. Students are financially responsible for the costs associated with obtaining physical exams. If students have any questions or concerns, call 317-940-9385.

## **Required Immunizations**

Students are required to have proof of immunizations prior to matriculation. The PA Program requires immunization based on current Centers for Disease Control recommendations for health professionals and in compliance with Butler University. (Accreditation Standards A3.07; A3.08, A3.19) Students are financially responsible for the costs associated with immunizations. Below are the required immunizations to be completed prior to matriculation to the University, clinical rotations, and international travel.

The vaccinations currently required prior to matriculation to the University include (<https://www.butler.edu/well-being/health-services/faq/>):

## Matriculation to University

### \*COVID-19

Must provide date and proof of completed vaccination series  
May provide date(s) of additional booster immunizations received

### \*Tdap must be up to date

### \*Hepatitis B (3 or 2, depending on product given)

Must provide dates of two valid immunizations with Heplisay-B; or must provide dates of three valid immunizations with RecombivaxHB or Engerix-B  
Must have started series prior to arrival on campus  
May provide a quantitative (numeric) blood test as proof of serum immune titers

### \*Varicella (Chicken Pox) (2)mi

Must provide dates of two valid immunizations  
May provide a quantitative (numeric) blood test as proof of serum immune titers

### \*MMR (Measles, Mumps, and Rubella) (2)

Must provide dates of two valid immunizations  
May provide proof of serum titers immune results

### \*Meningococcal B vaccine for students under 26 years of age (2)

Brand names: Bexsero or Trumenba  
Two doses

### \*Meningococcal conjugate vaccine Serogroups ACWY (2)

Brand names: Menactra, Menveo, or MenQuadfi  
Two doses

### Recommended

- Hepatitis A
- HPV series for men and women (2-3)
- Influenza

### International Travel Immunizations

- All required immunizations listed above
- Those students participating in international rotations are expected to meet CDC immunization recommendations for international travel for that particular country prior to travel dates.  
(Accreditation Standard A3.07)

\*Required to matriculate into the University.

## Additional Immunizations and Screenings

Students will be required to have a flu shot annually as well as IGRA/Quantiferon Gold Plus blood testing for tuberculosis during orientation, followed by an annual screening. Many clinical site partners are now requiring the initial COVID vaccine series and annual COVID vaccine boosters so it is highly advised to complete these annual requirements to maximize your clinical rotation placement opportunities. Additionally, a urine drug screening is also required of all students before starting clinical rotations. (Accreditation Standard A3.19, A3.07)

## Required Health History & TB Questionnaire

All students must access the [myhealth.butler.edu](https://myhealth.butler.edu) portal using the Butler ID and password you received

via email. Here you access the Health History and Tuberculosis Screening Questionnaires. Students with questions or concerns should contact 317-940-9385 or [healthservices@butler.edu](mailto:healthservices@butler.edu).

### **Antibody Titers & TB Skin Tests**

Blood draws for Varicella, Rubella, Rubeola, Mumps and Hepatitis B as well as IGRA/Quantiferon Gold Plus blood testing will be done in conjunction with Student Health Services during orientation. If you have had a positive TB skin test in the past, you will need to submit a copy of the TB test result, physician clearance documented on letterhead from the past 12 months, and a copy of the chest x-ray report if completed as a part of a TB work up/evaluation/treatment during orientation.

### **Health Documentation**

Student's physical exam and immunization records should be uploaded to Exxat.

## **Campus Safety and Security**

### **Butler University Police Department**

In cases of fire or medical emergency, call	911 (from campus phone)
(Call BUPD in addition to 911)	317-940-9999 (from any other phone)
Butler University Police--Other emergencies	317-940-9396

While our campus is generally a very safe place, never walk alone on campus after dark. Organize travel to walk with a group of friends. Choose a well-lit pathway for travel. For a safety transportation escort on campus contact the University police at 317-940-2873. (Accreditation Standard A1.02g)

### **Pharmacy and Health Sciences Building Safety Information**

From the Public Safety Emergency Preparedness website:

"In the event of a fire or other emergency, seconds count ... the cooperation and participation of every building occupant is essential. Every person ... in a building on campus has an individual responsibility to know how to evacuate in an emergency and to accomplish the evacuation when the fire alarm device sounds or when directed by an authority."

#### **Pre-Plan Your Evacuation**

- Be aware of two exits per floor. For building floor plans, look for directional signage by elevators.
- Do not use the elevators during an evacuation.

#### **In Case of Fire or a Fire Alarm**

- Whenever the alarm is sounded, leave immediately. Fire doors will shut automatically.\*
- Exit by the nearest route.
- When leaving an area, the last person out should close the door as he or she exits.
- Once outside, meet at a designated rally point (see below) and report those missing.

\*Fire doors are to be left in the open position, except in case of an actual alarm sounding, a

scheduled alarm test, or a lockdown. Authorities will automatically close them as determined in these cases.

### **Rally Points**

Rally points should be away from the Pharmacy and Health Sciences Building (not on the sidewalks), such as on the lawn in front of Robertson Hall or in Cornerstone Plaza. Refer to the campus map at [www.butler.edu/campus-map](http://www.butler.edu/campus-map) for these and other locations.

### **Shelter-in-Place**

- Avoid hallways with doors at each end.
- Avoid locations with exterior window glass.
- Interior spaces in a building are the best locations.
- Refer to Shelter-in-Place signage.

### **Areas of Rescue**

- Refer to the Areas of Rescue signage.
- Individuals with mobility impairment that prevent their evacuation should move to marked areas on each floor and await rescue.

### **Fire Code**

- Exit areas, classroom doorways, hallways, or pathways to exits should be unobstructed at all times. Hallway seating or event tables are allowed, but only on one side of a hallway. Loose items that present a trip hazard (e.g., chairs or tables, especially in elevator or lobby spaces) are not allowed in these areas.
- No more than 20 percent of the area of a door or window in a classroom or office may be covered. Use of fire-retardant materials is encouraged. (Do not use paper or other flammable materials.)

## **Reaching a PA Student in an Emergency**

Should a student need to be reached in an emergency, the student should direct the person needing to contact him or her to contact the PA Program office at 317-940-6026 (didactic) or 317-940-9327 (experiential). In cases of emergency, the PA Program Office staff will make every effort to locate the PA student and to transmit requested emergency information.

## **Vehicle Registration**

All University parking facilities, except metered spaces, are regulated by a permit system. To utilize these parking lots, vehicles must be registered with the Office of Parking Services. These lots are monitored 24 hours a day, 7 days a week.

Students should plan to obtain a permit to park their cars / motorcycles while on campus in their didactic and clinical year. Students can obtain this commuter parking permit prior to orientation, or time will be dedicated to this during orientation.

The current parking fee schedule can be found at <https://www.butler.edu/campus-services/parking/permits/>. The cost of commuter permit parking from May 11 to July 31 is prorated. A special arrangement for experiential year parking has been reached. The student is required to obtain a commuter permit or alternatively may pay for a parking garage permit and 30 validation tickets. The cost of permits will be charged to a student's account.

Permits allow parking in commuter spaces located in the Hinkle parking lot and the Sunset Avenue Garage for part-time or full-time students who do not live on the Butler campus. Permits are valid from August 1 to July 31. It is the permit holder's responsibility to know the expiration date and renew as necessary.

Register vehicles with the Office of Parking Services:

Vehicle Registration and ID  
4702 Sunset Ave, Suite 500  
Indianapolis, IN 46208  
(317) 940-9243

The following information is needed in order to purchase a permit:

- Year of vehicle
- Color of vehicle
- Make of vehicle
- Model of vehicle
- License plate number

## **Student Property**

Butler University is not responsible for loss or damage to a student's personal property on premises owned or operated by the University, regardless of cause.

## **Liability Insurance**

Butler University provides professional liability insurance for all PA students for didactic and experiential coursework. This insurance applies only while students are in the United States and are acting within their duties as PA students under the supervision of the faculty of the PA program and other program-approved preceptors approved by the school.

Students must adhere to course enrollment deadlines. Failure to do so can result in loss of malpractice coverage.

The student should be aware that from the time they enter the PA Program, until they officially graduate from the Program, they are regarded as PA students 24 hours a day, seven days a week. As such, students may not set up independent clinical training situations – whether this is direct patient contact or “shadowing” – without the written prior approval of the Director of Experiential Education or Program Director. In other words, students may only see patients under approved clinical settings and

with prior approval of the Director of Experiential Education or Program Director.

Students are also cautioned against rendering medical services, except in an emergency, under any circumstances not covered by the above.

## **Registration/Drop-Add Policy**

Didactic courses are required and are offered as a cohort. There are no opportunities to drop or add a course. Students must be enrolled prior to starting either didactic or experiential courses. Please note, this includes unexpected changes to clinical rotation assignments that could result in dropping/adding a course late.

## **Conference Attendance Policy**

Attendance at a state or national conference is encouraged and is the financial responsibility of the student. Faculty will attempt to honor a student's request to attend a conference given adequate notice of attending; however, excuse from class, lab, or rotations will be approved by individual faculty.

If a student is requesting to miss part of his/her rotation experience due to a conference, it must be submitted in writing to the Director of the Experiential Education by January 1 prior to the start of rotations for review and approval. Those submitted after January 1 may be denied.

## **Clinical Year Attendance Policy**

Student attendance is mandatory at the following:

- Any on-site orientation required by rotation site
- Rotation specific pre- and/or post-rotation meetings with individual faculty
- End of Rotation (EOR) meetings
- Summative Exam and any practice sessions pertaining to this
- Clinical year courses

Students are expected to be at their rotation/experience every day. Any student missing a clinical day must report the absence to the Director of Experiential Education immediately. Please complete the Butler University PA Program Request for Excused Absence form within 72 hours of absence ([Appendix A](#)). This request must be approved and signed off by the student's preceptor. Documentation (i.e. doctor's note, obituary) may be required to justify the absence(s) at the discretion of the Director of Experiential Education.

Unexcused absences may result in failure of clinical year courses. Students missing days will be required to meet with the Director of the Experiential Education for the PA Program and/or the PA Program Director to discuss the course of action to be taken. This may include make-up days, a failed or incomplete rotation, review by the Student Professional Conduct Committee, and/or other actions as deemed appropriate.

## Travel to Attend an End of Rotation Meeting

If an End of Rotation meeting begins the day following a student's last rotation day and the student is completing a rotation at a distant rotation (more than two hours), please follow these guidelines regarding absence:

- If a rotation site is a two-five hour drive from campus, one half day from rotation will be excused for travel.
- If a rotation site is more than a five-hour drive from campus, one full day from rotation will be excused for travel.
- It is expected that weekend days are utilized as travel days to optimize start and end days of rotations.

## Course of Instruction

Course semester credit hours are the recognized units for academic work in the PA Program. All courses are required, no transfer credit is accepted, and no credit is granted for past clinical learning.

(Accreditation Standard A3.13c) Each course offered carries an approved number of semester hours credit. A semester hour is generally equivalent to one or two lectures per week or two or three hours of laboratory work per week.

## Curriculum

The Butler University PA Program has always focused on providing an understanding of the knowledge, skills, and attitudes used as a clinically practicing Physician Assistant. The requirements are as follows

(Accreditation Standards A3.11, A3.12d, A3.15a and b):

## Curricular Competencies

Students will be evaluated both formatively and summatively for these competencies. These evaluations will occur throughout the didactic phase, on each rotation, and with the final summative exam.

(Accreditation Standard B3.03)

1. Effectively complete an appropriate medical history and physical exam for patients across the lifespan.
2. Accurately analyze the results of appropriately selected clinical and diagnostic tests.
3. Develop an accurate differential and final diagnosis.
4. Correctly perform appropriately selected medical procedures.
5. Given a diagnosis (and other pertinent patient information), design an appropriate management plan.
6. Develop clean and concise medical records.
7. Demonstrate the professionalism of a health care provider.
8. Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and health professionals.

## Examination Resource Use

All exams within the Program, didactic and clinical, including but not limited to tests, quizzes, End of Rotation exams, PACKRATs, and Summative Practicum are closed resources, unless otherwise stated. If

there are reported irregularities noted during or after any examination, students will be required to submit personal electronic devices used in testing for electronic evaluation.

### BLS and ACLS Training

The PA Program requires that all students complete the final steps of BLS for the American Heart Association Provider certification during orientation. This allows students to participate in Advanced Cardiac Life Support (ACLS) training in the didactic spring semester. Recertification compliance must be maintained during the entirety of the Program and is required for the clinical year. This BLS certification online portion is the financial responsibility of the student. If the student takes the skills portion during the orientation week, the Program will provide the training. ACLS certification is provided by the Program.

### Didactic Year

In the first year of the Program, PA students are required to **attend all classes** and educational sessions, master physical examination skills, complete all laboratory exercises, attend assigned patient interactions, and complete Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS). Students must complete all scheduled courses (fifty-five credit hours) during the summer, fall and spring semesters. Students should generally expect to be on campus Monday – Friday, 8 am – 5 pm. Educational experiences may also include extended hours of instruction, including evenings, nights, and weekends.

Examples of unexcused absences include weddings, scheduled (non-emergent) medical or dental appointments, and travel. Care should be taken to not schedule flights that will conflict with classes or programmatic activities (including remediation). Please do not schedule flights prior to 6 pm on Friday evenings throughout the didactic year. This also applies to the last day of classes prior to a scheduled holiday or break.

Before proceeding into the clinical phase of the curriculum, students must satisfactorily complete all didactic work.

### Didactic Year Overview

Clinical medicine, pharmacology, and therapeutics are combined (Clinical Medicine and Pharmacotherapeutics) to allow students to complete the entire picture of the clinical encounter at one time and over three semesters. Pharmacology and therapeutics are combined with the clinical presentation in one semester special topic courses of 'Women's Health', 'Pediatrics,' 'Orthopedics and Rheumatology,' and 'Health Promotion, Disease Prevention, and Nutrition.' Additional courses in Imaging Studies, ECG Interpretation, Laboratory Studies, Anatomy and Physiology, and Medical Literature Interpretation and EBM, Procedures, History and Physical Examination, Social and Behavioral Medicine, and Health Care Communication also exist. A clinical integration course focuses on the application of knowledge.

Learning strategies used in courses include the traditional lecture format, basic science laboratory, hybrid, small group tutorials, and patient case discussions. Objectives for each course are consistent with the goals of the Program. Regular patient contact is an important part of the Program. Students



begin to see patients during the didactic year. Standardized patient evaluations, through simulation and actors, are also a regular part of the didactic curriculum.

## Didactic Year Coursework

### Summer Semester 1

Course Number	Course Name	Semester Hour
MPAS 502	<i>Clinical Anatomy with Lab for PAs</i>	4

This course will use an anatomical approach to study human body structures with an emphasis on clinically relevant anatomy for students. Students will learn structural anatomy from the microscopic level through the formation of complete organ systems. This course is designed to provide PA students with an extensive background in human anatomy through lecture, laboratory, virtual dissection and independent learning exercises. The course will have a clinical emphasis. Lectures and labs will emphasize anatomy and anatomic relationships significant to the physical exam, common clinical medicine topics, and surgical procedures.

MPAS 503	<i>Physiology for PAs</i>	4
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This course is designed to provide PA students a foundation of basic science in cellular physiology through lecture and learning exercises. Normal physiology will be presented through an organ system approach. Functional cellular changes and pathologic changes will be included when clinically relevant.

MPAS 512	<i>Interpretation of Imaging Studies for PAs</i>	2
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This course introduces students to the basic principles of diagnostic imaging and interpretation in the management of patients. Examination of normal imaging studies is followed by examination and discussion of abnormalities caused by both trauma and disease.

MPAS 517	<i>History and Physical Exam for PAs</i>	2
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Students learn to perform history and physical examinations on patients. Normal, variations and common abnormal findings will be introduced. An emphasis is placed on the relationship of major signs and symptoms to their physiologic or pathophysiologic origins. Students will utilize lecture, recordings, simulation, live demonstration, and other students.

MPAS 521	<i>Clinical Medicine and Pharmacotherapeutics I for PAs</i>	4
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Students are introduced to human health and disease encountered in the primary care setting. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention.

In addition, students are introduced to the principles of drug absorption, distribution, metabolism, excretion, and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease considering mechanism of action, indications, adverse effects, drug interactions.

MPAS 530	<i>Social and Behavioral Medicine</i>	3
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This course emphasizes personality development, normative responses to stress, psychosomatic manifestations of illness, sexuality, responses to death/dying, behavioral patterns related to the maintenance and restoration of health. It focuses on normal/abnormal development of children, adults

and seniors; Students acquire skills in basic treatment/counseling, patient education, substance abuse and violence screening.

**Total Credit Hours      19**

## **Fall Semester 2**

<b>Course Number</b>	<b>Course Name</b>	<b>Semester Hour</b>
MPAS 508	<i>12-Lead ECG Interpretation</i>	1
This course provides the PA student with instruction in interpreting 12-lead electrocardiograms for heart rate, rhythm, conduction system blocks, electrical axis, hypertrophy, ischemia, injury, and infarction. This course also provides instruction regarding the effects of various drugs, electrolyte disorders, diseases, and pacemakers.		
MPAS 510	<i>Interpretation of Laboratory Studies for PAs</i>	3
This course introduces the PA student to the use and interpretation of laboratory studies used in the diagnosis, screening, and/or monitoring of disorders commonly encountered in clinical practice.		
MPAS 519	<i>History and Physical Exam with Lab for PAs</i>	3
Students learn to perform history and physical examinations on patients. Normal, variations and common abnormal findings will be introduced. An emphasis is placed on the relationship of major signs and symptoms to their physiologic or pathophysiologic origins. Students will utilize lecture, recordings, simulation, live demonstration, other students and standardized patients.		
MPAS 523	<i>Clinical Medicine and Pharmacotherapeutics II for PAs</i>	7
Students are introduced to human health and disease encountered in the primary care setting. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention.		
In addition, students are introduced to the principles of drug absorption, distribution, metabolism, excretion, and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease considering mechanism of action, indications, adverse effects, drug interactions.		
MPAS 537	<i>Healthcare Communications for PAs</i>	1
This course encourages critical thought process. Students will develop interpersonal, oral and written communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.		
MPAS 538	<i>Medical Literature Interpretation</i>	2
This course prepares PA students to apply concepts of research design and statistical analysis within the clinical environment, emphasizing principles of evidence based medicine. Research skills developed include a systematic and scientific approach to problem solving, database search techniques, interpretation of published research, and determining quality of published research to guide clinical practice decisions.		

MPAS 552                      *Women's Health*                      2

Students are introduced to women's health issues encountered in the primary care setting, including obstetrics and gynecology. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention.

**Total Credit Hours              19**

### **Spring Semester 3**

<b>Course Number</b>	<b>Course Name</b>	<b>Semester Hour</b>
MPAS 525	<i>Clinical Medicine and Pharmacotherapeutics III for PAs</i>	6
<p>Students are introduced to human health and disease encountered in the primary care setting. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention.</p> <p>In addition, students are introduced to the principles of drug absorption, distribution, metabolism, excretion and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease considering mechanism of action, indications, adverse effects, drug interactions.</p>		
MPAS 527	<i>Clinical Procedures with Lab for PAs</i>	4
<p>This course provides the Physician Assistant student with the knowledge and skills required to perform diagnostic and therapeutic procedures commonly performed in clinical practice.</p>		
MPAS 528	<i>Health Promotion, Disease Prevention and Nutrition</i>	2
<p>This course emphasizes intervention strategies, public health considerations in selected disease states, immunizations, environmental health, behavioral considerations in prevention and assessment of disease and health, implications for individual and population-based patient care, nutrition, provider education and resource utilization.</p>		
MPAS 532	<i>Pediatric Medicine</i>	1
<p>This course is an introduction to common pediatric health problems from the newborn period through adolescence. The lectures focus on health promotion, disease prevention and screening, pathology identification and management, and patient education and counseling for the pediatric patient and his/her family.</p>		
MPAS 550	<i>Orthopedics and Rheumatology</i>	1
<p>Students are introduced to orthopedic and rheumatologic conditions encountered in the primary care setting. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic</p>		

MPAS 560 *Clinical Integration for PAs* 3

**Total Credit Hours      17**  
**Didactic curriculum = 55 credit hours**

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## Clinical Year

The clinical phase of the Program is largely composed of four or eight-week core rotations. Core rotations include Community Mental Health, Emergency Medicine, Family Medicine, Internal Medicine, Surgery, Pediatrics, and Women's Health. At the conclusion of each core rotation, students will be required to take an end of rotation examination. There is one four-week limited elective rotation. There is not an associated exam with the elective rotation. The PA Program assigns and approves all clinical rotations. All questions regarding rotations for PA students should be directed to the Office of Experiential Education.

In addition to successful completion of the didactic and clinical phases of the Program, the PA student must also successfully complete American Heart Association BLS and ACLS certifications, Professionalism criteria, and all components of the summative evaluation to graduate from the PA Program.

## Clinical Year Overview

During the clinical year all required core rotations, elective rotation, Core Topics, Issues of Professional Practice, and Summative Practicum (a total of fifty-three credits) will be completed. Rotations (or experiences) begin in the semester immediately following the completion of the didactic year and must proceed as scheduled without interruption for three semesters/terms (twelve months) unless approval is granted by the Program Director and Dean.

Our curriculum is designed such that students are enabled to meet our programmatic goals by completing core clinical rotations in largely primary care specialty experiences: 8 weeks in family medicine, 8 weeks in internal medicine, 8 weeks in emergency medicine, 4 weeks in pediatrics, 4 weeks in women's health, 4 weeks in mental health, 4 weeks in surgery, and 4 weeks in an elective of their choice.

Clinical Rotation experiences will expose students to preventive, emergent, acute, and chronic conditions of patient care. Additionally, students will have clinical experiences in inpatient, outpatient, operating room, and emergency department settings. These clinical requirements may include extended hours of instruction, evenings, nights, and weekends. Students must be able to transport themselves to all training sites.

## Eligibility for Clinical Year

To qualify for clinical rotations, students must have successfully completed all didactic, prerequisite coursework and met and maintained professional standards and other requirements as established by the Program (e.g., physical examination, immunity status, BLS, ACLS) before beginning clinical rotations.

## Advising and Registration

All students must participate in early advising for clinical rotations. These will be scheduled in group and one-on-one meetings. Further, all students must be officially registered for all clinical rotations/experiences for the professional liability insurance policy carried by the University to cover

them in the clinical portion of the curriculum. Students participating on rotations/experiences without registering will be referred to the Student Professional Conduct Committee for appropriate action to be taken (e.g. warning, probation, suspension, dismissal).

## Clinical Year Coursework

All rotations must be completed. Individual student rotation schedules will be determined by the Director of Experiential Education and are subject to change at any time. Students are responsible for providing their own transportation to these sites. Topic Lists are provided to direct student learning and should be used in combination with the objectives of the End of Rotation examinations.

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Course Number	Course Name	Semester Hour
MPAS 626	<i>Issues of Professional Practice</i>	2
This course provides the student with an introduction to the historical development and current trends of the PA profession, reimbursement, health policy and public health issues as they pertain to the supervised practice of clinical medicine. It also provides the student with an introduction to medical ethics, coding and billing, cultural issues, PA certification, licensure, malpractice and risk management, financial planning, and PA organizations as they pertain to the supervised practice of clinical medicine.		
MPAS 630	<i>Pediatric Rotation</i>	4
This is a four-week rotation in a pediatric setting where students provide supervised care for newborns, infants, children and adolescents. Patient care activities center on assessing normal growth and development, and diagnosing and formulating management plans for conditions commonly encountered in the pediatric population. <a href="#">Pediatrics Topic List</a>		
MPAS 634	<i>Elective Rotation</i> (Pass/Fail)	4
Four-week clinical rotation designed to provide the student with an elective opportunity in any of the following disciplines: dermatology, gastroenterology, medical or surgical subspecialty, cardiology, radiology, ENT, or urology. The discipline must be approved by the Director of Experiential Education.		
MPAS 636	<i>Summative Practicum</i> (Pass/Fail)	1
Students must demonstrate competency to practice medicine as an entry level PA in primary care. This course allows the student to demonstrate the knowledge, interpersonal skills, patient care skills and professionalism required to enter clinical practice.		
MPAS 648	<i>Family Medicine Rotation 1</i>	4
This rotation provides the student with an experience during which students refine their skills in performing a history and physical exam, ordering and interpreting diagnostic tests and developing treatment plans for patients. The student participates in the broad spectrum of primary care by developing skills in acute and long-term patient management. <a href="#">Family Medicine Topic List</a>		

- MPAS 650      *Internal Medicine Rotation 1*      4  
 This rotation provides the student with experience in caring for adult and geriatric patients in a clinical practice setting. Students will perform history and physical examinations, obtain diagnostic testing and present their data along with proposed differential diagnoses and treatment plans. Students may have additional requirements associated with internal medicine. [Internal Medicine Topic List](#)
- MPAS 652      *Internal Medicine Rotation 2*      4  
 This rotation provides the student with experience in caring for adult and geriatric patients in a clinical practice setting. Students will perform history and physical examinations, obtain diagnostic testing and present their data along with proposed differential diagnoses and treatment plans. Students may have additional requirements associated with internal medicine. [Internal Medicine Topic List](#)
- MPAS 654      *Community Mental Health Rotation*      4  
 This rotation will provide students with an experience in caring for ambulatory or hospitalized patients with psychiatric disorders. The student will perform psychiatric evaluations, develop and support clinical management plans. Students may have additional requirements associated with community mental health. [Community Mental Health Topic List](#)
- MPAS 656      *Women's Health Rotation*      4  
 Four-week clinical rotation is designed to provide the PA student with an opportunity to develop proficiency in the unique medical history, physical examination and treatment of the prenatal/gynecology patient. The student will also become familiar with tests and procedures unique to this patient population. Students may have additional requirements associated with women's health. [Women's Health Rotation](#)
- MPAS 658      *Emergency Medicine Rotation 1*      4  
 This rotation is designed to provide students exposure to and development of skills in managing patients in the emergency department setting. Skills will include those necessary for triage, stabilization, diagnosis and management of patients that present to the emergency department. Students may have additional requirements associated with emergency medicine. [Emergency Medicine Topic List](#)
- MPAS 660      *Emergency Medicine Rotation 2*      4  
 This rotation is designed to provide students exposure to and development of skills in managing patients in the emergency department setting. Skills will include those necessary for triage, stabilization, diagnosis and management of patients that present to the emergency department. Students may have additional requirements associated with emergency medicine. [Emergency Medicine Topic List](#)
- MPAS 662      *Family Medicine Rotation 2*      4  
 This rotation provides the student with an experience during which students refine their skills in performing a history and physical exam, ordering and interpreting diagnostic tests and developing treatment plans for patients. The student participates in the broad spectrum of primary care by developing skills in acute and long-term management. [Family Medicine Topic List](#)

MPAS 664                      *Interprofessional Experience* (Pass/Fail)                      1  
This course is designed to prepare clinical PA students to work collaboratively in interprofessional patient centered teams. It provides students with an experience to learn the principles of interprofessional practice and apply these principles by directly communicating with other health care professionals of different disciplines beyond the traditional physician-PA team.

MPAS 670                      *Surgery Rotation*                      4  
This rotation is designed to prepare the PA student to function as an assistant to the surgeon in providing pre-operative, intra-operative, and post-operative care. The student will learn how to diagnose and manage common surgical disorders and learn when to make appropriate surgical referrals.  
[General Surgery Topic List](#)

MPAS 678                      *Core Content I* (Pass/Fail)                      1  
This self-study course is designed to guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of monthly examinations; and 2) develop and assess the student's competency in the stated PA Program Goals/Student Learning Objectives.

MPAS 680                      *Core Content II* (Pass/Fail)                      2  
This self-study course is designed to guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of monthly examinations; and 2) develop and assess the student's competency in the stated PA Program Goals/Student Learning Objectives.

MPAS 682                      *Core Content III* (Pass/Fail)                      2  
This self-study course is designed to guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of monthly examinations; and 2) develop and assess the student's competency in the stated PA Program Goals/Student Learning Objectives.

**Clinical Curriculum = 53 credit hours**  
**Total Program Curriculum = 108 credit hours**

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## **Clinical Year Sample Schedule**

Below is a sample schedule of the formal curriculum for the clinical year. The timing of the rotations will be different for each student; however, all students will complete all items prior to graduation.



### Summer Semester

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
MPAS 654	Community Mental Health Rotation	4 credit hours
MPAS 678	Core Topics I	2 credit hours
MPAS 658	Emergency Medicine I Rotation	4 credit hours
MPAS 650	Internal Medicine I Rotation	4 credit hours
<b>Total Credit Hours</b>		<b>14 credit hours</b>

### Fall Semester

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
MPAS 680	Core Topics II	2 credit hours
MPAS 648	Family Medicine I Rotation	4 credit hours
MPAS 626	Issues in Professional Practice	2 credit hours
MPAS 652	Internal Medicine II Rotation	4 credit hours
MPAS 630	Pediatric Rotation	3 credit hours
MPAS 656	Women's Health Rotation	4 credit hours
<b>Total Credit Hours</b>		<b>19 credit hours</b>

### Spring Semester

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
MPAS 682	Core Topics III	2 credit hours
MPAS 634	Elective Rotation	4 credit hours
MPAS 660	Emergency Medicine II Rotation	4 credit hours
MPAS 662	Family Medicine II Rotation	4 credit hours
MPAS 670	Surgery Rotation	4 credit hours
MPAS 664	Inter-professional Experience	1 credit hour
MPAS 636	Summative Practicum	1 credit hour
<b>Total Credit Hours</b>		<b>20 credit hours</b>

## Coordination of Rotations

The Program will assign and coordinate all clinical sites and preceptors for program required rotations.  
(Accreditation Standards A1.10; A3.03)

## Preceptors/Sites

Students should contact their preceptors no later than 14 days in advance of their start date. Failure to do so is a professionalism violation and may result in the delay of rotation start date(s).

Students must not independently go to other facilities or spend time with preceptors who have not been assigned to them by their site preceptor or Director of Experiential Education. If there are concerns, contact the Director of Experiential Education.

Preceptors/sites should not be family members, friends, or previous places of employment. The Director of Experiential Education on a case-by-case basis will consider exceptions to this policy.

## Clinical Setting Policies

While in the clinical setting, the student must follow the following policies:

- The student will be evaluated for professional conduct by the preceptor and the PA Program faculty and staff. A student may be removed from a clinical site for behavior that is considered less than professional and receive a failing grade for the rotation. Students will be referred to the Student Professional Conduct Committee for further evaluation.
- PA students must see and discuss each patient with their preceptor and may not treat or release a patient without approval of the preceptor.
- PA students may not administer medications without the expressed approval and supervision of the responsible preceptor.
- PA students must discuss patient clinical findings, assessment, and treatment plans with their preceptor before discussing them with the patient.
- PA students will abide by the rules and regulations established by the participating preceptor and institution including scheduling of hours of attendance.
- PA students will follow the dress code of the participating institution or site.
- While it is optimal to enter data into a patient's medical record, electronic or otherwise, it is not a requirement over the course of a student's rotation experiences. In cases such as these, students should continue to practice their note taking skills.
- Note that PA students, by law, may not sign, phone-in, or enter orders for medication prescriptions. PA students may write or enter the prescription or medication order with the approval of their preceptor, but the preceptor must sign the medication order or prescription. The student's name or initials must not appear on a prescription or medication order.

## Student-Suggested Sites and Preceptors Distant to Campus Policy

Students may make suggestions for experiential sites and preceptors for their rotations that fall outside of the Program's normal "catchment area" (i.e. distant rotations) but are not required to do so.

(Accreditation Standards A3.03) Students must identify potential distant experiential sites BEFORE the start of their final didactic semester (January) and must complete and submit required paperwork to the Office of PA Experiential Education at that time for consideration. Student-suggested sites and preceptors are a privilege earned and not a guarantee. Student-suggested preceptors may not be family members or personal friends.

The Director of Experiential Education will consider suggested sites and preceptors for educational suitability, and final approval is at his/her discretion. Students are responsible for all costs incurred related to rotations, including return to campus for end of rotation activities, exams, and any other required meetings determined by the Program.

## Required Site-Specific Documents

The following documents must be taken by the student to the start of each rotation site and provided to preceptor when requested:

- Student's personal biographical sketch and resume
- Letter of introduction, competency and good standing from the Program
- Butler University Health Center documentation of physical, immunizations, and titers
- Background check verification
- Drug screen verification
- Butler University certificate of liability insurance
  - Insurance certificate rolls over annually—the updated policy will be posted on Canvas every June

## Check-Ins

All students must “check-in” at the start of every rotation with the Office of Experiential Education. This allows the Program to continue to evaluate the rotation site to ensure that it is meeting the needs of our students, to include allowing student access to physical facilities and appropriate supervision necessary to fulfill requirements of the rotation. (Accreditation Standard C2.01)

Students must “check-In” with the Office of Experiential Education via Canvas before the end of the first seven days from the start of the rotation. Students should answer all questions below when checking in!

1. Provide your name and contact information (cell number).
2. How many shifts have you completed prior to submitting this report?
3. Provide the name of your preceptor(s).
4. Do you have any concerns about the preceptor(s)/site/environment?
5. Are you receiving appropriate supervision?
6. What is your current level of involvement in patient care? (e.g., Observation only, direct patient care, etc.)
7. Do you notice any concerns in the office environment in which you are working that are unusual or that you would like to report?
8. Do you anticipate any days off during this rotation? If so, have these been approved by the Office of Experiential Education?
9. Do you want to talk about anything else specifically? Briefly describe and indicate if you prefer to talk about this in private with a faculty member instead of documenting here. If so, what day and time is best?

Failure to meet the above requirements may result in a report to the Student Professional Conduct Committee for appropriate action to be taken, including warning, probation, suspension, or dismissal.

## eValue System

The PA Program uses an on-line tool called eValue to log clinical experiences, access rotation schedules and required orientations at assigned sites, and complete evaluations. Students will have an

introduction to this system during the Clinical Year Orientation prior to the start of rotations. It is the student's responsibility to access necessary information and complete required documents in advance of rotations/experiences to be prepared and cleared to start. Failure to do so in a timely manner may result in delay in rotation start, and even delay in graduation. Additionally, students must maintain accurate and current contact information in eValue to allow the Program to make contact immediately in emergency situations.

All information logged into eValue must be accurate and complete while maintaining patients' anonymity. All entries must be entered within a week of the patient encounter. Failure to log accurate clinical data will result in a professionalism violation.

Students will use the eValue system as follows:

- Enter current contact and emergency contact information into the eValue system.
  - Update information as necessary.
- Log all patient encounters on the eValue system. (PxDx)
  - Patient demographic information
  - All procedures and diagnoses including student's role
- Complete site and preceptor(s) evaluation(s) before the end of rotation exam
- Sign off on the end of rotation evaluation completed by the preceptor within two business days

## Rotation Specific Assignments

Students should successfully complete all assignments given by Butler University faculty, clinical instructors, and preceptors during rotations by the established due dates, and attend all on-campus activities (such as EOR, BOR prep meetings, etc.). Failure to do so may result in an incomplete or a failing grade for that rotation. Specific rotation assignments will be outlined in course syllabi.

## Use of Generative Artificial Intelligence (AI) Tools

### General Policy

Generative AI tools (such as ChatGPT, Claude, Gemini, Copilot, and similar platforms) may be used to support your learning when employed ethically and transparently. AI use is permitted only for assignments that explicitly allow it in the instructions OR with prior written approval from your instructor. If you are unsure whether AI use is appropriate for a specific assignment, contact your instructor before proceeding. When in doubt, ask for clarification rather than assume permission.

### Prohibited Uses

Generative AI tools are **strictly prohibited** for:

- **Any component of Objective Structured Clinical Examinations (OSCEs)**, including but not limited to history and physical examinations, diagnostic study selection, case presentations and staffing, patient education components, and clinical documentation or notes
- **Medical documentation submitted for evaluation**, including patient notes, case write-ups, and clinical assessments
- **Any assignment or assessment not explicitly designated as AI-permitted**

*Note: Open Evidence and other pre-approved clinical resources remain permitted during OSCEs and clinical work.*

## When AI Use is Permitted

For assignments that explicitly allow AI tools or when you have received instructor approval, follow these guidelines:

### Required Disclosure

You must include a brief statement with your submission specifying which AI tool(s) you used, how you used them (e.g., "Used ChatGPT to help organize my outline and improve sentence clarity"), and what portions of your work involved AI assistance.

### Appropriate Use Examples

- Brainstorming ideas or study approaches
- Creating study schedules or organizing materials
- Improving writing clarity and organization
- Generating practice questions for self-study
- Explaining complex concepts to check your understanding

### Inappropriate Use Examples

- Having AI write substantial portions of your assignments
- Using AI to complete clinical reasoning without demonstrating your own analysis
- Copying AI-generated content without significant modification and understanding
- Using AI as a substitute for learning course material

## Academic Integrity

**Your final submission must reflect your own personal work, understanding, analysis, and effort.** Work that relies heavily on AI-generated content without proper acknowledgment constitutes plagiarism.

**Consequences:** Violations of this policy will be treated as academic misconduct and may result in assignment failure, course failure, referral to the Student Professional Conduct Committee, and/or academic probation.

## Clinical Year Curricular Objectives

The Clinical Year Curricular Objectives are designed to enable students to understand minimum competencies required and are consistent with our programmatic curricular goals. They are included in each syllabus for each supervised clinical practice experience. They are the basis for the preceptor's formative evaluation of the student. The categories are:

1. History Taking and Physical Examination
2. Diagnostic Studies
3. Diagnosis
4. Health Maintenance
5. Clinical Intervention
6. Clinical Therapeutics
7. Scientific Concepts
8. Professionalism
9. Acquisition of Knowledge, Skills, and Attitudes

## Clinical Year Assessment

Students are evaluated by preceptors at the conclusion of each of the supervised clinical practice experience using a five-point Likert scale. The criteria for each category and the rubric to evaluate the expectations are clearly defined for both the Preceptor and Student prior to the supervised clinical practice experience. Rubrics will be made available to students prior to the rotation.

Categories in this evaluation are intentionally consistent with the expectations of the programmatic curricular goals. The preceptor must provide comments noting the student's specific deficiency/(ies) for any Likert score marked as 2 or less.

In addition, preceptors are asked: "Given the stage of training within this rotation specialty, I feel the student has acquired the appropriate knowledge, skills, and attitude." An answer of "No" will result in immediate follow up by the Director of Experiential Education to determine if a failing grade will be assigned.

## Evaluations

1. Students will request a meeting with his/her preceptor at the midpoint of each rotation to receive feedback at that time. The mid-evaluation form ([Appendix B](#)) will be completed by the preceptor and signed off by both the preceptor and the student, and then submitted to the PA Experiential Education office by the established deadline. This form can be found on the Canvas PA Experiential Year site.
2. Students are to complete a final evaluation of the preceptor and the site on the eValue system before 12:00PM the day before the end of rotation exam.
3. Students are to sign-off on the end of rotation evaluation completed by the preceptor within two business days on the eValue system when available.

All evaluations must be completed in order to sit for the End of Rotation Examinations. Failure to meet the above requirements may result in a report to the Student Professional Conduct Committee for appropriate action to be taken, including warning, probation, suspension, or dismissal.

## End of Rotation Examinations

The Butler University PA Program faculty utilizes the Physician Assistant Education Association (PAEA) written End of Rotation Examinations and endorses the objectives utilized to develop these exams as imperative to enter into practice as a PA. Students will take an examination at the end of each core supervised clinical practice experience.

In order to be permitted to sit for the required EOR exam, each student must:

- successfully complete the required rotation as scheduled; and
- complete patient encounter logs using eValue by 12:00PM on the day preceding the EOR meeting; and
- complete the eValue student evaluation of the Preceptor by 12:00PM on the day preceding the EOR; and
- sign off on preceptor evaluation of current clinical rotation, if completed; and
- meet the approval of the Director of Experiential Education and/or Program Director

Failure to meet the above requirements may result in a report to the Student Professional Conduct Committee for appropriate action to be taken (e.g. warning, probation, suspension, dismissal).

## **End of Rotation Objectives**

Each exam incorporates current, relevant test items that follow rotation-specific content Blueprints and corresponding Topic Lists. More information may be obtained by going to the following website: <https://paeaonline.org/assessment/end-of-rotation/content> The topic list links are included in the course descriptions below. The objectives for specific rotations will be provided during Orientation for the Experiential Year.

## **Rotation Failure Policy**

If a student fails the end of rotation exam on first attempt, the student will be able to remediate on his/her own and with the guidance of an assigned faculty member. The student will have the opportunity to re-test the rotation exam that he/she failed on a date agreed upon by the Director of Experiential Education that must take place before MPAS graduation. The student must pay \$50.00 to cover the cost to retest the exam and administrative expenses. This must be paid prior to the scheduled retest date. If the student passes the exam on second attempt, he/she will receive the lowest passing grade for that rotation.

If a student fails the end of rotation exam on the second attempt, the student fails the rotation and must repeat the entire course. (Accreditation Standard A3.15c)

If a student has a previously failed course, the student must pass all components of each rotation, including the EOR exam, before being allowed forward progress.

If at any point during the experiential year a student has 2 first-attempt failures on EOR exams, forward progress of rotations is immediately stopped until successful passing of at least one of the first- failed exams.

Marginal or failing performance in any rotation as evaluated by the Preceptor will be reviewed by the Director of Experiential Education and PA Program Director. The Director of Experiential Education and PA Program Director will review the information provided and have the right to fail a student based on reported performance.

If a Clinical Instructor wishes to also require assignments (e.g., case presentations, notes, H&Ps, etc.), they must be graded as pass/fail (and may be remediated, if needed). Students may fail for not meeting additional assignment requirements.

A student who fails the same course more than one time or who fails two different courses across the curriculum—either didactic or clinical courses— will result in dismissal from the Program regardless of overall GPA.

Any student required to repeat a course or rotation must anticipate a delay in the timing of his/her graduation and incur additional tuition and fees necessary to repeat coursework. Further, there may be implications associated with financial aid. The student should contact the Office of Financial Aid for

more information.

A student who is decelerated due to a failed course must maintain competency for coursework previously completed to progress through his/her program of study. (Accreditation Standard A3.15c)

## **Safety at Rotation Site**

The PA Program will provide appropriate training to students regarding Occupational Safety & Health Administration (OSHA) standards prior to the clinical year. The facility at which the rotation/experience takes place shall provide to PA students access to the facility's rules, regulations, policies and procedures with which the PA students are expected to comply, including, the Facility's OSHA standards, personal and workplace security and personal safety policies and procedures and shall address all appropriate safety measures for all PA students and any instructors on site. (Accreditation Station A1.02g) It will be the preceptor's responsibility to take reasonable steps to ensure personal safety and security of students during the rotation/experience. This is clearly communicated to preceptors and agreed upon in a signed Preceptor Agreement executed prior to the rotation/experience. (Accreditation Standard A1.01)

## **Student Identification in Clinical Settings**

Students must be clearly identified as PA students in clinical setting at all times. Student photo IDs will be provided during the summer semester. (Accreditation Standard B3.01) These IDs are to be worn at all Program-related activities (both on and off campus) that relate to training as a Butler PA student. PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates. While in the Program, students may not use previously earned titles (i.e. RN, MD, DO, PhD, PharmD, etc.) for identification purposes. There is a charge to replace any lost or damaged ID card through BUPD. If a student should leave the Program, all IDs must be returned to the Program.

Some clinical sites may issue name badges through their medical education offices that should be worn while at that site. This badge is in addition to your Butler ID. At the end of the rotation, the site's medical education office may request these badges to be returned directly to them. If they do not, please protect and keep safe the badge as you might have a rotation at that site in the future. Each site may have a replacement fee to replace any lost or damaged ID card. At the end of the experiential year, all badges not otherwise returned to the clinical site should be given to the PA Program Experiential Office. These badges will be returned to the clinical setting by the PA Program.

## **White Coats**

Students are required to have a long sleeved, short white jacket/coat. A short white coat ends at the upper thigh/ top of inseam. A coat that ends lower than this (at mid-thigh) is too long. White jackets are the required dress code for all clinical experiences. They signify "student" status. Coats/ jackets are gifts from alumni and friends of the College to students and will be given to the student at the White Coat Ceremony.



## Thank-You Notes and/or Gifts to Instructors/Preceptors

Students are encouraged to give professors, staff, and preceptors thank you notes. However, the giving of gifts to individual professors, staff, or preceptors while in the PA Program is prohibited.

## Professionalism

The faculty of the PA Program recognize its responsibility to present candidates for the PA degree that have the knowledge and skills to function in a wide variety of clinical situations and to render a broad spectrum of patient care. (Accreditation Standard B2.19)

Students will exhibit professional behavior toward other student learners, Butler University administration, faculty/staff, preceptors, and patients in all interactions, both in-person and electronically. Professionalism is a required component of each course. The following are evaluated to assess every student in the PA Program. The evaluation occurs at every faculty meeting, at the completion of the rotation/experience, and at the end of every academic semester.

## College Conduct Code

Unprofessional conduct on-campus or off-campus shall be sufficient grounds for the Student Professional Conduct Committee of COPHS to initiate a review. Students are expected to self-report their own potential violations of the conduct code, within 96 hours of the alleged event. See the College Student Handbook for full details, but unprofessional conduct includes, but is not necessarily limited to, the following:

- A. Acts of Academic Dishonesty
- B. Incivility and unethical or otherwise unprofessional behavior
- C. Substance misuse
- D. Activities that may result in probation, revocation or suspension of any professional credentials
- E. Practicing without appropriate credentials
- F. Activities that may result in conviction of a drug related or alcohol related misdemeanor
- G. Activities that may result in the conviction of a felony
- H. Termination of employment or experiential rotation
- I. Sanctions as established by Butler University

## Didactic Year Professionalism Requirements

- Appearance and attire
  - Wears attire consistent with the COPHS/Programmatic dress policy
  - Demonstrates appropriate personal hygiene and grooming
  - All fingernails must be trimmed to no more than 2 mm in length. No acrylic manicures.
  - Permanent bracelets are prohibited beginning in spring semester.
- Preparation
  - Appropriately prepares for class
  - Submits assignments on time
- Behavior/ Attitude
  - Utilizes appropriate verbal tone when addressing faculty and staff
  - Demonstrates appropriate *non-verbal* communication when around faculty, staff, and fellow students
  - Does not negatively impact the learning environment in any way by his/her behavior

- Takes constructive criticism well, and makes improvements as needed
- Communication
  - Communicates professionally in *verbal* communications (e.g., oral presentations, patient interviews, verbal communications with faculty, staff, and fellow students)
  - Communicates professionally in *written* communications (e.g., written assignments, e-mail communications, etc.)
  - Timely reporting of potential conduct code violations
- Attention and Participation
  - Is attentive in class (i.e., does not frequently doze off, abuse electronic media, etc.)
  - Actively participates in class activities
- Respect for Others
  - Attends and shows up on-time for class
  - Is not disruptive to classroom activities or to quiet study areas
  - Respects appropriate boundaries (e.g., space, hierarchy, etc.)
  - Demonstrates appropriate empathy/compassion for others, when indicated
  - Demonstrates appropriate respect when interacting with faculty, staff, and fellow students
  - Does not ridicule or harass others
  - Demonstrates appropriate sensitivity and is able to effectively interact with persons of different ethnicities, religious beliefs, sexual orientation, and other diversities
- Honesty
  - Does not cheat or plagiarize
  - Does not provide fraudulent information
  - Does not lie
  - Reports witnessed professionalism violations of fellow classmates

### Clinical Year Professionalism Requirements

Students will exhibit professional behavior with preceptors, all members of health care teams, patients, and administrators at rotation sites. Students will also exhibit professional behavior with Butler University faculty and staff in all interactions, both in-person and electronically.

The following are evaluated to assess every student in the PA Program. The evaluation occurs at every faculty meeting, at the completion of the rotation/experience, and at the end of every academic semester.

- Appearance and Attire
  - Wears attire consistent with established office/clinic protocol
  - Wears a Butler ID and/or site ID tag when in the clinical setting
  - Demonstrates appropriate personal hygiene and grooming
  - Piercings: No more than 1 pair of (stud) earrings. Nose, lip, eyebrow and tongue

piercings are prohibited. Note: jewelry may be prohibited in some clinical settings (e.g. surgery)

- Permanent bracelets are prohibited.
- All fingernails must be trimmed to no more than 2 mm in length. No acrylic manicures.
- Tattoos: all tattoos must be covered
- Preparation
  - Comes appropriately prepared (e.g., knowledge, skills, orientation requirements) for rotation site duties
  - Brings all necessary medical equipment to the clinical site
  - Medical equipment is in good working order
  - Comes appropriately prepared for end of rotation meetings
- Behavior / Attitude
  - Works cooperatively with others at the clinical site (administrators, clinicians, and medical staff)
  - Utilizes appropriate verbal and non-verbal communication when addressing and interacting with administrators, clinicians, medical staff, and patients
  - Takes constructive criticism well and makes improvements as needed
  - Does not negatively impact the teaching, learning, or patient care environment at the clinical site
  - Follows the rules and protocols of the clinical site (e.g., timeliness of medical records, countersignatures, office hours, scope of practice, etc.)
  - Is attentive to instruction offered by rotation site personnel
  - Actively participates in rotation site activities
  - Demonstrates self-directed, active learning
  - Follows the rules and protocols of electronic testing
- Communication
  - Communicates professionally in *verbal* communications with administrators, clinicians, medical staff, patients, and PA program faculty and staff. (e.g., patient interviews, staffing, oral presentations, timely reporting etc.)
  - Demonstrates appropriate *non-verbal* communication when in the clinical setting
  - Communicates professionally in *written* communications (e.g., medical documentations, e-mail communications, etc.)
  - *Listens* effectively to patients, clinicians, and medical staff
  - Timely reporting of potential conduct code violations.
- Confidential & Ethical Practice
  - Demonstrates behaviors that reflect ethical decision making
  - Demonstrates behaviors that reflect personal integrity
  - Maintains confidentiality of patient health information
  - Maintains confidentiality of other personal information, as requested
  - Adheres to the principles of informed consent

- **Respect, Sensitivity, & Compassion for Others**
  - Shows up on time for rotation activities (rounds, meetings, etc.)
  - Is not disruptive to rotation activities or patient care areas
  - Respects appropriate boundaries (space, hierarchy, etc.)
  - Addresses others appropriately (by title and surname, unless otherwise instructed)
  - Demonstrates appropriate empathy/compassion for others
  - Demonstrates appropriate respect for clinicians, medical staff, patients, and other students
  - Demonstrates appropriate sensitivity and is able to effectively interact with persons of different ethnicities, religious beliefs, sexual orientation, and other diversities
  - Is attentive at clinical sites (i.e., does not doze off, does not abuse electronic media, etc.)
- **Safety and Non-maleficence**
  - Does not intentionally or unintentionally create an unsafe or potentially harmful situation for him/herself or others at the clinical site
- **Honesty**
  - Does not cheat or plagiarize
  - Does not provide fraudulent information
  - Does not lie
  - Reports witnessed professionalism violations of fellow classmates

## Professionalism Violations

Professionalism violations identified by program faculty, staff, or preceptors will be referred by the Program Director for further evaluation to the Student Professional Conduct Committee. Faculty and the Program may cite professionalism violations when responding to regulatory questions or when providing recommendations for employment or privileges at institutions. Deficiencies in any areas of professionalism will be brought to the student's attention by his/her advisor, Director of Experiential Education, and/or Program Director in the form of written evaluations. Remediation will be implemented where appropriate; however, violations could result in immediate probation, suspension, dismissal, or termination from the Program per the Professional Conduct Code. (Accreditation Standards A3.15 c and d) If a student is referred to the Student Professional Conduct Committee, it will be the intention of the PA faculty to seek a minimum of probation for the violation.

## Honor Code

Students are responsible for conducting themselves in a manner that is above reproach at all times. (Accreditation Standard B2.19) Ethical conduct is one of the most important attributes of a competent health care professional. Students are accountable for their own professional behavior. They are also charged with reporting to the Program any unprofessional behavior or infractions of this honor code on the part of others.

Having adopted the high ethical standards of the PA profession, the Program expects that each student will complete all assignments on an individual basis unless otherwise directed by program faculty.

Violations of this honor code are a breach of the professionalism standards. All students will sign the following codes in the didactic ([Appendix C](#)) and clinical ([Appendix D](#)) year indicating the intention to comply with the code.

## Oath of the PA

The PA profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has. This is reflected in the Oath of the PA utilized by the Butler PA Program. During the Master's Hooding ceremony at the completion of the PA Program, students will publicly acknowledge their new responsibilities and affirm their pledge to clinical excellence and health care by reciting this Oath of the PA.

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I pledge to perform the following duties with honesty, integrity, and dedication, remembering always that my primary responsibility is to the health, safety, welfare, and dignity of all human beings:

I recognize and promote the value of diversity and I will treat equally all persons who seek my care.

I will uphold the tenets of patient autonomy, beneficence, non-maleficence, justice, and the principle of informed consent.

I will hold in confidence the information shared with me in the course of practicing medicine, except where I am authorized to impart such knowledge.

I will be diligent in understanding both my personal capabilities and my limitations, striving always to improve my practice of medicine.

I will actively seek to expand my intellectual knowledge and skills, keeping abreast of advances in medical art and science.

I will work with other members of the healthcare team to assure compassionate and effective care of patients.

I will uphold and enhance community values and use the knowledge and experience acquired as a PA to contribute to an improved community.

I will respect my professional relationship with physicians and other members of the healthcare team.

I recognize my duty to perpetuate knowledge within the profession.

These duties are pledged with sincerity and on my honor.

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## Summative Practicum

Students must successfully demonstrate competency to practice medicine as an entry-level PA in primary care to graduate from the Program. Students must successfully complete a Summative Examination that is comprised of knowledge-based exams, clinical skills, and an objective structured clinical examination to demonstrate competency consistent with curricular goals. By successfully completing the Summative Examination, the student will have surpassed expectations regarding programmatic curricular goals and as such, the Program will verify that each student is prepared to enter clinical practice. (Accreditation Standard C3.04)

## Grade Standards

The faculty of record assigns grades for all courses and clinical rotations in the PA curriculum. (Accreditation Standard A3.15a)

## Didactic Year

The following programmatic grading scale will be used:

A	92.50-100.00%
A-	89.50-92.49%
B+	83.00-89.49%
B	76.50-82.99%
B-	70.00-76.49%

There will be no rounding.

## Clinical Year

### Marginal or Failing Preceptor Assessment

Preceptors will evaluate each student and the achievement of meeting curricular goals. The Director of Experiential Education and PA Program Director will review marginal or failing performance by the student in any rotation as evaluated by the preceptor. The Director of Experiential Education and PA Program Director have the right to assign a failing grade to the student based on reported performance.

### Additional Assignments

If a Clinical Instructor requires assignments (e.g., case presentations, notes, H&Ps, etc.), the assignments must be graded as Pass/Fail (and may be remediated, as needed). Students may fail the rotation for not meeting assignment requirements, including attendance at mandatory meetings.

### End-of-Rotation Score

Students take end of rotation exams at the completion of each core rotation to assess the comprehensive medical knowledge required by a graduating PA student. Students of the Program who have successfully passed these exams are predicted to have the medical knowledge base to adequately pass the PANCE and meet programmatic goals. Starting with Version 6, End of Rotation™ (July 10<sup>th</sup>, 2018) exam scores are reported as a scale score between 300-500. The following grade scales have been created for students to determine letter grades:

### **Emergency Medicine**

Scale Score	Letter Grade
≥445	A
425-444	A-
404-424	B+
365-403	B
<365	F

### **Family Medicine**

Scale Score	Letter Grade
≥442	A
422-441	A-
401-421	B+
362-400	B
<362	F

### **Internal Medicine**

Scale Score	Letter Grade
≥445	A
425-444	A-
404-424	B+
365-403	B
<365	F

### **Pediatrics**

Scale Score	Letter Grade
≥448	A
428-447	A-
407-427	B+
368-406	B
<368	F

## Psychiatry

Scale Score	Letter Grade
≥444	A
424-443	A-
403-423	B+
364-402	B
<364	F

## Surgery

Scale Score	Letter Grade
≥445	A
425-444	A-
404-424	B+
365-403	B
<364	F

## Women's Health

Scale Score	Letter Grade
≥439	A
419-438	A-
398-418	B+
359-397	B
<359	F

## Final Rotation Grade

If the Preceptor evaluation and Clinical Instructor's assessment are favorable, rotation grades are based on the end-of-rotation exam scores. Students must submit all required assignments to pass courses. The PA Faculty member(s) have the final determination as to whether a student has met all rotation requirements and will confer the final grade for each rotation less any deductions for late or missed assignments.

## Successful Completion of a Course

A student must earn a Pass or grade of B- or better in any course within the PA Program to be considered "successfully completed." (Accreditation Standard A3.15b) Per University policy, graduate students must earn a minimum of a 3.0 GPA to be eligible to graduate.

## Course Remediation and Academic Progression Policy

### Academic Progression Following Course Failure



The PA Program is designed to integrate classroom and clinical learning experiences considered necessary for competency as health care providers. Therefore, students failing a course will be placed on academic probation for the remainder of the Program. (Accreditation Standards A3.15 c and d)

A student who receives a failing grade in any course will not be allowed to progress within the curriculum until that course is satisfactorily remediated. Provided that the student has not failed any other courses and is not currently on probation, s/he may be given one opportunity to retake the failed course when it is offered next. Most courses are only offered one time per year; therefore, the student may be required to take a leave of absence for one year and repeat the failed course at that time. If the student successfully completes the failed course s/he may be given permission to progress.

### **Academic Progression and GPA Requirements**

In accordance with University policy requiring all graduate students to maintain a minimum cumulative GPA of 3.0 to graduate, the PA Program has established the following procedures:

1. When a student fails a course in a given semester, the Academic Progression Committee will conduct a comprehensive review of the student's academic performance.
2. If the student received a grade of B- in any other courses during the same semester as the failed course, the Academic Progression Committee may, at its discretion, require the student to retake these courses when they are next offered, even if the student achieved a passing grade.
3. This determination will be based on the calculated impact of these grades on the student's ability to achieve the required 3.0 cumulative GPA by graduation and the student's overall academic performance.
4. The student will be notified in writing of any additional course retake requirements within 10 business days following the Academic Progression Committee's review.
5. The purpose of this policy is to ensure that students maintain satisfactory academic progress toward meeting graduation requirements and develop the competencies necessary for clinical practice.

### **Academic Dismissal**

A student who fails the same course more than one time or who fails two different courses across the curriculum, either didactic or clinical courses, will be dismissed from the Program regardless of overall GPA.

### **Financial Implications**

Any student required to repeat a course or rotation must anticipate a delay in the timing of his/her graduation and will incur additional tuition and fees necessary to repeat coursework. Further, there may be implications associated with financial aid. The student should contact the Office of Financial Aid for more information.

### **Competency Maintenance**

A student who is decelerated due to a failed course must maintain competency for coursework previously completed to progress through his/her program of study.

### **Withdrawal**

Voluntary withdrawals are initiated at the request of the student. (Accreditation Standard A3.15d) Working with the Program Director, a mutual decision is reached with regard to the

effective date of the withdrawal and any academic penalty to be assessed. Per letter, the Program Director will notify the offices of the College, Registrar, and Financial Aid. The Office of the Registrar will process the withdrawal and remove the student from any current and/or future enrollments when the appropriate paperwork is submitted. The Office of Financial Aid may revoke any financial aid that has been disbursed. The student should also contact these offices to ensure that he/she has fulfilled any responsibilities with regard to this process.

If a student withdraws, including involuntary withdrawal for academic reasons, tuition may or may not be refunded. Questions regarding tuition refunds should be directed to the Office of Student Accounts.

### **Leave of Absence**

A PA student, after presenting a written request to the Dean of the College (with a copy to the PA Program Director), may be granted an official leave of absence for personal, medical, or academic reasons for a period not to exceed one calendar year. If the leave of absence is approved, the Dean provides written notification including applicable beginning and ending dates to the student, the University Registrar, and the director of the Office of Financial Aid. The student must notify the Program Director in writing of his or her wish to return to the PA Program or to extend the personal leave at least sixty calendar days prior to the anticipated date of reentry. The student desiring an extension beyond one calendar year may be required to apply for readmission to the PA Program. When a leave of absence is taken, the Program Director may require the student to repeat some or all of the courses completed prior to the leave of absence. In all cases of leave of absence, the student is required to complete the full curriculum to be eligible to earn the MPAS degree. Any identification provided to the student, must be returned to the Program during leave.

Any student who is absent from clinical rotations for three months or more must perform and pass an observed history and physical examination (on a real or simulated patient) before being allowed to return to clinical rotations. The student will have two opportunities, evenly spaced over a two-month period, to pass this assessment. If unsuccessful, the student will be dismissed from COPHS.

For purposes of deferring repayment of student loans during a school-approved leave of absence, federal regulations limit the leave to six months. All questions regarding financial aid or student loans should be directed to the Office of Financial Aid.

## Health Insurance

All graduate students must carry personal health insurance. Students must demonstrate proof of insurance on three occasions that includes an insurance card that identifies active insurance coverage at didactic year orientation, February of MPAS1 year, and again in January of MPAS2 year. The information must include the name of the insurance company and the policy number. Please note that healthcare share plans are not the same as health insurance and are not in compliance with this policy. Bring personal Health Insurance cards to orientation and the January End of Rotation meeting. The cards will be photocopied and kept in student files with the PA Program and Butler University Health Services. Students must also sign a waiver indicating that they have personal health insurance. (See [Appendix E](#))

Students will be personally liable for any expenses incurred for things like needle stick evaluations and prophylaxis, treatment for TB exposure, etc., and may wish to review personal health insurance policy to see if it covers these expenses.

Personal health insurance may be used at Butler University Health Services. Health Services will bill a student's health insurance for services rendered. If a student is seen at Health Services, an up-to-date health insurance card and Butler ID must be presented. If a student is unable to present with an insurance card, office services will be applied to the student's account.

## Change of Name and Address

If a student has a change of address locally and/or at home, it should be registered with the University at the Office of Registration and Records to ensure receipt of important mailings. The same procedure should be followed for any name changes. Students should notify the PA Program as well by emailing [PAprogram@butler.edu](mailto:PAprogram@butler.edu).

## Tobacco Use

Tobacco use in any form is not permitted in the Pharmacy and Health Sciences Building or other campus buildings.

## Room Reservations

Rooms in the Pharmacy and Health Sciences Building must be reserved in advance for use by any student organization. All rooms in the Pharmacy Building, as well as other campus facilities, may be reserved by student organizations through the Campus Activities Office (Atherton 101). The request is then taken to the Office of University Events (Service Center, Room 118). Only student organizations recognized by the University may request and use space in the Pharmacy Building for organization activities.

## Student Employment

The Faculty advises against outside employment while in the didactic and clinical phase of the PA Program. (Accreditation Standard A3.14h) Faculty recognize employment may be an issue that some students will face. Given this recognition, realize that Program obligations will

not be altered due to a student's work obligations. It is further expected that work obligations will not interfere with the student's learning progress or responsibilities while in the Program. The Program also discourages the student from working at the same site where they are completing clinical rotations.

PA students are not required to work for the PA Program. (Accreditation Standard A3.15e) Students will not substitute for or function as instructional faculty. (Accreditation Standard A3.05) During the supervised clinical practical experiences, students will not substitute for clinical or administrative staff. Any student on a clinical experience who is being required to primarily fulfill job duties of a certified PA or administrative staff person must notify the Director of Experiential Education. (Accreditation Standard A3.05) Any report will be fully investigated by the Program and suitable action will be taken.

On occasion, the faculty or staff of the Program may make a request for a student to perform volunteer activities for the Program. Students will not be obligated to volunteer.

Student employment through the university work-study program will be governed by university policies.

## **Faculty as Healthcare Providers**

Principal faculty, the Program Director, and the Medical Director must not participate as health care providers for students in the Program, except in an emergency. (Accreditation Standard A3.09)

## **Health Insurance Portability and Accountability Act (HIPAA)**

The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information, and help the healthcare industry control administrative costs. Once matriculated, all students will be required to complete HIPAA training which will require updating or re-certification prior to starting clinical rotations.

## **Requirements for Graduation**

If there are any question regarding a student's completion of all degree requirements, the student should consult with his or her academic adviser. However, it is ultimately the responsibility of the student to make sure all degree requirements have been met to qualify for graduation. Graduating students must apply for their degree at the time they register for their final semester through the Office of Registration and Records.

## **Letters of Reference and Credentialing Requests**

Without exception, all requests for letters of reference or for completion of forms relating to academic performance and/or personal qualities require written authorization from the student (or graduate) for release of such information. Most faculty prefer an email or personal request in writing with sufficient lead-time (it is best requested two weeks in advance), and instructions such as date and format of the letter. When making a request to faculty, please include the full name of the scholarship/position and the overall purpose

and guidelines. If appropriate, please include a summary of pertinent comments from clinical preceptor evaluations, and an updated resume/CV. The number of recommendation letters required of principal faculty is significant; therefore, students should consider others who could also write these letters (an advisor, an instructor or mentor, clinical preceptor, etc.) and make requests as early as possible.

Credentialing or privilege forms are generally required for hospital employment. Students must make a formal request to faculty before providing a faculty name and contact information.

Any form submitted to faculty without prior approval will not be completed. Faculty are not expected to complete forms after 1-year post-graduation date.

## **Student Handbook Acknowledgment**

After reading the Student Handbook, students should initial and sign the two Handbook signature pages ([Appendix G](#) and [H](#)). Return both documents to the Butler University PA Program Offices—one will be returned to the student.

## **PA Student Groups**

### **Class Officers**

Class officers are important individuals who help establish collegiality and professionalism between and among the members of the class, faculty and staff, Program, and University. Class Officers speak on behalf of the class to faculty and administration. Officers will be elected within the summer term after the start of the Program. COPS' Student Affairs office will help establish officer elections for the class.

Students may run for President - the class President (or designee) serves as representative to the Health Sciences Student Assembly, Vice President, Secretary, and Treasurer.

### **Physician Assistant Club (PAC)**

The Physician Assistant club (PAC) serves as the official organization for the PA students and those individuals interested in the PA profession. All PA students are encouraged to be members of the PAC. The MPAS-1 class officers will serve as the PAC officers.

### **PA Student Ambassadors (PASA)**

The PA Student Ambassadors (PASA) program was established to provide the Program with a group of volunteer students who have the skills and training necessary to help conduct special Program functions and represent the PA Program at Program, College, and University events and to the community at large. Our PA Student Ambassadors are current PA students who assist with admission and student life programs. This program is open to all Butler PA students. Students apply for service and are chosen by student leaders to serve.

Ambassadors can serve as tour guides, panelists during information sessions, advisers during orientation and registration, and much more. They will be available to serve as hosts at special receptions.

Ambassadors will assist with recruitment events throughout the year and will inform prospective students and parents interested in the Butler PA Program about all facets of life at Butler – the academic program, faculty and students, social opportunities, as well as student organizations and services. They will help personalize the University by making campus visitors feel welcome, comfortable, and positive not only about Butler’s PA Program, but Butler University as a whole, by demonstrating sincerity, enthusiasm, credibility, interest, and helpfulness.

### **PA Partners in Success**

The Butler PA Partners in Success mentoring program is a student run program that aims to match new incoming MPAS1 students with MPAS2 students. This program connects students with a mentor that can answer their questions and concerns about PA school and help them navigate their first year. The program pairs students with mentors based on personal preferences to help make the transition into the MPAS1 year smoothly.

### **Student Academy of the American Academy of Physician Assistants**

**(SAAAPA)** The Student Academy of the American Academy of PAs (SAAAPA) is the national governing body for students enrolled in the PA Program. This organization offers many resources to enrolled PA students.

There are leadership opportunities in SAAAPA, a national student medical challenge bowl at the annual AAPA conference, student activities, and advocacy opportunities for the profession. For more information regarding SAAAPA, please visit their website at:

<https://www.aapa.org/saaapa>

### **Pi Alpha - National PA Honor Society**

Students may apply for membership into the Pi Alpha National Honor Society. The Society recognizes excellence in research, publishing, community/professional service or leadership activities. The GPA for didactic portion of the Program are utilized to calculate the Pi Alpha GPA. No failures may occur during the Program. Individuals need to complete at least one Pi Alpha eligible activity during clinical year.

Please see the Pi Alpha web site at <http://paeonline.org/pi-alpha-honor-society/> for further information.

## **Additional Information for PA Students**

### **Competencies for the PA Profession**

Competencies for the PA Profession resulted from a collaborative effort by the National Commission on Certification of PAs (NCCPA), Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the Physician Assistant Education Association (PAEA), and the American Academy of PAs (AAPA). This document contains a set of basic competencies that all PAs are expected to acquire, develop and maintain throughout their chosen career. The professional competencies discuss the categories of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice. This document should be read for further understanding of the life-long competencies expected from all PAs. This document may be accessed at: <https://www.nccpa.net/resources/competencies->

[for-the-physician-assistant-profession/](#)

## **NCCPA Task Areas**

The National Commission on Certification of Physician Assistants (NCCPA) is the regulatory body for preparation and administration of the Physician Assistant National Certifying Examination (PANCE) exam. The Task areas include knowledge and cognitive skills areas that are identified as important to PA practice. The didactic and clinical phase curriculum is designed to ensure exposure to each of these vital task areas which include: history taking and performing physical examinations, using laboratory and diagnostic studies, formulating most likely diagnosis, health maintenance, clinical intervention, pharmaceutical therapeutics, applying basic science concepts, and professional practice. For a more detailed description regarding the knowledge and cognitive skills for each of the above areas, please review the information at the following link:

<https://www.nccpa.net/ExamsContentBPTasks>

## **NCCPA Organ System Disease List**

The NCCPA also maintains a list of organ systems that serve as a guide of diseases, disorders, and medical assessments that provide a basis for examination preparation. The didactic and clinical phase curriculum is designed to ensure exposure across all organ systems to include the majority of the specific entities outlined in this detailed listing. The following provides a link to the full document and should be read for further understanding of the depth and breadth of knowledge that will be expected during the didactic and clinical phase of the Program as well as for life-long learning as a graduate.

<https://www.nccpa.net/ExamsContentBPOrgans>

## **National Medical Challenge Bowl**

PA programs from across the country will face off at this high-energy medical quiz competition coordinated by the Student Academy of AAPA. During the AAPA Forum, PA programs will bring their school spirit and cheer on their team as they compete to be the next Challenge Bowl champion. For more information, please see the web site

<https://www.aapa.org/conference/special-events/national-medical-challenge-bowl/>.

Students will be allowed to attend the National Conference and participate in the National Medical Challenge Bowl/SAAAPA activities.

## **Professional Associations and Regulatory Bodies**

### **American Academy of PAs (AAPA)**

The American Academy of PAs (AAPA) is the national professional organization of PAs. Its membership includes graduate and student PAs as well as affiliate membership for physicians and PA educators. The Academy provides a wide range of services for its members from representation before federal & state governments & health related organizations, public education, pamphlets and brochures, insurance and financial programs, and employment assistance. Students will be provided a student membership through the Program. Membership will last from matriculation until four months after graduation.

Please see the AAPA Web site at [www.aapa.org](http://www.aapa.org) for services and benefits.

### **Indiana Academy of Physician Assistants (IAPA)**

The Indiana Academy of Physician Assistants (IAPA) is a state constituent Chapter of the AAPA. The state Physician Assistant Society works in concert with the national American Academy of PAs to further issues concerning all PAs.

Student membership is available in the IAPA. Students are strongly encouraged to join the IAPA. Membership benefits include reduced student rate for the state conference, eligibility to become a student member on the IAPA board and eligibility for a scholarship. Please see the IAPA Web site at <http://www.indianapas.org/> for further information.

### **National Commission on Certification of Physician Assistants (NCCPA)**

All graduates of PA Programs accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) are eligible to sit for the national boards offered by the National Commission on Certification of Physician Assistants (NCCPA).

The NCCPA offers the Physician Assistant National Certifying Examination (PANCE) exam. PANCE is a 300-question, multiple-choice exam that is prerequisite for licensure in all states. This examination is being offered 50 weeks out of the year and is administered in a computer-generated format.

Please see the NCCPA Web site at [www.nccpa.net](http://www.nccpa.net) for further information.

### **State Licensure**

Most states require registration through the State Board of Medical Licensure prior to the start of employment. Students are encouraged to check with the specific State Board of Medicine for current requirements and an application.



## Contact Information

OFFICE	LOCATION	TELEPHONE	WEB SITE
PA Program College of Pharmacy & Health Sciences	Pharmacy & Health Sciences Building Second Floor – North End 4600 Sunset Ave. Indianapolis, IN 46208	Phone: 317-940-6026 Fax: 317-940-9857  Admission Phone: 317-940-8268 <a href="mailto:PAadmission@butler.edu">PAadmission@butler.edu</a>	<a href="https://www.butler.edu/pharmacy-health/physician-assistant/">https://www.butler.edu/pharmacy-health/physician-assistant/</a>
Office of Student Success College of Pharmacy & Health Sciences	Pharmacy & Health Sciences Building Suite 110	Phone: 317-940-9297	
Title IX	Atherton Union, Room 200	Phone: 317-940-6509	<a href="https://www.butler.edu/diversity-equity-inclusion/institutional-equity/">https://www.butler.edu/diversity-equity-inclusion/institutional-equity/</a>
Bookstore	Atherton Union	Phone: 317-940-9228	<a href="https://www.bkstr.com/butlerstore/home">https://www.bkstr.com/butlerstore/home</a>
Student Disability Services	Jordan Hall, Room 136	V/TT: 317-940-9308 Fax: 317-940-9036	<a href="https://www.butler.edu/academic-services/disability/">https://www.butler.edu/academic-services/disability/</a>
Counseling Center	Health & Recreation Complex Room 120 530 W. 49th St. Indianapolis, IN 46208	Phone: 317-940-9385 Fax: 317-940-6403	<a href="https://www.butler.edu/well-being/counseling-services/">https://www.butler.edu/well-being/counseling-services/</a>
Office of Registration & Records (including transcripts)	Jordan Hall, Room 133	Phone: 317-940-9203 Toll Free: 800-368-6852 ext. 9203 Fax: 317-940-6539	<a href="https://www.butler.edu/registrar/">https://www.butler.edu/registrar/</a>
Financial Aid	Robertson Hall, Lower Level	Phone: 317-940-8200 Toll Free: 877-940-8200 Fax: 317-940-8250	<a href="https://www.butler.edu/admission-aid/financial-aid-scholarships/">https://www.butler.edu/admission-aid/financial-aid-scholarships/</a>
Student Health Services	Health & Recreation Complex Room 110 530 W. 49th St. Indianapolis, IN 46208	Phone: 317-940-9385 Fax: 317-940-6403	<a href="https://www.butler.edu/well-being/health-services/">https://www.butler.edu/well-being/health-services/</a>
Information Technologies Help Desk	Holcomb, third floor	Phone: 317-940-HELP	<a href="https://www.butler.edu/information-technology/">https://www.butler.edu/information-technology/</a>
Human Resources	Jordan Hall, Room 037	Phone: 317-940-9355 Fax: 317-940-8149	<a href="https://www.butler.edu/human-resources/">https://www.butler.edu/human-resources/</a>
General Information	Butler University 4600 Sunset Ave. Indianapolis, IN 46208	Toll Free: 317-940-8000 Phone: 800-368-6852	<a href="https://www.butler.edu/">https://www.butler.edu/</a>
The Ruth Lilly Science Library	Levinson Family Hall	Phone: 317- 940-9401	<a href="https://www.butler.edu/library/spaces/science/">https://www.butler.edu/library/spaces/science/</a>

Parking Services	4702 Sunset Avenue Suite 500 Indianapolis, IN 46208	Phone: 317-940-9243	<a href="https://www.butler.edu/campus-services/parking/">https://www.butler.edu/campus-services/parking/</a>
BUPD	525 W. Hampton Drive Indianapolis, IN 46208	Emergency Phone: 317-940-9999 911 (from campus phone) Safety Escort: 317-940-2873 (available 24/7) Non-emergency Phone: 317-940-9396 Fax: 317-940-6578 <a href="https://www.butler.edu/public-safety/">https://www.butler.edu/public-safety/</a>	
Emergency Medical or Indianapolis Metropolitan Police Department		Emergency Phone: 911 (Call BUPD in addition to 911—they assist with all campus call)	
American Academy of PAs (AAPA)	2318 Mill Road Suite 1300 Alexandria, VA 22314	Phone: 703-836-2272 Fax: 703-684-1924	<a href="https://www.aapa.org">https://www.aapa.org</a>
National Commission on Certification of Physician Assistants (NCCPA)	12000 Findley Road, Suite 100 Johns Creek, Georgia 30097	Phone: 678-417-8100 Fax: 678-417-8135	<a href="http://www.nccpa.net">www.nccpa.net</a>
Indiana Academy of Physician Assistants (IAPA)	5121 W. State Geneva, IL 60134	Phone: 630-517-2990 Fax: 804-288-3551	<a href="http://www.indianapas.org/">www.indianapas.org/</a>
Indiana Professional Licensing Agency (IPLA)	Physician Assistant Committee 402 W. Washington Street, Room W072 Indianapolis, IN 46204	Phone: 317-234-2060 Fax: 317-233-4236	<a href="https://www.in.gov/pla/">https://www.in.gov/pla/</a>

## Appendices Table of Contents

### Appendix A. Absence during Rotation

#### Butler University Physician Assistant Program

#### REQUEST FOR EXCUSED ABSENCE DURING ROTATION

Students are expected to be present during all shifts designated by the preceptor. If a student needs to request a day off, this form must be submitted to the Director of Experiential Education at least 2 weeks in advance of the requested date for consideration. There is no guarantee that the request will be approved, and approval is situation dependent based on the information provided.

*(Refer to the COPS Student Handbook Attendance policy regarding excused and unexcused absences.)*

**Date of Request:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Rotation #:** \_\_\_\_\_ **Dates of Rotation:** \_\_\_\_\_

**Specialty:** \_\_\_\_\_

**Date of Requested Excused Absence:** \_\_\_\_\_

**Reason for Request:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
*Student signature*

\_\_\_\_\_  
*Preceptor signature*

Submit this request to the Butler University Physician Assistant Program  
Experiential Education office by e-mail to [jrguthri@butler.edu](mailto:jrguthri@butler.edu) or by fax to 317-940-9857.

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Approved ☐

Denied ☐

\_\_\_\_\_  
*Director of Experiential Education, PA Program*

\_\_\_\_\_  
*Date*

## Appendix B. Mid-Rotation Evaluation

### MID- ROTATION EVALUATION

To be completed by the student and preceptor at the mid-point of each rotation

Student Name								
Preceptor Name								
Site Name								
Rotation Type	FM	IM	EM	SURG	PEDS	MH	WH	Elective
Rotation Block No.		Dates						
<b>Clinical Skills</b>				<b>Progressing Appropriately</b>	<b>Emphasize study &amp; practice*</b>	<b>Area of concern*</b>	<b>Not Applicable</b>	
Medical Fund of Knowledge								
History Taking Skills								
Physical Exam Skills								
Oral Presentation – Concise and Pertinent								
Written Documentation- Concise and Pertinent								
Interpreting Labs-Tests								
Formulating Differential Diagnoses								
Patient Management and Treatment Plans								
Procedure Skills								
<b>Professionalism</b>								
Dependable & Punctual								
Time Management & Organization								
Rapport with Providers, Staff, and Patients								
Communication Skills								
Demonstrates Self-Directed Learning								

*\*Please, comment on any areas of concern or areas needing focused study:*

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Preceptor Signature		Date	
Student Signature		Date	

Students upload completed form to eValue personal records by the designated due date per your schedule.  
Revised April 2020

## Appendix C. Didactic Year Honor Code

Please initial each statement and provide your complete signature at the bottom indicating your intention to comply with the code.

- \_\_\_\_\_ I will not cheat, copy, reproduce, plagiarize, or use crib notes and will report any student who does.
- \_\_\_\_\_ I will not discuss exams, assignments, cases, or standardized patients with other students during the didactic year with future, current, or past students of this Program.
- \_\_\_\_\_ If anyone asks me to discuss exams, assignments, cases, or standardized patients, I understand that it is my duty to report this to a professor immediately.
- \_\_\_\_\_ If I overhear any discussion of exams, assignments, cases, or standardized patients, I understand that it is my duty to report this to the professor immediately.
- \_\_\_\_\_ I will not use and will report the use of exams or question banks from previous years unless given by my professor.
- \_\_\_\_\_ If reported irregularities are noted during or after any examination, I will submit my personal electronic devices used in testing for electronic evaluation.

I understand the above statements and intend to uphold this honor code.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

## Appendix D. Clinical Year Honor Code

Please initial each statement and provide your complete signature at the bottom indicating your intention to comply with the code.

- \_\_\_\_\_ I will not cheat, copy, reproduce, plagiarize, or use crib notes and will report any student who does.
- \_\_\_\_\_ I will not discuss any end of rotation exams taken during the clinical year with future, current, or past students of this Program.
- \_\_\_\_\_ If anyone asks me to discuss an end of rotation exam, I understand that it is my duty to report this to the Director of Experiential Education immediately.
- \_\_\_\_\_ If I overhear any discussion of end of rotation exams, I understand that it is my duty to report this to the Director of Experiential Education immediately.
- \_\_\_\_\_ I will not use and will report the use of exams, question banks, or Summative practicum materials from previous years unless given by my professor.
- \_\_\_\_\_ If reported irregularities are noted during or after any examination, I will submit my personal electronic devices used in testing for electronic evaluation.

I understand the above statements and intend to uphold this honor code.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

## Appendix E. Personal Health Insurance Waiver

### Butler University PA Program Personal Health Insurance Waiver

All PA Program students must carry personal health insurance. Students must demonstrate proof of insurance, that includes an insurance card that identifies active insurance coverage, on three occasions:

**Matriculation**  
**February of MPAS1 year**  
**February of MPAS2 year**

The information must include the name of the insurance company and the policy number. The cards will be photocopied and kept in student files. Students must also sign a waiver indicating that they have personal health insurance. Please note that healthcare share plans are NOT the same as health insurance and are not in compliance with this policy.

Additional information regarding the Butler University requirement of all students to possess health insurance as well as information to enroll in the Butler University Sponsored Insurance Plan can be found at: <https://www.butler.edu/health-services/student-health-insurance>

***By signing this waiver, I acknowledge that I will have personal health insurance coverage for the entirety of my enrollment in the Butler University PA Program. I will be asked to show proof of this insurance coverage at three different points throughout the program, at a minimum.***

---

Name of student

---

Signature of student

---

Date

## Appendix F. Exposure Incident Report Form

*To Be Completed by Student and Reviewed with the Didactic Faculty/Preceptor and Director of Experiential Education*

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Best Contact Phone # \_\_\_\_\_ Date Report Completed \_\_\_\_\_

Exposure Date \_\_\_\_\_ Exposure Time \_\_\_\_\_

Name of **Course and Faculty Member** or **Rotation, Preceptor** and **Location** at the time of exposure:

\_\_\_\_\_  
\_\_\_\_\_

Nature of incident: Check appropriate box.

Type of Exposure:    ☐ Blood            ☐ Chemical            ☐ Other: \_\_\_\_\_  
                                 ☐ Body Fluid        ☐ Airborne

Describe details of incident:

\_\_\_\_\_  
\_\_\_\_\_

Describe what task(s) were being performed when the exposure occurred:

\_\_\_\_\_  
\_\_\_\_\_

Were you wearing Personal Protective Equipment (PPE) at the time of the incident (gloves, gown, goggles, splash guard, etc.)?    Yes \_\_\_\_\_    No \_\_\_\_\_

If yes, please list:

\_\_\_\_\_  
\_\_\_\_\_

Did the PPE fail? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, explain how:

\_\_\_\_\_  
\_\_\_\_\_

To what fluids/particles/chemicals were you exposed?

\_\_\_\_\_  
\_\_\_\_\_



What parts of your body became exposed?

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Were there any witnesses to the incident? Yes\_\_\_\_ No\_\_\_\_

If yes, who (list their name and role at the site of the incident)?

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Please provide the contact information of the witness:

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Did you receive medical attention? Yes \_\_\_\_ No \_\_\_\_

If yes,

Where\_\_\_\_\_

When\_\_\_\_\_

By whom\_\_\_\_\_

What protocols were followed, tests ordered?

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Health status of source (if known): *Please do NOT include identifiers of the source like name, DOB, etc.*

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

Faculty / Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

*Experiential Education Office, PA Program FAX (317)940-9857*

Date received/reviewed: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_

**Follow-up Notes:**

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Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Follow-up Notes:**

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Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Appendix G. Student Handbook Policy Acknowledgement

*By initialing alongside each topic the student confirms that the PA Program Student Handbook has been received, read and understood.* The PA Program Handbook contains policies that include statements on the following:

	Student Initials
Student Handbook	_____
Program and College Professionalism Policy	_____
Attendance Requirements	_____
Examination Policies	_____
Academic Progress / Failure	_____
Professional/Academic Standards	_____
Honor Code	_____
Accidental Exposure	_____
Student Employment	_____
Faculty Serving as Healthcare Provider	_____
HIPAA	_____

By signing below, the Butler University PA student acknowledges receipt and understanding of the Education policies.

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## Appendix H. Student Handbook Policy Clinical Acknowledgment

*By initialing alongside each topic the student confirms that the PA Program Student Handbook has been received, read, and understood.* The PA Program Handbook contains policies that include statements on the following:

	Student Initials
Professional & Academic Standards	_____
Program and College Professionalism Policy	_____
Contacting Rotation Sites & Preceptors	_____
Orientation & Required Site Materials	_____
Examination Policies	_____
Prerequisites for the Clinical Year (titers, UDS, background checks, etc.)	_____
HIPAA	_____
Standard Precautions	_____
Attendance Policy (rotations, EOR-related activities)	_____
Rotation Syllabi	_____
E*Value System	_____
Evaluations	_____
Rotation Failure Policy	_____
Distant Rotation Policy	_____
Accidental Exposure Policy and Form	_____
Request for Excused Absence Form	_____

By signing below, the Butler University PA student acknowledges receipt and understanding of the Clinical Year policies.

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## Student Handbook Sign-Off Sheet

Retain this signed copy of this signature page for your files.

By initialing alongside each topic the student confirms that the PA Program Student Handbook has been received, read and understood. The PA Program Handbook contains policies that include statements on the following:

	Student Initials
Professional & Academic Standards	_____
Program and College Professionalism Policy	_____
Contacting Rotation Sites & Preceptors	_____
Orientation & Required Site Materials	_____
Examination Policies	_____
Prerequisites for the Clinical Year (titers, UDS, background checks, etc.)	_____
HIPAA	_____
Standard Precautions	_____
Attendance Policy (rotations, EOR-related activities)	_____
Rotation Syllabi	_____
E*Value System	_____
Evaluations	_____
Rotation Failure Policy	_____
Distant Rotation Policy	_____
Accidental Exposure Policy and Form	_____
Request for Excused Absence Form	_____

By signing below, the Butler University PA student acknowledges receipt and understanding of the Clinical Year policies.

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## Appendix I: May 2026 Graduates

### Clinical Year (MPAS-2)

#### Butler University Physician Assistant Program Class of 2026 Experiential Year Schedule

Rotation Block	Calendar Dates
<b>Orientation</b>	May 1 and May 2, 2025
<b>1</b>	May 5 – June 4, 2025
<b>Return to Campus</b>	June 5 & 6, 2025
<b>2</b>	June 9 – July 9, 2025
<b>Return to Campus</b>	July 10 & 11, 2025
<b>3</b>	July 14 – August 6, 2025
<b>Return to Campus</b>	August 7 & 8, 2025
<b>4</b>	August 11 – September 3, 2025
<b>Return to Campus</b>	September 4 & 5, 2025
<b>5</b>	September 8 – October 2, 2025
<b>Return to Campus</b>	October 3, 2025
<b>6</b>	October 6 – November 5, 2025
<b>Return to Campus</b>	November 6 & 7, 2025
<b>7</b>	November 10 – December 12, 2025
<b>Professional Development</b>	December 15-19, 2025
<b>Winter Break</b>	December 20, 2025 – January 4, 2026
<b>8</b>	January 5 – January 28, 2026
<b>Return to Campus</b>	January 29 & 30, 2026
<b>9</b>	February 2 – February 24, 2026
<b>Return to Campus</b>	February 25 – February 27, 2025 (EOR & Summative Exam)
<b>10</b>	March 2 – April 1, 2026
<b>Return to Campus</b>	April 2 & 3, 2026
<b>11</b>	April 6 – May 1, 2026
<b>Return to Campus</b>	May 4, 2026
<b>Commencement</b>	May 9, 2026

- Return to Campus: These dates include End of Rotation Exams, Presentations, Professional Development, and Beginning of Rotation Prep. Attendance is mandatory.
- Students are expected to be available for all shifts during the rotation, which may include weekends, holidays, and evenings.
- This schedule is subject to change with notification based on Butler University, State, and Federal guidance.
- Please note student travel guidelines to allow for timely return to campus.

## **Appendix J: May 2027 Graduates**

### **Didactic Year 2025-2026 (MPAS1)**

#### ***Summer I 2025***

May 12-14	Mandatory Orientation
May 15	First Day of Instruction
May 26	Memorial Day Holiday (no classes)
June 19	Juneteenth Holiday (no classes)
June 27	Last Meeting of Classes
June 30-July 2	Final Examinations
July 3-4	Independence Day Holiday (no classes)

#### ***Summer II 2025***

July 7	First Day of Instruction
August 13	Last Meeting of Classes
August 14-15	Final Examinations

#### ***Fall 2025***

August 27	First Day of Instruction
August 29	White Coat Ceremony
September 1	Labor Day Holiday (no classes)
October 23-24	Fall Break (no classes)
November 24-28	Thanksgiving Holiday (no classes)
December 12	Last Meeting of Classes
December 13	Reading Day
December 15-19	Final Examinations

#### ***Spring 2026***

January 12	First Day of Instruction
January 19	Martin Luther King Jr. Holiday (no classes)
March 9-13	Spring Break (no classes)
April 20	Last Meeting of Classes
April 21	Reading Day (no classes)
April 22-28	Final Examinations
April 30-May 1	Experiential Year Orientation

**The May 2027 graduates' Experiential Year Schedule will be announced in Fall 2025.**



## PHARMACY *and* HEALTH SCIENCES BUILDING SAFETY INFORMATION

*From the Public Safety Emergency Preparedness website:*

“In the event of a fire or other emergency, seconds count ... the cooperation and participation of every building occupant is essential. Every person ... in a building on campus has an individual responsibility to know how to evacuate in an emergency and to accomplish the evacuation when the fire alarm device sounds or when directed by an authority.”

### PRE-PLAN YOUR EVACUATION

- Be aware of two exits per floor. For building floor plans, look for directional signage by elevators.
- Do not use the elevators during an evacuation.

### IN CASE OF FIRE *or a* FIRE ALARM

- Whenever the alarm is sounded, leave immediately. Fire doors will shut automatically.\*
  - Exit by the nearest route.
  - When leaving an area, the last person out should close the door as he or she exits.
  - Once outside, meet at a designated rally point (see below) and report those missing.
- \* *Fire doors are to be left in the open position, except in case of an actual alarm sounding, a scheduled alarm test, or a lock down. Authorities will automatically close them as determined in these cases.*

### RALLY POINTS

Rally points should be away from the Pharmacy and Health Sciences Building (not on the sidewalks), such as on the lawn in front of Robertson Hall or in Cornerstone Plaza. Refer to the campus map at [www.butler.edu/campus-map](http://www.butler.edu/campus-map) for these and other locations.

### SHELTER-IN-PLACE

- Avoid hallways with doors at each end.
- Avoid locations with exterior window glass.
- Interior spaces in a building are the best locations.
- Refer to the Shelter-in-Place signage.

### AREAS *of* RESCUE

- Refer to the Areas of Rescue signage
- Individuals with mobility impairment that prevent their evacuation should move to marked areas on each floor and await rescue.

### FIRE CODE

- Exit areas, classroom doorways, hallways, or pathways to exits should be unobstructed at all times. Hallway seating or event tables are allowed, but *only* on one side of a hallway. Loose items that present a trip hazard (e.g., chairs or tables, especially in elevator and lobby spaces) are not allowed in these areas.
- No more than 20 percent of the area of a door or window in a classroom or office may be covered. Use of fire-retardant materials is encouraged. (Do *not* use paper or other flammable materials.)



**BUTLER**

COLLEGE *of* PHARMACY  
*and* HEALTH SCIENCES