

2026-2027 PA Program
Student Handbook

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Contact Information

Address, Email, and Phone

Department of PA Studies
College of Health Professions
Butler University

4600 Sunset Avenue
Indianapolis, IN 46208
Phone: 317-940-6026

Email: PAprogram@butler.edu

PA Program Office Fax: 317-940-9857

PA Program Experiential Office Fax: 317-940-9857

Admission questions: PAadmission@butler.edu

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

College of Health Professions Administration

Dean: Robert Soltis, PhD

Executive Associate Dean: Jennifer Snyder, PhD, PA-C

Assistant Dean of Student Affairs: Gayle Hartleroad, EdD, MA, BS

Associate Dean for External Affiliations: Julie Koehler, PharmD, FCCP

Associate Dean for Faculty & Staff: Chris Roman, DMS, PA-C

Associate Dean of the School of PA Studies and Clinical Sciences: Cody Sasek, PhD, PA-C

PA Administration

Program Director: Elizabeth Schmidt, DMS, PA-C

Director of Experiential Education: Jennifer Guthrie, MPAS, PA-C

Medical Director: Lauren Granger, MD

Principal Faculty

The following individuals are principal faculty of the PA Program:

Kevin Bogenschutz, DMS, PA-C, Assistant Professor, kbogensc@butler.edu

Jaclyn Demeter, DMS, PA-C, Assistant Professor, jdemeter@butler.edu

Annie Geary, MPAS, PA-C, Assistant Professor, ageary1@butler.edu

Jennifer Guthrie, MPAS, PA-C, Associate Professor, jrguthri@butler.edu

Chris Roman, DMS, PA-C, Professor, croman@butler.edu

Elizabeth (Betsy) Schmidt, DMS, PA-C, Associate Professor, ehschmid@butler.edu

Carol Sitzman, MPAS, PA-C, Associate Professor, casitzman@butler.edu

Dan Sturm, MMS, PA-C, Associate Professor,dsturm@butler.edu

Kali Veness, MPAS, PA-C, Associate Professor, kveness@butler.edu

Instructional Faculty

The following are instructional faculty of the PA Program:

Sarah Amrine, NP, MSN, BA, BSN, MA, Women's Health, samrine@ecommunity.com

Markian Bochan, MD, PhD, FIDSA, Internal Medicine, Markian.Bochan@ascension.org

Kate Carter, APRN, Pediatric Medicine, bbacker2002@gmail.com

Hemalatha Hemachandra, MD, Pediatric Medicine, hhemachandra@shalomhealthcenter.org

Kate Kaiser, PA-C, Emergency Medicine, kate.kaiser1@gmail.com

Madeline Klinger, PA-C, Family Medicine, msnyder@pikemedical.com

Muhammad Munir, MD, Mental Health mmunirmd@gmail.com

Katie Nowakoski, PA-C, General Surgery, KShelford@ecommunity.com

James Pike, DO, FCCP, FACP, Internal Medicine, drpike@pikemedical.com

Matthew Scherschel, DMS, PA-C, Cardiovascular Care, scherschel.m@gmail.com

Emily Skeeters, PA-C, Women's Health, eskeeters@ecommunity.com

Jill Stanton, MD, Family Medicine, jill_stanton@ahni.com

Staff

These individuals are administrative support staff of the PA program

Karen Corby, Experiential Education Liaison, kcorby@butler.edu

Beth Goodman, Assistant Director of Graduate Admissions, bgoodman1@butler.edu; paadmissions@butler.edu

Heather LeFebvre, Academic Program Coordinator, hlefebvre@butler.edu

Katherine Patton-Eilers, Administrative Specialist, kpattone@butler.edu

Olivia (Liv) West, Clinical Coordinator, obwest@butler.edu

Introduction

Butler University is the sole sponsoring institution of the PA Program. 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.

This PA Program Student Handbook is an extension of the College of Health Professions Student Handbook. **In cases of perceived conflict, the CHP 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.

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 Science (now College of Health Professions) 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.

Today, the PA Program is operated solely by Butler University and most aspects of didactic training occur on the Butler University campus. 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. 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 July 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, 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, 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 countr y, students should anticipate travel, at their own cost, to sites within a two-hour drive time from their available housing 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.

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 prior to 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.

Students must self-report any of the following *within 96 hours* to the Program Director and Executive Associate Dean of the College: any arrest, charge, citation, or conviction involving alcohol or controlled substances—including but not limited to driving under the influence (DUI/OWI), possession of illegal substances, or misuse of prescription medication, as well as any other new arrest, charge, citation, or conviction that occurs during their enrollment in the program.

Drug Screening

Rationale

Healthcare 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.

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.

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 CHP Student Handbook, 2026-27.

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.

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

Immunizations/Clinical Requirements

Healthcare facilities increasingly require healthcare workers and students to be vaccinated against vaccine-preventable diseases to reduce the risk of disease transmission and protect patients, healthcare personnel, and the communities they serve. Students admitted to professional programs within the College of Health Professions (CHP) are expected to comply with all University, CHP program, and clinical agency immunization requirements or seek an approved medical or religious exemption through the CHP's established exemption process using the designated exemption request form.

Students are financially responsible for all costs associated with required immunizations, laboratory testing, and clinical compliance documentation.

Matriculation to University

Based on Indiana state law and recommendations by the CDC and the American College Health Association:

*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 Heplisav-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)
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.

*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.

Required Health History & TB Questionnaire

All students must access the 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.

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.

Student Support

The Butler University PA Program is committed to the holistic well-being of every student. A range of support services is available to students year-round through the University and the program. Students are encouraged to familiarize themselves with these services upon entry into the program and to seek support proactively, rather than waiting until a challenge becomes a crisis. Faculty and staff are available to help connect students with the appropriate resources at any time.

Academic Advising

All students will be paired with a PA faculty member who will serve as their advisor throughout the PA program. Students must meet with their academic advisor once each semester in the didactic year. In the clinical year, advisors will make time available to meet with each student individually but these meetings will be optional rather than mandatory. During orientation, advisors will provide contact information and instructions for scheduling appointments. The advisor is the first point of contact for any concern that a student might face that is not otherwise addressed by the faculty of record in a particular course. As advisors, faculty members advise; they do not make decisions for students. Faculty members are primarily 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 available through the University Counseling and Consultation services for assistance.

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 Program Director or the Office of Student Success or the Assistant Dean of Student Affairs for assistance. In instances where advisors will be on a prolonged leave (medical leave, parental leave, sabbatical, etc.); students will temporarily be assigned another academic advisor.

CHP Office of Student Success

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 CHP lower concourse.

Academic Accommodations and Student Disability Services

The PA Program is committed to fostering an equitable and supportive learning environment for all students. Butler's Student Disability Services (SDS) partners with the program to facilitate individualized, equitable access to learning environments for students with documented disabilities or diagnoses, including but not limited to hearing loss, visual impairment, learning disabilities, attention-deficit/hyperactivity disorder (ADHD), mobility impairments, chronic medical conditions, and psychiatric or emotional disabilities.

Students are strongly encouraged to register with SDS prior to starting the program, rather than waiting until academic difficulties arise. The registration process requires completion of an interest form, submission of supporting documentation, and an individual meeting with an SDS staff member to determine eligible accommodations. Once registered, students retain full control over whether and when to activate their accommodations on a course-by-course or exam-by-exam basis. Registration does not obligate a student to use accommodations; it ensures that support is available without delay should circumstances require it.

For more information or to begin the registration process, students may contact SDS at sds@butler.edu.

Student Success Coaching

Academic student success coaching and student success workshops are available through the Student Success Center.

Counseling and Consultation Services

Butler's Counseling and Consultation Services offer a variety of mental health resources to aid current students. Access information is available through the links below. Students may also be referred by Counseling and Consultation Services to resources outside the University and will be responsible for paying the costs incurred for services and treatment provided through outside agencies.

Crisis Services

A mental health crisis is any situation in which a person's behavior puts them at risk of hurting themselves or others and/or prevents them from being able to care for themselves or function effectively in the community. If you or someone you are concerned about is in crisis, more information can be found here.

Therapy and Counseling Services

CCS provides the following services to help students address a variety of mental health concerns: individual and couple counseling, group counseling, animal-assisted therapy, psychiatric services, and alcohol and other drug services. More information about the services and scheduling of appointments are available through their website. Drop-in and teletherapy services are also available.

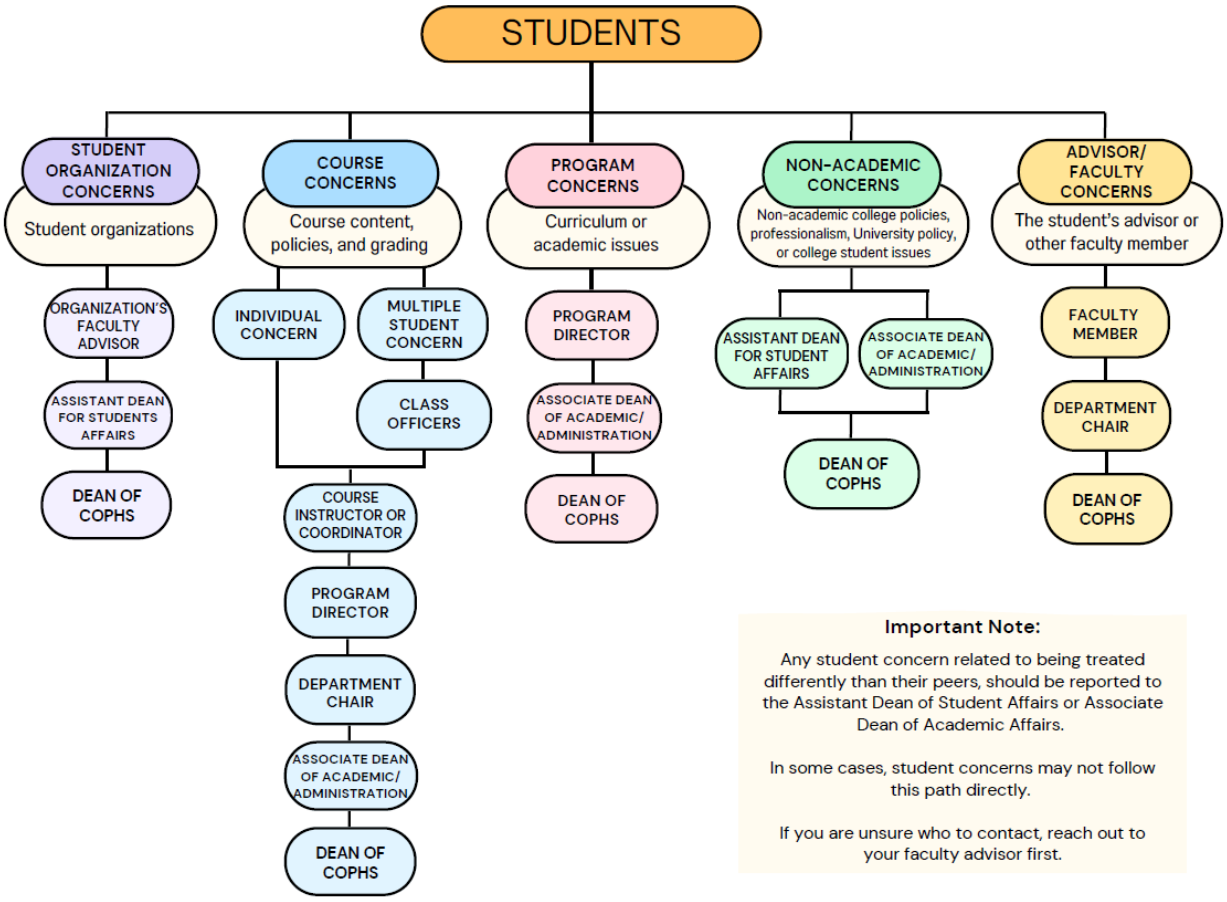
Other Mental Health/Well-being Resources

Free to Butler University Students: Calm Meditation app, Togetherall (24/7 anonymous online support community monitored by licensed clinicians), Wayhaven (AI well-being coach), Uber transportation to clinics and emergency facilities, UNWIND (bookable relaxation space), and the Compass Center (spiritual and vocational exploration and guidance).

Student concerns and grievances

Student concerns

Students may have feedback or concerns about various educational issues. The MPAS program has a duty and obligation to listen and respond. Issues associated with individual course content, policies, or grading should be directed to the course instructor/coordinator. For all concerns that extend beyond a course, use the following flowchart.



Grievances

Butler University is committed to providing an educational and work environment free of inappropriate and unwelcome conduct based on all the criteria listed above. To be unlawful, such conduct – verbal, graphic, physical, electronic, or otherwise – must be so severe or pervasive that it unreasonably interferes with a student's ability to benefit from educational opportunities or an employee's ability to work or take advantage of the benefits of employment. Butler is committed to protecting students and employees from such conduct whether by other members of the university community or third parties.

If you have reason to believe someone is being subjected to behavior that violates this Policy, you need to report the matter to ONE of the following:

Martha Dziwlik, University Dean of Students
mdziwlik@butler.edu
317-940-9470

Gayle Hartleroad, COPHS Assistant Dean
ghartleroad@butler.edu
317-940- 6535

It is a violation of this policy for anyone to take significant adverse action against a person for making a good faith report of a violation of this policy or participating in the investigation of alleged discrimination or harassment. For the full University policy (approved 07/20/2017) and additional information related to investigations, appeals, etc., please refer to https://www.butler.edu/student-life/student-handbook/campus-life/harassment/.

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:

•Phone: 317-940-HELP (4357)

•Email: helpdesk@butler.edu

•Irwin Library, Room 303

Health and Recreation Complex

The PA Program encourages all students to meet recommended levels of exercise. 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 students *must* pay for membership and do so through undergraduate fees. Since living arrangements for graduate students are off campus and since students may have access to other facilities, these students have the *option* to enroll in membership.

Students can enroll at the same rate as undergraduate students 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.

Libraries

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. https://www.butler.edu/library/

Student Health Services

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. 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/.

Campus Safety and Security

Butler University Police Department

In cases of fire or medical emergency: call 911 (from campus phone)

Call BUPD (317-940-9999) in addition to 911

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.

Health Professions 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 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.)

Infectious and Environmental Hazards

Standard/Universal Precautions

Standard/universal precautions are an approach to infection control in which all human blood and certain human body fluids are to be treated as if known to be infectious for human blood-borne pathogens. The proper application of standard/universal precautions will minimize any transmission of blood borne pathogens from a healthcare worker to patient, patient to healthcare worker, or patient to patient.

The CHP at Butler University requires all students to abide by the CDC Standard/Universal Precautions in all patient contacts. The following measures for preventing blood-borne pathogen transmission in healthcare settings are recommended by the CDC.

Bloodborne pathogens are micro-organisms in human blood that can cause disease in humans. PA students will be participating in care giving activities and may be exposed to infectious diseases and/or communicable diseases. To reduce your risk of exposure, the following guidelines affect you as you engage in the practice of medicine.

1. All PA students are expected to follow Universal Precautions to prevent contact with blood and body fluids which are potentially infective. Because PA students may have direct contact with blood and other body fluids, the CHP requires training in Universal Precautions and bloodborne pathogens. This training will be given prior to caring for patients in the clinical setting or simulated patient environments.
2. All PA students will be expected to wash their hands with soap and water after exposure to blood and after removal of contaminated gloves or other personal protective equipment.

Students should be aware of the CDC guidelines related to universal precautions which can be found at https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html

Needle Stick and Body Fluid Procedures

Students may be involved in activities that expose them to risks associated with blood borne pathogens and hazardous substances. Examples of such activities include participation in health fairs or clinics, class or laboratory activities, or clinical experiences in ambulatory, inpatient, and surgical settings. This Policy is based on Centers for Disease Control (CDC) guidelines and outlines recommended procedures for students in the event of a needlestick injury or biohazard exposure. Students who experience a needlestick injury or biohazard exposure during Butler-approved on or off-campus activities should follow the procedures outlined below.

It is important to note that students will be responsible for any costs associated with recommended testing and/or treatment following a needlestick injury or biohazard exposure.

If a student experiences a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during participation in a Butler-sponsored health fair or clinic, the following steps should be taken:

Step 1: Provide immediate care to the site of injury/exposure.

- Immediately wash injury or exposed area with soap and water for 15 minutes using wash station locations in your area.
- Apply direct pressure to any laceration(s) to control bleeding.
- Flush any exposed mucous membranes with water:
- Mouth: Rinse several times with water.
- Eyes:
    - Remove any contact lenses.
    - If eye wash station is available, flush eyes for 15 minutes.
    - If eye wash station is not available, have a peer flush eyes with 500 mL lactated ringers or normal saline.
    - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated.
    - Keep eyes open and rotate eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold the eyelids open.

Step 2: Seek medical evaluation.

- Students will need to always have their health insurance information accessible. Students who experience a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during a Butler-sponsored

health fair event or clinic will be responsible for any costs associated with any testing and care provided by the site at which testing, and care are sought.

- Following a needlestick injury or biohazard exposure, it is critical that the appropriate steps are taken in a timely manner. Students SHOULD seek care within 30 minutes of sustaining injury or exposure at either the clinical site where the incident occurred (if during an off-campus experiential rotation), or at a nearby Emergency Department or Urgent Care Provider (see below under "Local Urgent Care Provider") in the area.
- Students who experience accidental exposure during an experiential rotation should immediately notify the preceptor of the injury/exposure and determine what procedures exist at that site to deal with needlestick/biohazard situations. Based on the services provided at the site, the student should have the appropriate steps taken based on the site's protocol for needlesticks/biohazard exposure. If the clinical site has no protocol in place, or if urgent care at the site is not accessible, the student should then seek care at the nearest Emergency Department or Urgent Care Provider.
- Students who experience needlestick injury/exposure during participation in a Butler sponsored health fair or clinic or during a class or laboratory should immediately notify the faculty member overseeing the health fair, clinic, class or laboratory. Together, the student and faculty member can work to determine where the nearest Emergency Department or Urgent Care site is located so that the appropriate laboratory tests can be collected in a timely manner, and any necessary care can be sought.
- Local Urgent Care Provider: Concentra is an urgent care provider offering care at several locations in and around the Indianapolis area. The Concentra website, www.concentra.com, can be accessed for up-to-date location information and operating hours.

NOTE:

If the injured student is an employee of Butler University AND the injury or exposure occurred while on the job, the student-employee should seek care at Concentra, which is an in-network urgent care provider selected by Butler University to treat all non-critical on-the-job injuries. Upon arrival to a Concentra location, Butler student-employees should inform Concentra staff that they are a Butler University student-employee and that they were injured while on the job.

However, if the injured student is a Butler student-employee but the injury was NOT sustained while working for Butler, the injured student should present their OWN health insurance to Concentra or to the specific site where testing and care are being sought.

Recommended laboratory tests following needlestick or mucous membrane exposures to potential blood-borne pathogens include:

Student Testing:

- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV Antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B SAB (Hepatitis B Surface Antibody)

Source Patient Testing:

- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B Core Antibody when the exposed patient is HBSAB negative
- Other tests for confirmation of diagnosis when clinically indicated

Step 3: REPORT, notify, and seek follow-up care if needed.

- It should be noted that Butler University Health Services does NOT provide initial treatment for needlestick injuries or biohazard exposures. However, Butler University Health Services may, in some cases, be available to guide follow-up care if applicable and if desired by the affected student.
- In all cases of needlestick injury or biohazard exposure during Butler-approved on- or off-campus activities that were NOT sustained while working on the job as a student-employee, a CHP Exposure Incident Report Form (See Appendix E) should be completed by the student and submitted to the appropriate faculty director as outlined below:
    - In the case of an injury or exposure during an experiential rotation (whether off-campus or on-campus), the PA Director of Experiential Education shall be notified of the incident by the student within 24 hours of the incident.
    - In the case of an injury or exposure during a Butler-approved class, laboratory, health fair or clinic, the PA Program Director shall be notified of the incident by the student within 24 hours of the incident.
    - CHP Experiential and Academic Program Directors will maintain a record of any received CHP Exposure Incident Report Forms on file and will also forward an electronic copy of each form received to Stephanie Lovett (slovett@butler.edu) in the Office of General Counsel, Dugan Hall, Ste. 130, Butler University to be kept on file.

- In all cases of needlestick injury or biohazard exposure sustained by a Butler University student-employee while working on the job, a Faculty/Staff/Student-Employee Accident/Incident Report Form (https://cdn.butler.edu/www/sites/14/2025/03/08103451/Incident-Report-Form-030325.pdf should be completed by the student-employee AND by the student-employee's supervisor within 24 hours and then immediately sent to Human Resources in JH-037.

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 and Attendance

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.

Didactic Year Attendance Policy

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 *un*excused 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.

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 (*approximately 2 days per month)*
- Summative Exam and any practice sessions pertaining to this
- Clinical year courses

Students are expected to be present at their assigned rotation/experience each scheduled day. Any student who must miss a clinical day is required to submit an absence request form in Exxat within 72 hours of the absence. All absence requests must be reviewed and approved by the PA Experiential Team.

Students are also responsible for notifying their preceptor of the absence as soon as possible and coordinating any necessary make-up time, if applicable. Supporting documentation (e.g., doctor's note, obituary) may be required to justify the absence(s) at

the discretion of the Director of Experiential Education. The preceptor must also approve these requests. Students are allowed two excused absences over the entire clinical year. Any days missed beyond the two days will need to be made up before graduation.

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.

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.

Maximum Time to Program Completion

The Butler University MPAS Program does not impose a fixed deadline for program completion beyond the requirements established through existing program, college, and University policies. Students are expected to progress through the curriculum in a timely manner consistent with the program's standards for satisfactory academic progress. Circumstances that may affect the timeline for completion (e.g. deceleration, leaves of absence, or rematriculation)

are governed by the applicable policies outlined in the PA and CHP handbooks. Students should be aware that federal financial aid regulations may impose independent limitations on enrollment duration based on credit hour thresholds. Any student whose progression falls outside standard parameters will be evaluated and advised on an individual basis in accordance with program policy.

Withdrawal

Voluntary withdrawals are initiated at the request of the student. 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 or professional 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 CHP.

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.

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:

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. 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.

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.

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

Successful Completion of a Course

A student must earn a Pass or grade of B- or better AND complete any assigned remediations to be considered "successfully completed." Per University policy, **graduate students must earn a minimum of a 3.0 GPA to be eligible to graduate.**

Remediation

Remediation is a structured, supportive process designed to help students who have encountered academic or performance difficulties meet all program competencies. Remediation is not a punitive measure. It is a formal framework for identifying deficiencies early, providing targeted support, and ensuring every graduate meets the standards required for safe and effective practice. The program's remediation process is also required to comply with Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) standards.

Criteria for Remediation

A student will be placed in the formal remediation process upon meeting one or more of the following criteria.

- Cumulative final examination failure
- Cumulative GPA below 3.0
- PACKRAT score below programmatic threshold
- Faculty or preceptor-identified competency deficiency

Remediation Process

1: Initiation

When a triggering criterion is identified, the professors and/or student's academic advisor will be notified, and the remediation process will be formally initiated. The student will be contacted within a reasonable timeframe to schedule a meeting to review the concern and the proposed remediation plan.

2: Remediation Plan Development

A written Remediation Plan (also referred to as the Remediation Contract) will be developed collaboratively between the program and the student. The plan will include:

- The specific criterion or criteria triggering remediation
- Clearly defined, measurable goals and benchmarks for successful remediation
- Prescribed activities, assignments, or interventions
- Timeline and deadlines for completion
- Criteria by which successful completion will be evaluated
- Consequences for non-completion or continued deficiency

3: Acknowledgment and Documentation

The student will be asked to sign the Remediation Plan acknowledging receipt and understanding of its contents.

> Important Notice Regarding the Acknowledgment Signature: The student's signature on the Remediation Plan is an acknowledgment of receipt and understanding only. It is not an admission of fault, wrongdoing, or academic misconduct. Signing the plan does not constitute agreement that the triggering event was the result of the student's negligence or error; it confirms only that the student has received the plan, understands its terms, and is aware of the remediation requirements. Refusal to sign the Remediation Plan does not void the plan or its requirements. A notation will be made in the student's file that the plan was presented and declined. The remediation requirements remain in effect regardless of whether the student signs.

4: Completion of Remediation Activities

The student is responsible for completing all required remediation activities within the timeframe specified in the plan. Students are expected to engage actively and in good faith with all assigned activities.

5: Evaluation of Successful Remediation

Upon completion of assigned activities, the program will evaluate whether the student has met the established benchmarks. If successful, the remediation will be documented as complete, and a resolution date will be recorded. If the student has not met the benchmarks, the program will determine next steps, which may include a revised plan, continuation of remediation, or initiation of academic dismissal proceedings in accordance with program policy.

Artificial Intelligence (AI) Use Policy

All program policies governing the use of artificial intelligence tools apply fully to remediation assignments and activities. Because remediation assignments are intended to demonstrate a student's own knowledge, reasoning, and skill development, the unauthorized use of AI tools to complete remediation work undermines the remediation process and defeats its purpose. If a faculty member expressly permits the use of specific AI tools as part of a remediation activity, that permission will be clearly stated in writing in the Remediation Plan. Absent explicit written authorization, AI-assisted completion of remediation assignments is prohibited.

Submitting AI-generated content as one's own work in a remediation assignment may constitute academic dishonesty and could result in disciplinary action separate from and in addition to the underlying remediation itself.

Remediation Completion as a Condition of Graduation

Completion of all required remediation is a mandatory condition for graduation from the PA Program. A student who has an open, incomplete, or unresolved remediation plan at the

time of the graduation audit will not be eligible to graduate until all remediation requirements have been fully and satisfactorily completed. The program will not submit a student's name for degree conferral, nor certify a student's eligibility to sit for the Physician Assistant National Certifying Examination (PANCE), until all remediation plans are documented as resolved. This requirement cannot be waived.

Student Rights and Appeals

Students have the right to request a review of a remediation decision. A student who believes that remediation was initiated in error, or that the process was not followed appropriately, may submit a written appeal to the Program Director within five (5) business days of receiving the Remediation Plan.

The written appeal must include: (1) the basis for the appeal, (2) any supporting documentation, and (3) the student's requested resolution. The Program Director will review the appeal and provide a written response within a reasonable timeframe. The student may request a meeting with the Program Director as part of this process.

Initiating an appeal does not suspend or delay the remediation plan while the appeal is under review, unless the Program Director grants a formal hold in writing. Students are encouraged to continue engaging with remediation activities during the appeal period.

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 healthcare providers. Therefore, students failing a course will be placed on academic probation for the remainder of the Program.

Didactic Courses (500-level courses): A student who receives a failing grade in any didactic (500-level) course may not progress in the curriculum until the failed course has been successfully completed. Unless the student meets one of the criteria for dismissal described below, the student may be permitted one opportunity to repeat the failed course when it is next offered. Because didactic courses (500-level) are generally offered only once each academic year, repeating a didactic course may require the student to take a leave of absence until the course is offered again. Upon successful completion of the repeated course, the student may resume progression in the curriculum, provided that all other requirements for progression are met.

Experiential Courses (600-level courses): 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. (See Clinical Year – Rotation failure policy) If a student fails the end of rotation exam on the second attempt, the student fails the rotation and must repeat

the entire course. If a student fails a rotation course for any other reason, the student must repeat the entire course. If a student has a previously failed an experiential course (600-level), the student must pass all components of each rotation, including the EOR exam, before being allowed forward progress.

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.

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:

- 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.
- 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.

  Note: for both Summer terms, if the student received a grade of B- in any other courses during the same semester as the failed course, the Academic Progression Committee WILL require the student to retake these courses when they are next offered, even if the student achieved a passing grade or has a cumulative GPA at or above a 3.0.

- 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.
- The student will be notified in writing of any additional course retake requirements within 10 business days following the Academic Progression Committee's review.
- 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 will be dismissed from the Program, regardless of overall GPA, if the student:

- receives a failing grade in the same course more than once;

- receives failing grades in two different didactic courses (500-level); or
- receives failing grades in two different experiential courses (600-level).

For purposes of this policy, one didactic course (500-level) failure and one experiential course (600-level) failure do not, by themselves, meet the course-failure threshold for dismissal. Each failed didactic (500-level) course must nevertheless be successfully repeated before the student may progress. All other academic progression and dismissal policies remain applicable.

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.

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.

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 Academic Uses

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

- **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**

Prohibited devices/technologies in a clinical environment

Students may not independently use any audio, video, or AI-enabled recording technologies in clinical settings without explicit institutional approval and patient consent. This includes but is not limited to the following:

- Personal smartphones or apps used for recording or AI transcription
- Wearable devices (e.g., smart glasses, AI pins, smartwatches, earbuds) capable of recording
- Third-party AI medical scribe tools not approved by the clinical site
- Any device or software that captures, transmits, or stores patient conversations

Only institution-approved ambient AI or documentation tools may be used, and only under supervision and in compliance with HIPAA and site-specific policies.

When AI Use is Permitted

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

Required Disclosure

Students must include a brief statement with a submission specifying which AI tool(s) was used, how it was used (e.g., "Used ChatGPT to help organize my outline and improve sentence clarity"), and what portions of the 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 understanding

Inappropriate Use Examples

- Having AI write substantial portions of an assignment
- Using AI to complete clinical reasoning without demonstrating one’s own analysis
- Copying AI-generated content without significant modification and understanding

- Using AI as a substitute for learning course material

AI Academic Integrity

A student's final submission must reflect their 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, suspension, dismissal, or termination.

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

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 Clinical Medicine 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 Evidence-based Medicine, 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.

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

Didactic Year Coursework

Delivery method: Didactic courses are primarily in person with occasional online or hybrid sessions.

Summer Semester 1

Course Number Course Name Semester Credit Hour

MPAS 502 *Clinical Anatomy with Lab for PAs* 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 *Physiology for PAs* *4*

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 *Interpretation of Imaging Studies for PAs* 2

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 *History and Physical Exam for PAs* 2

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 *Clinical Medicine and Pharmacotherapeutics I for PAs* 4

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 *Social and Behavioral Medicine* 3

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

Course Number Course Name Semester Credit Hour

MPAS 508 *12-Lead ECG Interpretation* 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 *Interpretation of Laboratory Studies for PAs* 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 *History and Physical Exam with Lab for PAs* 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 *Clinical Medicine and Pharmacotherapeutics II for PAs* 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 *Healthcare Communications for Pas* 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 *Medical Literature Interpretation* 1

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 18

Spring Semester 3

Course Number	Course Name	Semester Credit Hour
MPAS 525	*Clinical Medicine and Pharmacotherapeutics III for PAs*	6

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 527 *Clinical Procedures with Lab for PAs* 4

This course provides the Physician Assistant student with the knowledge and skills required to perform diagnostic and therapeutic procedures commonly performed in clinical practice.

MPAS 528 *Health Promotion, Disease Prevention and Nutrition* 1

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.

MPAS 532 *Pediatric Medicine* 2

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.

MPAS 550 *Orthopedics and Rheumatology* 2

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 methods, management including both medical and surgical, patient education, follow up and prevention.

MPAS 560 *Clinical Integration for Pas* 3

This course provides students with an opportunity to manage virtual patients by applying the knowledge, skills and attitudes developed in other professional physician assistant coursework.

Total Credit Hours 18

Didactic curriculum = 55 credit hours

Grade Standards

The faculty of record assigns grades for all courses and clinical rotations in the PA curriculum.

Didactic Year Grading Scale

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

Overview

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 exam associated with the elective rotation.

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.

The PA Program assigns and approves all clinical rotations. PA Students are not required to provide or solicit clinical sites or preceptors. All questions regarding rotations for PA students should be directed to the Office of Experiential Education.

Clinical Rotation experiences will expose students to preventive, emergent, acute, and chronic conditions of patient care and will enable students to meet programmatic

competencies. 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.

Across the clinical year, students will also complete the Core Topics, Interprofessional Education, and Issues of Professional Practice series along with the Summative Practicum. Students must successfully pass all components of the Summative Evaluation to graduate from the PA Program.

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.

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.

Delivery method: Clinical courses are conducted primarily in person, with possible telemedicine experiences in which preceptors are present in the room. The exception is the mental health rotation, which may be primarily via telemedicine.

Course Number	Course Name	Semester Credit Hour
MPAS 625, 626, 627	***Issues of Professional Practice***	1, 2, 1

These courses provide 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. They also provide 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 ***Pediatric Rotation*** 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. Pediatrics Topic List

MPAS 634 ***Elective Rotation*** (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 ***Summative Practicum*** (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 ***Family Medicine Rotation 1*** 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. Family Medicine Topic List

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 Topic List

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 develop and assess the student's competency in the stated PA Program Goals/Student Learning Objectives.

MPAS 680 Core Content II (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 develop and assess the student's competency in the stated PA Program Goals/Student Learning Objectives.

MPAS 682 Core Content III (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 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

Advising, Coordination of Rotations, and Registration

The Program will assign and coordinate all clinical sites and preceptors for program required rotations.

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, or termination).

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. 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.

Preceptors/Sites

Students should contact their assigned 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.
- PA students may not independently use any audio, video, or AI-enabled recording technologies in clinical settings. See AI policies for more details.
- 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 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. 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 the badge safe 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.

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 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.

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 evaluate the rotation site and ensure it is meeting

student needs, including access to facilities and appropriate supervision necessary to fulfill rotation requirements.

Students must complete the check-in form with the Office of Experiential Education before the end of the first seven days of the rotation. Students are required to complete at least three (3) shifts prior to submitting the form. If a student will not complete three shifts by the form due date, they must contact the PA Experiential Team for guidance. Students should answer all questions in full when completing the check-in form.

1. Provide your name and contact information (cell number).
2. Select rotation length (8-week rotations are for the same site & preceptor only)
3. How many shifts have you completed prior to submitting this report?
4. Preceptor
5. Do you have any concerns about the preceptor(s)/site/environment?
6. Are you receiving appropriate supervision?
7. What is your current level of involvement with patient care? Select ALL that apply. *Direct Patient Care may be applied to in-person and/or telemedicine situations
8. Do you notice any concerns in the office environment in which you are working that are unusual or that you would like to report?
9. During this rotation, have you experienced or observed any situations where security measures or personal safety protocols were inadequate, missing, or not followed? (Examples might include: unsecured areas, lack of proper PPE, exposure incidents, verbal/physical threats, unsafe parking conditions, etc.)
10. Do you anticipate any days off during this rotation? If so, have these been approved by the Experiential Team?
11. 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.
12. Does the schedule provided by your site/preceptor allow you to meet a MINIMUM of 32 hours per week on the rotation?*
13. If you have any additional concerns, please note them here.

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, dismissal, or termination.

Exxat

The PA Program uses an online tool called Exxat to log clinical experiences, access rotation schedules, review required orientation materials/instructions 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 to be cleared to start. Failure to do so in a timely manner may result in delay of the rotation and even a delay in graduating. Additionally, students must maintain accurate and current contact information in Exxat to allow the Program to make contact immediately in emergency situations.

All information logged into Exxat must be accurate and complete while maintaining patients' anonymity. All entries must be entered within 10 days of the patient encounter. Failure to log accurate clinical data will result in a professionalism violation.

Students will use the Exxat to complete the follows:

- Enter current contact and emergency contact information.
    - Update information as necessary.
- Log all patient encounters.
    - Patient demographic information.
    - All procedures and diagnoses including student's role.
- Complete check-ins.
- Complete site and preceptor(s) evaluation(s) before the end of rotation exam.
- Access rotation schedules.
- Review required orientation materials/instructions at assigned sites for each rotation.
- 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.

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 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 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.
2. Students are to complete a final evaluation of the preceptor and the site on the Exxat system before 11:59 PM ET two days 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 Exxat 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, or termination.

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.

If a student has a previously failed experiential 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.

An experiential student will be dismissed from the Program, regardless of overall GPA, if the student:

- receives a failing grade in the same course more than once;

- receives failing grades in two different experiential courses (600-level).

For purposes of this policy, one didactic course (500-level) failure and one experiential course (600-level) failure do not, by themselves, meet the course-failure threshold for dismissal. All other academic progression and dismissal policies remain applicable.

(See Academic Dismissal Policy for more details.)

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.

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.

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.

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 the CHP 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. This includes any arrest, charge, citation, or conviction involving alcohol or controlled substances—including but not limited to driving under the influence (DUI/OWI), possession of illegal substances, or misuse of prescription medication, as well as any other new arrest, charge, citation, or conviction that occurs during their enrollment in the program.

The College Student Handbook addresses unprofessional conduct more broadly and includes, but is not necessarily limited to, the following details:

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

Didactic Year Professionalism Requirements

In addition to the College Student Handbook policies for professional conduct, MPAS-1 students are responsible for the following professionalism requirements:

- Appearance and attire
    - Wears attire consistent with the CHP/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.

Students are required to comply with Butler University PA Program professional appearance and conduct standards at all times during clinical rotations, regardless of

individual site policies. Where a clinical site's policy is *more restrictive* than Butler's standards, the site's policy governs and students must comply with it. Where a clinical site's policy is *more permissive* than Butler's standards (i.e., the site allows something Butler's policy does not), **Butler's standard still applies**. Site permissiveness does not waive, suspend, or override Butler University PA Program requirements.

In addition to professionalism guidelines outlined in the College handbook, the following are evaluated to assess MPAS-2 students 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 that clearly identifies the student as a PA student and a site ID tag (when applicable) when in the clinical setting
    - Wears the Butler student white coat (except where prohibited by clinic/hospital protocol
    - 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

Honor Code

Students are responsible for conducting themselves in a manner that is above reproach at all times. 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 B) and clinical (Appendix C) year indicating the intention to comply with the code.

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. 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.

Procedures upon Alleged Violation of the Professional Conduct Code

(excerpted from CHP handbook)

Once the incident is reported to the Associate Dean of Academic and Administrative Services (regardless of the source), the Associate Dean may visit informally with the person bringing the complaint about the incident. The Associate Dean of Academic and Administrative Services may interview the graduate and professional phase alleged violator(s), make informal inquiries to gain a sense of depth to the alleged violation, or may request that the faculty involved (when appropriate) investigate the situation to the best of their ability, including interviewing the suspected student(s) for purposes of collecting information necessary for the Student Professional Conduct Committee (SPCC) reviewing the allegation. This information will be shared with the Chair of SPCC.

If the Associate Dean and Chair of the Student Professional Conduct Committee determine that there is not sufficient evidence to forward the allegation to SPCC, they may cancel further action. Both the Associate Dean and SPCC Chair must agree that there is not sufficient evidence to forward the allegation to SPCC. If there is disagreement between the two, the information will be taken to SPCC.

If the decision is made not to bring the allegation of graduate and professional phase students before the committee, a record of the investigation will be maintained in the student's permanent file with the notice of lack of responsibility. If a potential pattern of concern is noted with any future allegations, the Associate Dean of Academic and Administrative Services and Chair of SPCC may refer any previous or concurrent allegations to the Student Professional Conduct Committee to consider.

If the Associate Dean of Academic and Administrative Services and the Chair of SPCC determines substance to an allegation exists, the Associate Dean will prepare a typed statement to the alleged violator(s) that:

- Lists the specific allegation(s) by paragraph letter(s) and number(s) from the Professional Conduct Code
- Describes the incident under review, and,
- Lists facts in evidence that support the allegation
    - Including reference to information (as applicable) such as timeline, other witnesses, others in the area, and evidence (e.g., cheat sheet, assessment of similar exams, original and duplicate in alleged plagiarism, computer logs with time stamp, evaluation form). Opinion, speculation, personal feelings, or comments from a third party (hearsay) will be avoided in the statement.
- The originator of the allegation and any other witnesses asked to provide a written statement should be aware that the information provided is confidential but will be shared with the SPCC and the accused in totality.

The alleged violator can provide a written statement related to the allegations, which will be included in materials presented by the Associate Dean to the Student Professional Conduct Committee.

The Associate Dean of Academic and Administrative Services will present this information to SPCC for its review. After reviewing an alleged violation of the Professional Conduct Code, SPCC will determine whether the graduate or professional phase student is responsible for a violation of the Code. In its deliberations:

- A quorum of the voting members of the Committee must be present.
- Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding unless significant prejudice to a party may result.
- The Committee may interview witnesses and the person(s) allegedly responsible for the Code violation.
- The student has the right to prepare a written statement and submit it in advance of the deliberation.
- At the student's request, an advisor may assist a student. The advisor may be the student's academic advisor or any other person of the student's choice. The advisor may act in an advisory capacity only and may not actively participate in the procedures (e.g., advisors may not question witnesses, provide opening or closing statements, or otherwise provide comments). An advisor will not be permitted to interfere with any procedure or review. The Chair may dismiss an advisor from the hearing for actions perceived as being disruptive. The advisor may only be present when the student is present in the proceedings. After all the evidence has been heard and discussion has concluded, the Committee shall convene privately and decide whether the student is responsible for the alleged violation, and if so, determine the sanction(s), if any. An administrator of the College, usually the Associate Dean, shall also attend the hearing as a non-voting resource representing the College to provide background information to the parties as requested.
- All decisions shall be made by majority vote. The Committee will consider the totality of the information presented in reaching its decision and will use the "preponderance of the evidence" standard. For a finding of responsible, the Committee needs to conclude it was more likely than not that the student violated the Professional Conduct Code. The decision does not require evidence "beyond a reasonable doubt" but does require a preponderance of evidence (i.e., more likely than not).
- If the Committee concludes that there was no violation of the professional conduct code, a record of the investigation will be sent to the student and maintained in the

student's permanent file with the notice of lack of responsibility. If future allegations arise, suggesting a pattern of concern, the Associate Dean of Academic and Administrative Services will include previous allegations, previous decided violations, and concurrent allegations to SPCC. Any records of investigation that yielded a decision that the student was not responsible for the violation will be expunged from the student's permanent file at the time of graduation from the University.

If the Committee believes the code has been violated, it will:

a) Recommend the appropriate sanction(s) for the code violation to the Associate Dean of Academic and Administrative Services.
b) Direct the Associate Dean of Academic and Administrative Services to notify the graduate or professional phase student in writing by e-mail with read/receipt, or hand delivery that the student is charged with a violation of the Code and the specific sanction(s) for the violation.
c) Direct the Associate Dean of Academic and Administrative Services to notify the faculty involved in the allegation that the Student Professional Conduct Committee has reviewed the case and what action was taken. Faculty associated with the case may discuss the outcome with the Associate Dean of Academic and Administrative Services.
d) The student's academic advisor and program director will be notified of the final decision / sanctions letter sent to the student.

The graduate and professional phase student's rights should be outlined to include:

a) The student may discuss the allegations and sanctions informally with the Associate Dean and/or Student Professional Conduct Committee.
b) The student may 1) accept the decision / sanctions of the Student Professional Conduct Committee, 2) appeal the decision of SPCC to the Dean of the College if they disagree with the decision / sanctions, or 3) request SPCC to review new information, if appropriate.
c) The rights of parties in a University student conduct review procedure as described in the Butler University Student Handbook will be observed during the hearing process.

For violations currently awaiting criminal, civil, or regulatory review, the Student Professional Conduct Committee, at its discretion, may delay any decision until the other body has made their decision. In this situation, the Student Professional Conduct Committee will assess the situation as it relates to the professionalism of the student and any effect on academic performance.

If there is new or clarified information that was unknown or unavailable during the original SPCC discussions that could impact the student's case, a student can request that SPCC review their case again. Withholding information during or declining to participate in the initial review is not grounds for an appeal based on new information. This request should be made to the Associate Dean of Academic and Administrative Services and include:

1. Source of the new information and explanation of that information.
2. Name(s) of who can present this information
3. Reason(s) why this information was not presented during the initial review.
4. Reason(s) why this information would significantly impact the original decision

If an SPCC decision is appealed to the Dean, the decision of the Dean is final.

Possible Sanctions for Violations of the Professional Conduct Code

The Student Professional Conduct Committee may recommend one or more of the following sanctions for violation of the Code to the Dean. The Dean of the College or their designee will invoke sanctions. Sanctions may include, but are not limited to:

- A written warning.
- Probation for a specified period, with specific conditions.
- Suspension from the College for a defined period.
- Dismissal as a student from the College for a defined period (e.g., duration of dismissal for academic reasons). Also, similarly, the student must apply for readmission to the College if they wish to return. (See Reapplication Process for Dismissed Students in the CHP Academic Progress Policy) The Dean of the College shall act on the application for readmission.
- Termination as a student or candidate for a degree without possibility of readmission to the College.

Other sanctions

In some circumstances, the Student Professional Conduct Committee may recommend a sanction not listed above but which seems appropriate to the offense.

- Examples of such sanctions may include but are not limited to restrictions on student privileges, community service, reflection paper, research assignment, completion of an educational program, evaluation, and compliance of recommendations by credentialed counselors, referral for alcohol and/or drug use assessment, screening for substances of abuse, letter of apology, or personal apology.

At the discretion of the Instructor of Record, the student may also be subject to disciplinary action for academic dishonesty or issues of professionalism as described in the syllabus of the course in which the violation occurred. Students on rotations are also subject to sanctions from their respective Experiential Office.

Appeals and Due Process Policy

(see also CHP handbook)

If a student encounters a situation at the College that cannot be satisfactorily resolved by consultation among the parties concerned, or if a student believes they have been unfairly treated, they should communicate concerns to the Associate Dean of Academic and Administrative Services within 5 business days after the incident occurred.

All College students have the right to appeal the decisions of the Student Professional Conduct Committee or the Associate Dean to the Dean of the College. The request for appeal must be based on an error of fact or a procedural error that significantly impacted the outcome of the hearing. It is recommended that students address any concerns initially to the Associate Dean of Academic and Administrative Services or the Assistant Dean for Student Affairs.

The student may appeal a decision regarding sanction(s) invoked by submitting a written appeal to the Dean of the College of Health Professions within 5 business days of receiving the College's decision.

All professional conduct decisions made by the Dean are final.

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.

"I pledge to perform the following duties with honesty, integrity, and dedication. My primary responsibility will always be the health, safety, welfare, and dignity of all human beings.

I will recognize and promote the value of diversity. I will provide equitable treatment to 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, as appropriately indicated.

I will assess 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 medicine.

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

I will use my knowledge and experience to contribute to an improved community.

I will respect my professional relationship with all members of the healthcare team.

I will recognize my duty to share and expand knowledge within the profession.

These duties are pledged with sincerity and on my honor."

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. 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
≥436	A
420-435	A-
403-419	B+
372-402	B
<372	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. More specific details may be found in specific course syllabi.

Other Information

Health Insurance

All graduate students must carry personal health insurance. Students must demonstrate on three occasions proof of insurance 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 D)

Students will be personally liable for any expenses incurred for things such as needle stick evaluations and prophylaxis, treatment for TB exposure, etc., and may wish to review their 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 also notify the PA Program by emailing PAprogram@butler.edu.

Tobacco Use

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

Room Reservations

Rooms in the Health Professions Building must be reserved in advance for use by any student organization. All rooms in the Health Professions 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 Health Professions Building for organization activities.

Student Employment

The Faculty advises against outside employment while in the didactic and clinical phase of the PA Program. 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. Students will not substitute for or function as instructional faculty, clinical, or administrative staff for the program or during supervised clinical practice experiences. Also, 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. 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.

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 beyond 1-year post-graduation date.

Contact Information

OFFICE	LOCATION	TELEPHONE	WEB SITE
PA Program College of Health Professions	Health Professions Building Second Floor – North End 4600 Sunset Ave. Indianapolis, IN 46208	Phone: 317-940-6026 Fax: 317-940-9857 Admission Phone: 317-940-8268 PAadmission@butler.edu	https://www.butler.edu/pharmacy-health/physician-assistant/
Office of Student Success College of Health Professions	Health Professions Building Suite 110	Phone: 317-940-9297	
Title IX	Atherton Union, Room 200	Phone: 317-940-6509	https://www.butler.edu/diversity-equity-inclusion/institutional-equity/
Bookstore	Atherton Union	Phone: 317-940-9228	https://www.bkstr.com/butlerstore/home
Student Disability Services	Jordan Hall, Room 136	V/TT: 317-940-9308 Fax: 317-940-9036	https://www.butler.edu/academic-services/disability/
Counseling Center	Health & Recreation Complex Room 120 530 W. 49th St. Indianapolis, IN 46208	Phone: 317-940-9385 Fax: 317-940-6403	https://www.butler.edu/well-being/counseling-services/
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	https://www.butler.edu/registrar/
Financial Aid	Robertson Hall, Lower Level	Phone: 317-940-8200 Toll Free: 877-940-8200 Fax: 317-940-8250	https://www.butler.edu/admission-aid/financial-aid-scholarships/
Student Health Services	Health & Recreation Complex Room 110 530 W. 49th St. Indianapolis, IN 46208	Phone: 317-940-9385 Fax: 317-940-6403	https://www.butler.edu/well-being/health-services/
Information Technologies Help Desk	Irwin Library, Room 303	Phone: 317-940-HELP	https://www.butler.edu/information-technology/
Human Resources	Jordan Hall, Room 037	Phone: 317-940-9355 Fax: 317-940-8149	https://www.butler.edu/human-resources/
General Information	Butler University 4600 Sunset Ave. Indianapolis, IN 46208	Toll Free: 317-940-8000 Phone: 800-368-6852	https://www.butler.edu/
The Ruth Lilly Science Library	Levinson Family Hall	Phone: 317- 940-9401	https://www.butler.edu/library/spaces/science/

Parking Services	4702 Sunset Avenue Suite 500 Indianapolis, IN 46208	Phone: 317-940-9243	https://www.butler.edu/campus-services/parking/
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	https://www.butler.edu/public-safety/
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	https://*www.aapa.org*
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	*www.nccpa.net*
Indiana Academy of Physician Assistants (IAPA)	5121 W. State Geneva, IL 60134	Phone: 630-517-2990 Fax: 804-288-3551	www.indianapas.org/
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	https://www.in.gov/pla/

Appendix A: Sample Mid-Rotation Evaluation Form (in Exxat)

Important Note: This is a SAMPLE of the evaluation form. It is not intended for entering and saving information. Any information entered here will not be saved.

Mid-Rotation Evaluation

Form's Score: 5

Who will be filling-up the form? : Preceptor, Student, Admin
Workflow Details: Preceptor fills and submits the form, Student reviews the form, Admin reviews the form
Notification Details: Response-based notification are activated

MID-ROTATION EVALUATION

The student is responsible for scheduling a mutually convenient time with you to complete this evaluation before its due date. This face-to-face meeting is an important part of the mid-rotation experience — it gives you a structured opportunity to discuss the student's performance, reinforce identified strengths, and address any areas needing development so they can meet expected competencies by the end of their time at your site.

Note: that the evaluation criteria differ between Clinical Skills and Professionalism. While both sections follow the same scoring structure, the Professionalism section does not include a "Not Observed" option. All criteria must be assessed and rated accordingly.

Clinical Skills

Medical Fund of Knowledge*

- ◯ Demonstrates Advanced Competence (5) ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3) ◯ Requires Focused Development (2) ◯ Area of Concern (1)
- ◯ Not Observed

History Taking Skills*

- ◯ Demonstrates Advanced Competence (5) ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3) ◯ Requires Focused Development (2) ◯ Area of Concern (1)
- ◯ Not Observed

Physical Exam Skills*

- ◯ Demonstrates Advanced Competence (5) ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3) ◯ Requires Focused Development (2) ◯ Area of Concern (1)
- ◯ Not Observed

Oral Presentation*

- ◯ Demonstrates Advanced Competence (5) ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3) ◯ Requires Focused Development (2) ◯ Area of Concern (1)
- ◯ Not Observed

Written Documentation*

- ◯ Demonstrates Advanced Competence (5) ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3) ◯ Requires Focused Development (2) ◯ Area of Concern (1)
- ◯ Not Observed

Interpreting Labs-Tests*

- ◯ Demonstrates Advanced Competence (5)
- ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3)
- ◯ Requires Focused Development (2)
- ◯ Area of Concern (1)
- ◯ Not Observed

Formulating Differential Diagnoses*

- ◯ Demonstrates Advanced Competence (5)
- ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3)
- ◯ Requires Focused Development (2)
- ◯ Area of Concern (1)
- ◯ Not Observed

Patient Management and Treatment Plans*

- ◯ Demonstrates Advanced Competence (5)
- ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3)
- ◯ Requires Focused Development (2)
- ◯ Area of Concern (1)
- ◯ Not Observed

Procedure Skills*

- ◯ Demonstrates Advanced Competence (5)
- ◯ Demonstrates Competence with Minimal Guidance (4)
- ◯ Progressing Appropriately (3)
- ◯ Requires Focused Development (2)
- ◯ Area of Concern (1)
- ◯ Not Observed

Professionalism

Dependable & Punctual*

- ◯ Consistently Models Professional Behavior (5)
- ◯ Demonstrates Professional Behavior with Minimal Prompting (4)
- ◯ Demonstrates Expected Professional Behavior (3)
- ◯ Requires Prompting to Meet Professional Standards (2)
- ◯ Area of Concern (1)

Time Management & Organization*

- ◯ Consistently Models Professional Behavior (5)
- ◯ Demonstrates Professional Behavior with Minimal Prompting (4)
- ◯ Demonstrates Expected Professional Behavior (3)
- ◯ Requires Prompting to Meet Professional Standards (2)
- ◯ Area of Concern (1)

Rapport with Providers, Staff, and Patients*

- ◯ Consistently Models Professional Behavior (5)
- ◯ Demonstrates Professional Behavior with Minimal Prompting (4)
- ◯ Demonstrates Expected Professional Behavior (3)
- ◯ Requires Prompting to Meet Professional Standards (2)
- ◯ Area of Concern (1)

Communication Skills*

- ◯ Consistently Models Professional Behavior (5)
- ◯ Demonstrates Professional Behavior with Minimal Prompting (4)
- ◯ Demonstrates Expected Professional Behavior (3)
- ◯ Requires Prompting to Meet Professional Standards (2)
- ◯ Area of Concern (1)

Demonstrates Self-Directed Learning*

- ◯ Consistently Models Professional Behavior (5)
- ◯ Demonstrates Professional Behavior with Minimal Prompting (4)
- ◯ Demonstrates Expected Professional Behavior (3)
- ◯ Requires Prompting to Meet Professional Standards (2) ◯ Area of Concern (1)

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

Preceptor Signature:

Electronic Signature

Please use your mouse or touchscreen to draw your signature in the space provided below.*

Clear

☐ If preferred or required for accessibility purposes, you may check the box to indicate your electronic signature.

Date of Preceptor Signature:*

MM/DD/YYYY

Student Signature

Student Signature

Electronic Signature

Please use your mouse or touchscreen to draw your signature in the space provided below.*

Clear

☐ If preferred or required for accessibility purposes, you may check the box to indicate your electronic signature.

Date of Student Signature*

MM/DD/YYYY

Appendix B: 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 C: Clinical Year Honor Code (inside Exxat)

Please review and acknowledge each statement below. Your submission indicates your agreement and serves as your electronic signature.

- 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.

Exxat will record your signature and timestamp electronically.

Appendix D: 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?

_____

_____

Were there any witnesses to the incident? Yes____ No____

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

_____

_____

Please provide the contact information of the witness:

_____

_____

Did you receive medical attention?

Yes ____ No ___

If yes,

Where_____

When_____

By whom_____

What protocols were followed, tests ordered?

_____

_____

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

_____

_____

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:

_____

_____

_____

_____

_____

_____

Date: _____

Signature: _____

Follow-up Notes:

_____

_____

_____

_____

Date: _____

Signature: _____

Appendix E: Student Handbook Policy Acknowledgement Didactic Year

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 F: 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	_____
Exxat 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 G: Class of 2027 Experiential Year Schedule

Butler University Physician Assistance
Class of 2027
Experiential Year Schedule

Rotation Block	Calendar Dates
ACLS Training	January 31, 2026
Orientation	April 30-May 1, 2026
1	May 4-June 3, 2026
Return to Campus (Thursday & Friday)	June 4 & 5, 2026
2	June 8-July 8, 2026
Return to Campus (Thursday & Friday)	July 9-10, 2026
3	July 13-August 5, 2026
Return to Campus (Thursday & Friday)	August 6 & 7, 2026
4	August 10-September 9, 2026
Return to Campus (Thursday & Friday)	September 10 & 11, 2026
5	September 14-October 8, 2026
Return to Campus (Friday)	October 9, 2026
6	October 12-November 11, 2026
Return to Campus (Thursday & Friday)	November 12 & 13, 2026
7	November 16-December 11, 2026
Professional Development	December 14-18, 2026
Winter Break	December 19-January 3, 2027
8	January 4-February 3, 2027
Return to Campus (Thursday & Friday)	February 4 & 5, 2027
9	February 8-March 2, 2027
Return to Campus (Wednesday, Thursday & Friday)	March 3, 4, & 5, 2027
10	March 8-31, 2027
Return to Campus (Thursday & Friday)	April 1 & 2, 2027
11	April 5-30, 2027
Return to Campus (Monday)	May 3, 2027
Commencement	May 7-8, 2027

- 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 a timely return to campus.

Appendix H: Class of 2028 Didactic Year 2026-2027(MPAS1)

Summer I 2026

May 11-13	Mandatory Orientation
May 14	First Day of Instruction
May 25	Memorial Day Holiday (no classes)
June 19	Juneteenth Holiday (no classes)
June 26	Last Meeting of Classes
June 29-July 1	Final Examinations
July 2-3	Independence Day Holiday (no classes)

Summer II 2026

July 6	First Day of Instruction
August 12	Last Meeting of Classes
August 13-14	Final Examinations

Fall 2026

August 26	First Day of Instruction
August 28	White Coat Ceremony
September 7	Labor Day Holiday (no classes)
October 15-16	Fall Break (no classes)
November 25-27	Thanksgiving Holiday (no classes)
December 11	Last Meeting of Classes
December 12	Reading Day
December 14-18	Final Examinations

Spring 2027

January 11	First Day of Instruction
January 18	Martin Luther King Jr. Holiday (no classes)
March 8-12	Spring Break (no classes)
April 19	Last Meeting of Classes
April 20	Reading Day (no classes)
April 21-26	Final Examinations
April 29-30	Experiential Year Orientation

The May 2028 graduates' Experiential Year Schedule will be announced in Fall 2026.