



Physician Assistant Program
XAVIER UNIVERSITY *of* LOUISIANA

Student Handbook



In Partnership with Ochsner Health System



Master of Health Science in
Physician Assistant Studies
Program Handbook Updated: January 2020

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I. FOREWORD

The purpose of the Xavier University of Louisiana Physician Assistant Program Handbook is to provide information that describes the policies, practices, procedures, and processes by which the Xavier University Physician Assistant Program operates, our responsibilities to you, and your responsibilities to the program and your future profession as a Physician Assistant.

Xavier University seeks to foster a community where student rights are valued and recognized but balanced with student responsibility in accordance with the policies, procedures and guidelines of the university. The act of voluntary registration at Xavier University by each student, for courses and/or housing, indicates his/her acceptance of the high traditions and principles of the institution and its requirements for conduct in harmony with moral and ethical standards that includes respect for all and adherence to the law.

The information contained in this Student Handbook is an overview of current policies and procedures specific to the Xavier University of Louisiana Physician Assistant Program. It is not designed to replace the University's policies and procedures. This Handbook does not contain all the standards or regulations of the University. Students should also be familiar with what is included in the University Student Handbook. The official university handbook is online at <http://www2.xula.edu/student-handbook>. Students are required and expected to follow both program policies as well as the policies and procedures as noted in both Xavier University of Louisiana Student Handbook and the Xavier University of Louisiana Physician Assistant Program Student Handbook.

The Physician Assistant Program Student Handbook is published annually. While every effort is made to provide accurate and correct information at the time of publication, the Program reserves the right to change policies, calendar dates, and any statements in the Handbook.

Please Note: this manual is meant to provide guidance for students and faculty on the usual procedures for day to day conduct in the PA Program. It does not represent an exhaustive list of all possibilities that might arise for students and faculty in the training and administration of the program. Unique situations may arise and will be handled in a manner that ensures fairness and mutual respect in all cases. All final decisions are at the discretion of the Program Director.

Program policies apply to all students, instructional faculty, principal faculty, the Medical Director, and the Program Director regardless of the setting. All personnel and student policies are consistent with University policies and with Federal and State statutes, rules, and regulations.

Clinical affiliation agreements are consistent with program policies except in instances where clinical affiliates' facility health and safety concerns may take precedence as would be described in the respective affiliation agreement.

The Xavier University of Louisiana Physician Assistant Program extends sincere best wishes for your success in the Physician Assistant Program.

II. FACTS ABOUT THE UNIVERSITY

Date Established	Xavier University of Louisiana was established in 1925 by Saint Katharine Drexel and Sisters of the Blessed Sacrament
Type of Institution	The only Historically Black Catholic University
Major Function	Teaching, Research and Community Service
Accreditation	Xavier University of Louisiana is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Xavier University of Louisiana.
Major Divisions	College of Arts and Sciences, College of Pharmacy
Degrees Offered	Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Arts, Master of Arts in Teaching, Master of Theology, Master of Public Health, Master of Health Science, Doctor of Pharmacy
Total Enrollment (Undergraduate and Graduate)	3,000
Colors	Gold and White
Mascot	Gold Rush (Men); Gold Nuggets (Women)
Motto	“Deo Adjuvante Non Timendum” “With God Helping Us, There is Nothing to Fear”
Varsity Sports	Men & Women’s Basketball, Cross Country, Tennis, Track and Field, Women’s Volleyball

Alma Mater

In the Mississippi Valley, In the Crescent Bend
Stands our loved and noble Xavier, Far her praises send.

CHORUS: Wave her colors, bear them onward
Gold and White so true
Hail to thee, all hail, dear Xavier
Hail, all hail, X. U.!
Xavier, ever be our guide, and lead us on the way
Through life's journey, Onward, Upward, to the eternal day.

Note: *The Alma Mater is sung at the close of Convocations, assemblies and ceremonies.
All rise when the Alma Mater is sung, and no one is to applaud afterward.*

Seal

The Xavier seal is composed of a shield inscribed in a circle. On one side of the shield is a lion rampant in a field of white. His claws are tinged with gold. On the other side of the shield, on a green field is a crescent and above the crescent a gold spear of wheat. The gold and white are Xavier's colors. The green field signifies confidence in God; the lion, symbol of courage and strength, stands for the Xavier student nourished with the wheat. The wheat may also stand for the Sisters of the Blessed Sacrament, who founded Xavier University. The Crescent represents the city of New Orleans; it may also symbolize Mary, the Virgin Mother of God, from who the Second Divine Person (Jesus Christ) arose.

History of the University

There are approximately 100 historically Black colleges and 253 Catholic colleges in the United States, yet only one is both Black and Catholic. That distinction belongs to Xavier University of Louisiana, which strives to combine the best attributes of both its faith and its culture.

Located in New Orleans, the small liberal arts college dates back to 1915, when St. Katharine Drexel and the Sisters of the Blessed Sacrament founded the co educational secondary school from which it evolved. St. Katharine, supported by the interest on a substantial inheritance from her father, banker-financier Francis Drexel, founded and staffed many institutions throughout the U.S. in an effort to help educate Native Americans and Blacks. Aware of the serious lack of Catholic-oriented education available to young Blacks in the South, St. Katharine came to New Orleans and established a high school on the site previously occupied by Southern University. A Normal School, offering one of the few career fields (teaching) open to Blacks at the time, was added two years later. In 1925, Xavier University became a reality when the College of Liberal

Arts and Sciences was established. The first degrees were awarded three years later. In 1927, a college of pharmacy was opened.

Recognizing the University's need for a separate identity and room to expand, St. Katharine bought a tract of undeveloped land for a campus on the corner of Palmetto and Pine Streets in 1929. Construction of the U-shaped, gothic administration building (now a historical New Orleans landmark) was completed in 1933.

Through the years, as needs dictated, the campus gradually expanded, with the 1937 addition of a library (which now houses the Music Department), the gymnasium (1937), St. Michael's men's dormitory (1955), the Student Center (1962), St. Joseph's (1965) and Katharine Drexel (1969) women's dormitories, the House of Studies (1967), the College of Pharmacy (COP) (1970), the Norman C. Francis Academic Science Complex (1988), the new Library Resource Center and COP addition (1993), and St. Peter Claver women's dormitory (1994). Xavier South, a multi-story office building, was purchased in 1990. The Living Learning Center, a co-ed residence hall for upperclassmen, and the Norman C. Francis Science Complex addition were completed in 1998. A new University Center, along with an additional dormitory for upperclassmen (St. Martin de Porres Hall) were opened in 2003. An addition to the Pharmacy building, the Qatar Pavilion, was completed in the fall 2010. The old Student Center was demolished to make way for the new St. Katharine Drexel Chapel completed in 2012. With funding available to replace the "Barn" – the center of athletic competitions for many years - a new 4,000 seat Convocation Center and Annex were also completed in 2012.

In October 2000, Pope John Paul II approved Blessed Katharine Drexel's canonization. St. Katharine Drexel is only the second American-born saint and the only one to have founded a university in the history of the Catholic Church. The Sisters of the Blessed Sacrament remain a vital presence on campus today, providing much-needed staffing; but today a Board of Trustees governs Xavier. President Emeritus Dr. Norman C. Francis, himself a Xavier graduate, was the first "lay" president and he served for forty-seven years. On July 1, 2015, Dr. C. Reynold Verret took over the reigns as president.

Even with its special mission to serve the Black, Catholic community, Xavier's doors have always been open to qualified students of any race or creed. In fact today, more than 70 percent of Xavier's students are of other religious affiliations, and 31 percent are of other races.

III. THE PHYSICIAN ASSISTANT PROFESSION

Definition of a Physician Assistant

A Physician Assistant (or PA) is a nationally certified and state-licensed medical professional. PAs practice medicine on healthcare teams with physicians and other providers. They practice and prescribe medication in all 50 states, the District of Columbia and all U.S. territories, with the exception of Puerto Rico.

Description of the PA Profession

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

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

Oath of a Physician Assistant

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 changed. This is reflected in the Oath of the PA utilized by the Xavier University 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 healthcare by reciting this Oath of the PA.

“Upon my entry in the PA profession, I pledge to perform the following duties with honesty, integrity and dedication, remembering always the paramount importance to be the welfare of my patients.

- I will be diligent in understanding both my personal capabilities and my limitations, striving always to improve my medical practice.
- I will actively seek to expand my intellectual knowledge and skills, keeping abreast of advances in medical art and science.
- I will uphold the tenet of patient-centered team-based care.
- I will treat equally all persons who seek my care, regardless of race, gender, religion, nationality, political, or socioeconomic status.
- I will uphold the tenets of beneficence, non-maleficence, and informed consent without fail.
- I will hold in absolute confidence the information shared with me in the course of practicing medicine.
- And I will educate to the best of my ability, any student entering this noble profession. These duties are pledged with sincerity and on my honor.”

Code of Ethics for Physician Assistant Profession

The American Academy of Physician Assistants recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible health care services. The following principles delineate the standards governing the conduct of physician assistants in their professional interactions with patients, colleagues, other health professionals, and the general public. Realizing that no code can encompass all the ethical responsibilities of the physician assistant, this enumeration of obligations in the code of ethics is not comprehensive and does not constitute a denial of the existence of other obligations, equally imperative, though not specifically mentioned.

- Physician Assistants shall be committed to providing competent medical care, assuming as their primary responsibility the health, safety, welfare, and dignity of humans.
- Physician Assistants shall extend to each patient the full measure of their ability as dedicated, empathetic health care providers and shall assume responsibility for the skillful and proficient transactions of their professional duties.
- Physician Assistants shall deliver needed health care services to health consumers without regard to sex, age, race, creed, socioeconomic, and political status.
- Physician Assistants shall adhere to all state and federal laws governing informed consent concerning the patient’s health care.
- Physician Assistants shall seek consultation with their supervising physician, other health care providers, or qualified professionals having special skills, knowledge, or experience whenever the welfare of the patient will be safeguarded or advanced by such consultation. Supervision should include ongoing communication between the physician and the physician assistant regarding the care of the patient.
- Physician Assistants shall take personal responsibility for being familiar with and adhering to all federal/state laws applicable to the practice of their profession.

- Physician Assistants shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.
- Physician Assistants shall uphold the doctrine of confidentiality regarding privileged patient information, unless required to release such information by law, or such information becomes necessary to protect the welfare of the patient and the community.
- Physician Assistants shall strive to maintain and increase the quality of individual health care services through individual study and continuing education.
- Physician Assistants shall have the duty to respect the law, to uphold the dignity of the physician assistant profession, and to accept its ethical principles. The physician assistant shall not participate in or conceal any activity that will bring discredit or dishonor to the physician assistant profession and shall expose, without fear or favor, any illegal or unethical conduct in the medical profession.
- Physician Assistants, ever cognizant of the need of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community.
- Physician Assistants shall strive to maintain a spirit of cooperation with their professional organization and the general public.

PA Competencies

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

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

1. Interpersonal & Communication Skills

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

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

2. Patient Care

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

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

3. Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of

responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the Physician Assistant;
- professional relationships with physician supervisors and other health care providers;
- respect, compassion, and integrity;
- accountability to patients, society, and the profession;
- commitment to excellence and on-going professional development;
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices;
- sensitivity and responsiveness to patients' culture, age, gender, and abilities;
- self-reflection, critical curiosity, and initiative;
- healthy behaviors and life balance; and
- commitment to the education of students and other health care professionals.

4. Practice-Based Learning & Improvement

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

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

5. Systems-Based Practice

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

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

Adopted 2012 by AAPA, ARC-PA, NCCPA, and PAEA

IV. MESSAGE FROM THE PROGRAM DIRECTOR

Welcome to Xavier University of Louisiana Physician Assistant Program. You are embarking on a career and a profession that is one of the top five fastest growing careers. This is an exciting time to be in medicine as advances in medicine are moving at an incredibly fast pace. The medical profession is a career for those prepared for a lifetime of service to the ill and those in need. This requires motivation, compassion, dedication, commitment, integration, and maturity.

Xavier University of Louisiana Physician Assistant Program represents excellence in teaching the art of medicine. We provide our students with an environment that fosters quality academic and clinical education. Our integrated program is geared toward continuous development of an excellent basic and clinical science program. Our interdisciplinary format of teaching facilitates students to excel in integrative patient care, education, and service to benefit our community. Our partnership with our clinical affiliates at Ochsner Health System is recognized by US News & World Report as a “Best Hospital” across nine specialty categories. These clinical affiliations provide students with access to state-of-the-art facilities and access to world class minds in medicine.

The path you have chosen is a challenging yet rewarding one. Hence, we are dedicated to your medical training and will provide you with all the tools you will need to succeed. We want to ensure that you will have the knowledge, skills, attitudes, and values that will equip you to practice medicine in a variety of settings. You will not only gain medical knowledge and skills, but also engage in self-reflection and self-assessment which is essential to helping you identify areas of strength and weakness. This will enable you to promote lifelong responsibility for ongoing learning and active participation in a changing healthcare environment.

Collaboration is central to future generations of physician assistants and health care professionals. With this in mind, interprofessional education is another important aspect of medical education. We strive to provide our students with a range of learning experiences that promote knowledge of working in inter-professional teams. We anticipate that all of you will serve in leadership roles in your chosen area of expertise. We are committed to helping you to become a dynamic group of well-rounded physician assistants who are ready to lead, serve, and heal.

We welcome you and wish you the very best.

Varsha Gusman, **MMS, PA-C**
Program Director

V. PA PROGRAM GENERAL INFORMATION AND PURPOSE

Xavier University of Louisiana anticipates that the first inaugural Class of the Physician Assistant Program will commence in the Master of Health Science in Physician Assistant Studies in the spring semester of 2020.

The mission statement of the Program was developed in November 2018 to reflect program outcomes, developing curriculum, and vision of the founding program director, Varsha Gusman MPAS, PA-C; the medical director, Dr. Abdul Khan; and the Dean of the College of Pharmacy, Dr. Kathleen Kennedy. As demonstrated below, the program mission statement reflects the underlying university mission statement.

University Mission Statement

Xavier University of Louisiana, founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament, is Catholic and historically Black. The ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

PA Program Mission

In the spirit of academic excellence, the mission of the Xavier University Physician Assistant Program is to educate physician assistants to become ethical, competent, and compassionate physician assistants who are dedicated to providing superior quality healthcare that contributes to the promotion of a more just and humane society by improving the healthcare of the diverse communities we serve.

PA Program Vision Statement

To be a leader in PA education by providing an innovative academic and clinical environment to inspire graduates to fulfill our mission while also contributing to the growth of the profession.

To achieve our vision, Xavier University of Louisiana Physician Assistant Program will:

- Strive to become a national leader in the advancement of PA education and to become one of the top PA programs;
- Create an educational environment that stimulates intellectual inquiry and creativity;
- Design a rigorous curriculum with innovative classroom, clinical, and community experiences;

- Foster an environment of continuous self-assessment to maintain the utmost quality and effectiveness of our practices and policies;
- Produce PA graduates with a strong moral and ethical basis for the practice of medicine;
- Dedicate our resources to serving medically underserved populations, while striving to improve healthcare disparities;
- Encourage collaboration and leadership in local, national, and global communities
- Collaborate with our colleagues across Xavier and Ochsner Health System to foster interdepartmental relationships aimed to provide superior education, quality supervised clinical practice experiences, research and scholarly practice; and
- Create more diversity within the PA profession

PA Program Goals (Accreditation Standard A3.14B)

- Recruit and select diverse and highly qualified applicants who can complete the rigorous Master of Health Sciences in Physician Assistant Studies.
- Develop a curriculum that prepares students for a PANCE pass rate that is above the national average.
- Educate physician assistants who practice patient –centered healthcare in rural and underserved communities.
- Deliver an educational experience that prepares graduates to collaborate on inter-professional teams.
- Comply with ARC- PA *Standards* to obtain and maintain accreditation from the Accreditation Review Commission on Education for the Physician Assistants.

Goals: Measurements of Success & Outcomes

Goals	Measurement of Success	Outcomes
Recruit and select diverse and highly qualified applicants who can complete the rigorous Master of Health Sciences in Physician Assistant Studies.	Admissions Data	Published upon availability
Graduate Students who demonstrate preparedness for the Physician Assistant National Certification Examination (PANCE), with a first time pass rate at or above the national average	PANCE pass rate	Published upon availability
Educate physician assistants who practice patient–centered health care in rural and underserved communities.	Student Exit/Graduate Survey Employer Survey	Published upon availability
Deliver an educational experience and curriculum that prepares graduates to collaborate on inter-professional teams.	Annual Curriculum Analysis, Preceptor Evaluation of the Student Preparedness Survey Self-Study, Student Exit/Graduate Survey, and Faculty Evaluation of the Curriculum Survey.	Published upon availability
Comply with ARC- PA <i>Standards</i> to obtain and maintain accreditation from the Accreditation Review	Applying of Accreditation-Provisional	Published upon availability

Graduate Learning Outcomes

Upon completion of the Xavier University of Louisiana Physician Assistant Program, graduates are expected to be able to proficiently:

Knowledge:

- K1.** Demonstrate an understanding for the medical, behavioral and social knowledge necessary to evaluate and manage patients across all age ranges in both primary care and specialty settings.
- K2.** Evaluate diverse clinical situations by applying knowledge of anatomy, physiology, pathophysiology, clinical medicine, patient presentation, differential diagnosis, patient management, surgical principles, and health promotion and disease prevention.

Interpersonal Skills:

- IS1.** Elicit an accurate medical history from patients.
- IS2.** Deliver accurate patient education that encompasses verbal, non-verbal and written forms of information to the patient and their care team to promote disease prevention and health awareness.
- IS3.** Communicate the findings of a clinical encounter in written and oral forms to all members of the health care team.
- IS4.** Provide patient education and counseling through the effective use of appropriate communication techniques while demonstrating awareness of cultural diversity.

Clinical Reasoning and Problem Solving:

- CRPS1.** Formulate a differential diagnosis following a clinical encounter.
- CRPS2.** Order and interpret appropriate diagnostic studies to assist in the evaluation and treatment of the patient.
- CRPS3.** Develop and implement an appropriate therapeutic management plan, either pharmacological or non-pharmacological.
- CRPS4.** Make informed decisions about the care of patients consistent with up-to-date scientific evidence, patient preferences, and sound clinical judgment.

Clinical and Technical Skills:

- CTS1.** Perform a detailed physical exam relevant to the medical history.

CTS2. Obtain informed consent and perform clinical procedures common to primary care to include: venipuncture, intravenous access, joint injections and aspirations, wound management, laceration repair, casting and splinting, strep screening, urinalysis, catheterization, and performing pelvic exams.

Professionalism:

PROF1. Demonstrate professional behaviors consistent with XULA expectations of upholding and protecting the learning environment, professional education, and integrity of a degree awarded from the Xavier University of Louisiana Physician Assistant Program. To that end, graduates should be familiar with the expectations listed in the Oath of a PA, actively promote and maintain professional conduct.

PROF 2. Demonstrate an understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.

PROF3. Demonstrate professionalism by practicing in a competent, legal, and ethical manner as a physician assistant and as a member of the health care team, serving a population of patients of all ages in diverse environments.

Technical Standards for Admission, Progression, and Graduation *(Accreditation Standard A3.15e)*

The Technical Standards for admission are set forth by the Xavier University of Louisiana Physician Assistant Program and are essential functions that include attributes that are necessary to successfully complete the program. Minimal Technical Standards for Admission, Promotion, and Graduation state the expectations of all students.

Students who develop conditions while in the program, which may impair their ability to meet the technical standards, will be reevaluated. If a student's abilities to meet the technical standards are compromised, then the Program Director may request a physical assessment of student's cognitive, psychological or physical ability. After reviewing the information, if the student does not meet the technical standards he or she may be terminated from the program at the discretion of the Program Director.

The standards provide information to allow a candidate to make an informed decision regarding application and serve as a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in an independent manner with reasonable accommodations. Xavier University of Louisiana is committed to the principle of equal opportunity. The program does not discriminate on the basis of race, color, creed, national origin, gender, sexual orientation, age, marital status or disability.

The Xavier University of Louisiana Physician Assistant Program is committed to enabling students by any reasonable means or accommodations to complete the course of study leading to the Master of Health Science in Physician Assistant Studies degree. However, every precaution is taken to ensure that students with substantially impaired intellectual, physical, or emotional functions place neither the educational process nor the patient in jeopardy. Vital to successful completion of the program, it is imperative that students are able to meet the Technical Standards outlined here.

Individuals with questions or concerns about their abilities to meet these standards are encouraged to contact the College of Pharmacy Office of Student Affairs. The process for applying for accommodations is located at the end of this policy statement in the section entitled Disability Accommodations.

1. Observation Ability

Students must have the ability to observe didactic presentations, demonstrations, and laboratory activities in the basic and clinical sciences. Students should have the ability to observe patients and assess findings. Observation includes the use of vision, hearing and touch.

2. Communication Ability

Students must be able to communicate effectively with the faculty, fellow students, patients and their friends/families, and other healthcare professionals. Communication includes speaking, hearing, reading and writing. Students must be able to interpret written records and document information accurately.

3. Motor Ability

Students must be able to perform gross and fine motor movements required to perform a complete physical examination, perform or assist with procedures, diagnostics and treatment methods, administration of medication, managing of equipment and emergency intervention. Motor function encompasses physical ability, coordination of gross and fine motor skills, and equilibrium. The student should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The student must have sufficient motor skills and coordination to manipulate equipment and instruments without interruption necessary to perform basic laboratory tests and procedures involving stethoscope, ophthalmoscope, needles, tongue blades, intravenous equipment, gynecologic speculum, and scalpel. The students must possess the fine motor skills to perform the requirements of the profession.

4. Intellectual, Conceptual, Integrative, and Quantitative Ability

Students must have the cognitive abilities sufficient to process the information provided during the basic and clinical sciences curriculum. Students must possess intellectual, conceptual, integrative and quantitative abilities. Students must be able to perform measurements, calculations, reasoning, analysis and synthesis. In addition, the student must be able to comprehend three dimensional relationships and to understand the

spatial relationships of structures. Students must be able to solve complex problems in a timely manner under stress and in diverse settings.

5. Behavioral and Social Attributes

Students must demonstrate maturity and emotional stability to allow for full use of all intellectual abilities, reliable and timely decision making, and effective relationships with patients and their families, and other healthcare professionals. Students must be able to work collaboratively with their classmates to sustain a non-competitive learning atmosphere and with their colleagues and patients to develop collaborative professional relationships. Students must be able to work effectively under high levels of stress, adapt to changing work environments, and the uncertainties of healthcare. Students must have an understanding of and abide by legal and ethical standards in regards to healthcare. Students must be able to work as part of a team and possess integrity, compassion, motivation to serve, empathy, and the interpersonal skills necessary for medical practice.

Disability Accommodations

Xavier University of Louisiana is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990 (ADA)*. Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* prohibit discrimination against individuals with disabilities. According to these laws, no otherwise qualified individual with disability shall, solely by reason of his /her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.

“Qualified,” with respect to post-secondary educational services, means “a person who meets the academic and technical standards requisite to admission or participation in the education program of activity, with or without reasonable modification to rules, policies, or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services.”

In order to receive appropriate disability accommodations students should follow the steps listed below:

- Contact the Office of Disability Services (ODS), located in the St. Joseph Student Academic and Health Center, Suite 202, to register for services and set up an appointment with the Disability Coordinator;
- Complete the Office of Disability Services Intake Form, Release of Information Form, Orientation/Agreement Contract and Accommodation Agreement Form(s);
- Provide appropriate documentation that includes a statement of diagnosis and required accommodations to validate request for academic accommodations; documentation must be current, and provided by a qualified health professional such as a physician, audiologist, psychologist, psychiatrist, or neuropsychologist;

- Select appropriate/recommended accommodation(s) with the Disability Coordinator;
- Take a copy of the Authorized Accommodation Agreement Form(s) to professors for signatures;
- Take the Accommodation Agreement Form(s) to the Dean for authorization/signature; and
- Return signed forms to ODS within two weeks of receiving them.

Academic Accommodations

The **Office of Disability Services (ODS)** is located in the Counseling and Wellness Center and provides support and assistance to students with medical, physical, emotional and/or learning disabilities, especially those experiencing problems in such areas as academic program, and adjustment to the college experience and campus environment. Among the services provided, are those related to accessibility of campus facilities, individual counseling, reasonable classroom accommodations, advocacy for student needs, and referral to appropriate governmental and community agencies. Students requiring special assistance or consideration in order to meet program or degree requirements should advise their dean's office of the nature of their disability as soon as they have been admitted or the need for assistance is known to exist. Students should also contact the ODS to arrange access to services available. Any request for special needs or special accommodations should be made at the beginning of the Program, semester, or as soon as the student is aware of special needs. Although accommodations can be initiated at any time during the semester, no coursework completed before proper instructor/coordinator notification of need for accommodations will be allowed to be repeated.

NOTE: When accommodations are requested after an exam, paper or assignment or if a student does not discover he/she has a disability until after an exam, paper, or assignment, the professor is under no obligation to try to retroactively change any grades. Accommodations apply to present and future events, not past events. Students must complete an Accommodation Agreement Form **each** semester. Preferably, this should be done by the end of the first week of the semester.

Phone: Please call 504-520-7315 to speak with the ODS Administrative Assistant II to schedule an appointment.

Walk-In Visit: The Counseling & Wellness Center is on the 2nd floor of St. Joseph's Academic and Health Resource Center, Room 202.

Email: Counseling@xula.edu

Hours to schedule an appointment: The Counseling and Wellness office hours are Monday – Thursday, 9am – 8pm beginning the 2nd week of September in the fall semester and January during the spring semester. On Fridays, office hours are 9am– 5pm during fall, spring, and

summer semesters. Summer Counseling Center Hours are Monday – Friday, 9am – 5pm. Students with documented disabilities will meet with a staff member in ODS.

VI. GENERAL PROGRAM INFORMATION

History and Development

Xavier University of Louisiana has held a long tradition of being #1 for producing the most African-Americans who complete medical school. The tradition also includes the Xavier University of Louisiana College of Pharmacy which has been in the top four in the nation for graduating African-Americans with the Doctor of Pharmacy degrees. Our progressive degree programs provide natural synergies between student academic exploration and career readiness, making Xavier a unique HBCU undergraduate experience in New Orleans.

In keeping with the increasingly diverse academic interests of students, Xavier University of Louisiana is proud to offer Master's programs in Education, Counseling, Public Health, Theology, and a Doctoral program in Educational Leadership. Xavier University of Louisiana is always striving to offer programs that will not only help graduates lead, innovate, and stay competitive in the workforce but to also make a difference in the sectors of commerce, the environment, and healthcare. Hence, under the leadership of President Verret and Provost McCall, Xavier wanted to continue to expand the landscape of graduate education in the medical profession. The commitment to establish this new program reflects the mission at Xavier University to prepare students to be servant-leaders who impact transformative change for a more just and humane society.

With the ongoing changes in the delivery of healthcare and in the education of health professionals, Xavier recognized the vital role that the Physician Assistants have in the medical community in the Louisiana Gulf Coast. They wanted to prepare all PA graduates for practice and be a leader in PA education. They decided to partner with one of the leading hospital systems in the Gulf South, Ochsner Health Network, to be their clinical affiliate. Hence, under the leadership of Dr. Seoane M.D., FACP, Senior Vice President and Chief Academic Officer of Ochsner Health System, Ochsner is committed to training the next generation of physician assistant to become healthcare providers that will make a meaningful impact on our health care system.

Varsha Castro Gusman PA-C, a Xavier University alumna and a Neuro Critical Care PA is the founding director of the program and oversees the degree approval process, plans and develops an accredited curriculum, and is committed to providing a learning experience; which cultivates an environment of academic excellence to prepare all PA graduates for the practice of medicine and enhance the delivery of high-quality healthcare in diverse healthcare environments. The first inaugural class will begin in January 2020.

XU PA Program Accreditation (Accreditation Standard A3.14a)

PA Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The ARC-PA has granted Accreditation- Provisional status to the Xavier University of Louisiana Physician Assistant Program sponsored by Xavier University of Louisiana.

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

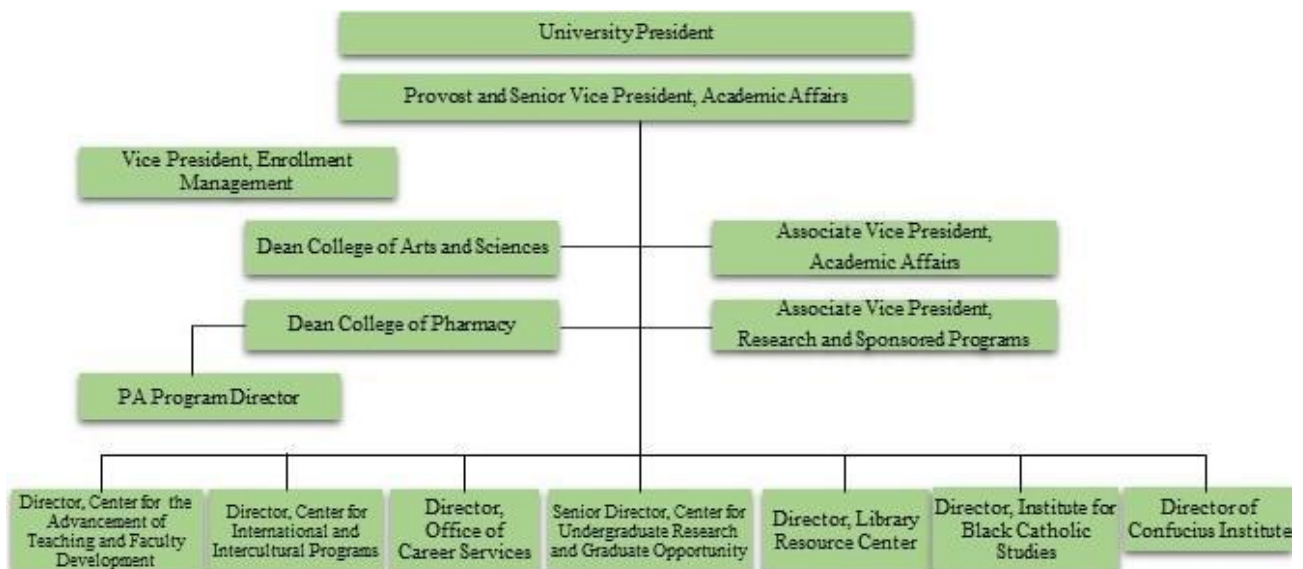
This handbook is in part based on the 4th edition Accreditation Standards for Physician Assistant Education, published in March 2010. The Standards will be referenced throughout the manual, as they inform and guide the curriculum, policies and procedures adopted by the Master of Health Science in Physician Assistant Studies program. The Standards constitute the requirements to which an accredited program is held accountable and provide the basis on which the ARC-PA will confer or deny program accreditation. The program *must* inform students of program policies and practices. (*Accreditation Standard A3.02*)

PA Program Administrative Structure

The Physician Assistant Program Director reports to the Dean of the College of Pharmacy; then to the Provost and the President, in that order.

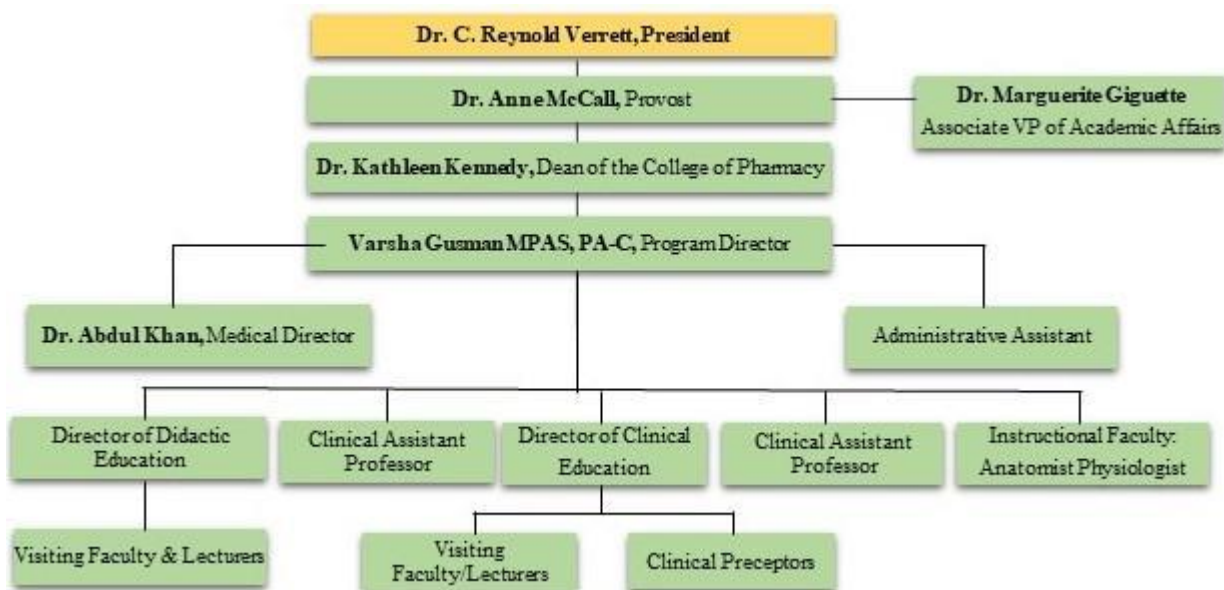
1. Board of Trustees
2. President – C. Reynold Verret, Ph.D.
3. Provost and Senior Vice-President, Academic Affairs – Anne McCall Docteur ès lettres
4. Associate Vice-President, Academic Affairs – Marguerite S. Giguette, Ph.D
5. Dean of the College of Pharmacy – Kathleen Kennedy, Pharm.D.
6. PA Program Director – Varsha Gusman, MMS, PA-C

The Program Director (PD) serves as chief administrator for the Physician Assistant Program and is responsible for Physician Assistant Program operations. To ensure the program operates in harmony with the policies and regulations at Xavier University of Louisiana, he or she works closely with and reports to the Dean of the College of Pharmacy. The following diagrams illustrates the administrative structure and reporting pathways at the University level.



PA Program Organizational Structure and Chart

The Program Director (PD) serves as chief administrator for the Physician Assistant Program and is responsible for Physician Assistant Program operations. The Program Director must supervise the medical director, principal and instructional faculty and staff in all activities that directly relate to the Physician Assistant program. To ensure the program operates in harmony with the policies and regulations at Xavier University of Louisiana, he or she works closely with and reports to the Dean of the College of Pharmacy. The following diagrams illustrates the administrative structure and reporting pathways at the program level. (*Accreditation Standard A2.10*)



Address, Email, Website, and Phone

Address: 1 Drexel Drive, New Orleans, LA 70125

Email: paprogram@xula.edu

Website: <http://www.xula.edu/physician-assistant-program>

Phone: 504-520-5119

PA Faculty and Staff Contact Information

Name	Position	Phone Number	Email Address
Varsha Gusman PA-C	Program Director	504-520-5119	vgusman@xula.edu
Dr. Abdul Khan	Medical Director	504-520-5119	akhan2@xula.edu
Mary Culotta, PA-C	Director of Didactic Education	504-520-5119	mculott1@xula.edu
Jill Fitzpatrick, PA-C	Director of Clinical Education	504-520-5119	jfitzpat@xula.edu
Dr. Milton Hamblin	Clinical Assistant Professor	504-520-5119	mhamblin@xula.edu
Dr. Rhonda Deen	Clinical Assistant Professor	504-520-5119	rdeen@xula.edu
Dr. Justin Wilson	Clinical Assistant Professor	504-520-5119	jwilso42@xula.edu
Mrs. Elizabeth Hunter	Administrative Coordinator	504-520-5109	ehunter1@xula.edu
Mrs. Lori Bates	Administrative Assistant	504-520-5119	lmitche8@xula.edu

VII. ADMISSION TO PA PROGRAM

Acceptance into the Xavier University of Louisiana Physician Assistant Program is competitive. Our selection process is based on a combination of your CASPA application, academic performance (GPA & GRE), letters of recommendation, healthcare experience hours, personal statement of intent and performance during an in-person interview if invited. Enrollment in the Physician Assistant Program is only available on a full-time basis.

Admission Requirements

All applications must be submitted and received by the August 1 deadline using the **CASPA Application** online. Applicants are strongly encouraged to submit their applications and supporting documents as early as possible. Applicants are responsible for following up with CASPA to ensure that all necessary documents are received. After CASPA confirms receipt of all necessary documents and completes the application, students must forward any updated transcripts for courses in progress at the time of application to the Physician Assistant Program Office of Admissions.

See the CASPA FAQ page for details on how to ensure your application is complete. Failure to meet the "complete" status requirements by the deadline will result in an incomplete application. Submissions must include:

- CASPA application fee;
- Official academic transcripts;
- Official GRE scores (review test requirements under Prerequisites below for more information);
- Personal Statement;
- Three letters of reference (at least one letter of reference must be from a practicing PA or Physician who can discuss the applicant's abilities with patients, preferably someone who has supervised the applicant in a clinical setting); personal references from friends or family members are not accepted;
- A candidate's overall grade point average (GPA), science GPA, and prerequisite GPA, as calculated by CASPA, must be a 3.0 or higher on a 4.0 scale; applicants with an overall GPA below 3.0 are not considered further for admission;
- Healthcare Experience – Minimum of 80 hours of healthcare experience;
- Completion of all science prerequisites; and
- Students must meet and maintain all technical standards in order to be enrolled in, and progress through, the Physician Assistant program.

Submitting your application materials early will ensure timely processing and help avoid delays. Once your application has a complete date, it can take 4 to 6 weeks to verify and mail to your designated programs. Upon submission of any of the application requirements, applicants will receive electronic notification of their application status via e-mail through the CASPA website. You are required to regularly check your e-mail account provided on your CASPA application and

update any e-mail address changes in a reasonable period of time. Failure to respond to program requests in a timely manner may result in loss of eligibility for program admission.

Degree Requisites

A completed baccalaureate degree from a regionally accredited institution, or an equivalent institution as determined by Xavier University of Louisiana, is required prior to matriculation into the program.

- Applicants educated outside the United States and Canada must utilize a transcript evaluation service. See the **International Applicants** section for details.
- Applicants from the United States or Canada with coursework completed outside those countries do not have to utilize a transcript evaluation service if the coursework appears on their transcripts from the U.S. or Canadian institutions (e.g., study abroad).
- Applicants must possess an overall minimum grade point average of at least 3.0 (on a 4.0 scale) to be considered for admission.
- College seniors are eligible to apply provided they will receive their baccalaureate degree prior to the August 1 application deadline.

GPA

- A minimum cumulative undergraduate GPA of 3.0 (as calculated by CASPA) on a 4.0 scale
- A minimum undergraduate science GPA of 3.0 (as calculated and verified by CASPA)
- A minimum prerequisite GPA of 3.0 (as calculated and verified by CASPA).
- Although 3.0 is the minimum GPA required, students with higher GPAs are more competitive

Healthcare Experience

Healthcare Experience: PA applicants should be familiar with medical care environments and the role of physician assistants. Healthcare Experience is required in order to be eligible for admission;

- A minimum of 80 Healthcare Experience Hours are required
 - Healthcare experience can be paid or volunteer.
- Preference will be given to candidates who have:
 - Direct patient care experiences that required a prior period of training based on the length/rigor of the required training.
 - Completed greater numbers of healthcare experience hours.
- Applicant must describe their healthcare experience in the CASPA application.
- These hours must be completed at the time the CASPA application is submitted
- Common roles that fulfill healthcare experience hours include:
 - Emergency Medical Technician
 - Licensed Vocational Nurse
 - Medical Assistant
 - Medical Scribe
 - Medical Technologist

- Military Medical Corpsman
- Nursing Assistant
- Paramedic
- Psychiatric or Radiologic Technician
- Respiratory Therapist
- Chiropractor
- Registered Nurse

Shadowing Opportunities (Recommended)

Shadowing Physician Assistants is recommended as it prepares the student to understand the role of the Physician Assistant and the medical profession. Shadowing should be done with a licensed and practicing PA, MD or DO.

Community Service (Recommended)

Community service is recommended as acts of demonstration in community service carries out our mission to provide a more just and humane society and benefits underserved or disadvantaged groups. Community Service also prepares students for the program showing a commitment to training its students with these populations.

Letters of Recommendation

A minimum of (3) letters of recommendation are required. Letters of reference must be submitted directly to CASPA and will only be accepted through CASPA. At least one letter of reference must be from a practicing Physician Assistant or who can discuss the applicant's abilities with patients, preferably someone who has supervised the applicant in a clinical setting. Reference letters should not be from personal friends or family members.

Personal Statement

The personal statement is your primary opportunity to distinguish yourself from other applicants within the CASPA application. Make a lasting impression by showing the admission committee who you are as a person and describe your personal characteristics that support your ability to become a successful physician assistant. Personal statement/Narrative: Please describe your motivation towards becoming a PA. 5000 characters limit = approximately 625 words.

Test Requirements

Official GRE scores are required of all applicants, regardless of previous education, degrees or other credentials. Other standardized tests (MCAT, GMAT, etc.) are not accepted in place of GRE scores. Official GRE scores must be submitted and received by CASPA by the August 1 application deadline.

- Graduate Record Examination (GRE) must have been taken within the previous five years from the application deadline.

- Candidates must have a combined verbal/quantitative GRE score of 290 and a minimum of a 3 on the writing section of the GRE.
- However, to be competitive with others in the overall applicant pool it is recommended that a competitive applicant have a GRE score: verbal, 150 or higher; quantitative, 150 or higher; analytical writing, 3.5 or higher.
- If the GRE is taken multiple times, the program considers the highest cumulative score for the test taken on a single date.
- GRE scores must be submitted directly to CASPA; Xavier University of Louisiana GRE code/CASPA GRE code is 4433.

GRE score reports will be sent directly to CASPA, so refer to your CASPA profile to ensure scores have been received. Official score reports sent to other school codes will not appear for your Xavier University of Louisiana designation and your application will not be complete. Do not list a Department Code when submitting official GRE scores. Ensure your name and birth date appear exactly the same between the GRE score report and CASPA application. Applicants should plan for a minimum of two weeks between the test and the date scores are received by CASPA.

TOEFL

Official TOEFL scores are required of all applicants who have not earned a baccalaureate degree or graduate degree from a regionally accredited U.S. or Canadian college or university, regardless of the official language of the country in which the education took place or the predominant language of the degree-granting institution. Minimum scores are listed below.

- TOEFL or IELTS Scores (Non-English speaking natives are required to submit)
- Required Minimum Scores: TOEFL: Paper – 550 Internet-Based – 80 IELTS: 7.0

Official and valid TOEFL scores must be submitted and received by the August 1 application deadline. PDF score report copies received at the time of testing or in the mail are not considered an official score report. TOEFL scores are valid for two years prior to your intended January enrollment.

Admission Process

Once completed and verified by CASPA, the Xavier University Physician Assistant Program will send notification acknowledging receipt of your completed application.

Applicants are holistically evaluated on the basis of their individual merits. Interview offer decisions are based on the required and preferred criteria presented in the Application Requirements section above.

Interviews

Select applicants will be invited to interview, which will begin in May of each year. Interview invitations will be extended via e-mail communication and include more detailed information about the interview process. Interviews are conducted at the Xavier University of Louisiana

Physician Assistant Program. Interviewees are required to bring a passport-size photo I.D. Applicants should be prepared to address how information has been kept easily recallable. An interview does not guarantee acceptance into the program.

Offers of Admission

Offers of admission will be made to selected applicants after their interview and sent by November 15.

Upon receiving an offer of admission, applicants must submit a \$1,000 non-refundable deposit to secure their seat. This deposit must be received within 10 calendar days from the date of the offer letter. Should any of the accepted candidates withdraw from the program prior to the start of classes, the position is offered to the highest- ranked candidate on the alternate list.

Upon acceptance of an admission offer, applicants will be subject to a criminal background check. Should the background check yield any criminal information, the offer of admission may be revoked.

Background Checks, Fingerprinting, Child Abuse Clearances:

A certified background check, fingerprinting, and possible child abuse clearance is required of all accepted applicants prior to matriculation into the program. Additional certified background checks and drug screenings may be required by clinical sites. Students will be required to pay for this process.

Continuation within the program is dependent on an acceptable background check that would allow completion of the program and credentialing requirements and is at the discretion of the Program Director in consultation with the Office of the Dean. Further, any infractions may prevent continuation in the didactic phase of the program, delay or prevent clinical placement and/or graduation. Should an incident occur any time during the program, the student must self-report the incident to the Program Director immediately. Positive criminal record and fraudulent application statements are grounds for immediate dismissal from the program and may nullify admission to the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. More information will be provided at the time of matriculation and orientation to help students obtain criminal background checks (*Accreditation Standard A3.21*).

Drug Screening

All students will be required to undergo a drug screen upon acceptance into the program and in preparation for clinical rotations. Healthcare providers are entrusted with the health, safety, and welfare of patients. They 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 require drug screening. In addition, many licensing agencies require that individuals pass a drug screen as a condition of licensure and/or employment. Thus, it is in the interest of both students and the Program to identify and resolve potential issues where a student may not be allowed to participate in a clinical rotation due to the use of controlled or illegal substances. The Program has the responsibility to attend to factors that may adversely affect the security of the clinical environment and thus increase liability exposure. As a result, the Program seeks to enhance its scrutiny of the students involved in patient care activities and who are in clinical settings.

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 Physician Assistant 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. Students who refuse to submit to any required drug screen will be dismissed from the program. 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. More information will be provided at the time of matriculation and orientation to help students obtain criminal background checks (*Accreditation Standard A3.21*).

Health Requirements and Technical Standards

All accepted candidates are required to meet the program's Technical Standards (physical and psychological competencies of performance) prior to entering the program and throughout training. Upon acceptance, students will be required to submit and maintain evidence of current health status and immunizations. Please see Health Requirements for admitted students policy and a list of required immunizations. Students are also required to maintain University-approved healthcare insurance coverage while enrolled in the program. Acceptance into the Xavier University of Louisiana PA Program and successful completion of the program does not imply or guarantee that the student will be able to obtain state licensure upon graduation.

International Applicants

Graduates of foreign undergraduate and graduate institutions may apply to the Physician Assistant Program. However, they should first ascertain whether they meet our general admission requirements and that they would be eligible for Physician Assistant Licensure in their chosen state upon graduation.

Foreign Medical Graduates

We review applications from international medical graduates as we do all other applications. General admission requirements must be fulfilled, in addition to the criteria outlined below. Advanced standing in the Physician Assistant Program will not be offered, and GRE requirements will not be waived. The MCAT, USMLE or any other exam are not substitutes for the GRE. Each state, the federal government, U.S. territories and other jurisdictions establish requirements that must be met before licensure as a Physician Assistant may be granted. It is recommended that you investigate state and other requirements for Physician Assistant Licensure as you prepare to make your application for future admission to a Physician Assistant Program. Licensure requirements are also subject to change.

Foreign Transcripts

CASPA will not accept, translate or verify transcripts from international institutions (except Anglo-Canadian). A course-by-course foreign transcript evaluation is required for all International coursework completed outside the U.S. or Canada. The foreign transcript evaluation must be submitted and received by CASPA by the October 1 deadline. An application will not be reviewed until it has been received by CASPA.

A foreign transcript evaluation must be requested from an accredited credential evaluation service. Examples of such services may be found on the website of the [National Association of Credential Evaluation Services](#). To fulfill Xavier University of Louisiana Physician Assistant Program degree requirements, the foreign transcript evaluation must indicate a U.S. degree equivalency of at least a bachelor's degree for the degree earned outside the United States or Canada. "First Professional Degree in Medicine" is equivalent to an MD in the United States and will fulfill the degree requirements. "Equivalent to four years of study in the United States" is not equivalent to at least a bachelor's degree and will not fulfill the degree requirement. All foreign coursework and degrees must be evaluated for North American equivalencies with calculated GPAs on a 4.0 scale. We will only recognize the degree, course credentials, and GPA that they have evaluated

Citizenship or VISA Status

Appropriate and current legal status with the U.S. Citizenship and Immigration Services of the U.S. Department of Homeland Security is a prerequisite for enrollment and continued status as a student in the Physician Assistant Program. Individuals who are not citizens of the United States must demonstrate acceptable immigration/visa status to appropriate Xavier University of Louisiana authorities. The Xavier University of Louisiana Physician Assistant Program will not sponsor or assist with this process.

Coursework Prerequisites

Official transcripts must show that the following prerequisites have been completed. Substitutions are not accepted.

- Prerequisite courses must be completed with grades of C or above.
- A single course cannot be used to satisfy multiple prerequisites.
- All science courses must be for science majors and must have a science prefix.
- Lower-division or "Intro/Survey"-level coursework may not fulfill prerequisites. Applicants should be prepared to produce syllabi detailing week-to-week content for these courses if requested by admissions officials. Prerequisite courses must cover, in sufficient detail, the content areas listed in the table below.
- There is no expiration period for prerequisites. Applicants should be prepared to address how information has been kept easily recallable in an interview setting.
- Online lab courses are NOT accepted for science prerequisites.
- AP coursework will be accepted as long as classes appear on a college transcript with assigned credits. If AP coursework is completed Pass/Fail, the passing grade (or equivalent) must be a C or higher.
- Applications will not be considered if all prerequisites have not been completed by the application deadline.

Basic Science Prerequisite

Course Prerequisite	Requirement	Additional Details
General Biology I and II with labs	8 credits	
General Chemistry I and II with labs	8 credits	
Human Anatomy and Physiology I and II with labs	8 credits	Combined Anatomy and Physiology I and II with labs are accepted.
Organic Chemistry I	3 or 4 credits	
Organic Chemistry II or Biochemistry	3 or 4 credits	Minimum three semester hours or equivalent quarter hours
Microbiology with lab	4 credits	Not satisfied by molecular biology, cellular biology or bacteriology alone
Genetics	3 credits	
Upper Level Biology Electives	Strongly Recommended	To fulfil the other biological science course prerequisites, the PA Program recommends courses in cell biology, molecular biology, embryology, histology, parasitology, virology, immunology, and other similar courses.

3 to 8 credits

While none of the latter courses are specifically required, they provide a good foundation for the study of medicine.

Courses must have a BIO course name and number or clearly be biology related. Number must begin with a 3 or 4 (300/400 or 3000/4000 level)

* The lab courses for Human Anatomy and Physiology, Chemistry, Biology, and Microbiology may not be taken by an online or correspondence format.

General Prerequisite

Course Prerequisite	Requirement	Additional Details
English Composition	3 credits	
General Psychology	3 credits	
Statistics	3 credits	Minimum three semester hours or equivalent quarter hours
Pre-Calculus or Calculus	3 credits	
Sociology	3 credits	
Medical Terminology	1 to 3 credits	<ul style="list-style-type: none"> • One to three semester hours or equivalent quarter hours • Not satisfied by professional, educational or life experiences • No "test out" options are accepted
Medical Ethics	Recommended	

Diversity and Inclusive Excellence Statement

Cultural diversity within the physician assistant profession is critical. The Xavier University of Louisiana Physician Assistant Program strives for excellence in all we do. As a part of the Xavier University mission, the ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. We believe that a diverse student body, faculty, and staff are essential to the achievement of academic excellence. We are committed to recruiting students, faculty and staff responsive to our mission whose diversity contributes to an optimal learning environment. People of varied backgrounds, by which we mean those with a variety of personal experiences, values and worldviews arising from differences of culture and circumstance, bring added value to the education of students, research, and service to the community. In building a diverse PA school, those differences that can add to the value of our educational environment include, but are not limited to: gender, race, ethnicity, age, religious affiliation, abilities/disabilities, educational or socio-economic disadvantage (distance traveled), first in family to attend an institution of higher learning, personal or family experience of having limited access to health care, unique or challenging life experiences, sexual orientation, and applicants who have served their communities or their countries through volunteer activities, military service, employment opportunities or service.

We will endeavor to remove barriers to the recruitment, retention, and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented in medical education and the practice of medicine.

Recruitment efforts and resources will be aligned with the goal to recruit individuals from groups underrepresented in medicine to reflect the cultural, socioeconomic, and ethnic diversity of the region that we serve.

Tuition and Fees

Tuition is charged each term of enrollment for spring, summer, and fall terms. There is no tuition difference for in-state and out-of-state residents. The tuition is determined each year. Please recognize that the following information is provided solely as an estimate to aid your financial planning and all costs are subject to change.

PHYSICIAN ASSISTANT PROGRAM TUITION AND FEES	PER SEMESTER
Tuition	\$12,000
Fees	\$ 426.00
PA Program Technology Fee (Each Semester)	\$50.00
Enrollment Deposit Fee***	\$1,000.00
PA Assessment Fee (Each Semester)	\$50.00
PA Lab Fee (Semester 1-3)	\$158.00
Identification Card (Each Semester)	\$10.00
Yearbook Fee (Fall Semester Only)	\$25.00
Student Health Insurance (annual rate - subject to change)	\$1,470.00
Student Activity Fee	\$75.00

*** \$1,000 non-refundable enrollment deposit fee, applied to tuition

*** All students are required to have health insurance. A Health Information Form must be submitted to the Health Center. Insurance costs vary according to plans attached.

Additional Required Fees and Expenses

These additional required fees and expenses are estimated and should help the student budget for expenses that will be required for a successful matriculation in the program.

OTHER STUDENT COSTS

Medical Equipment	\$1,000.00 (total for the program)
Vaccinations and Lab Titers	\$500.00 (total for the program)
Criminal background check, child abuse registry, and drug screening	\$200.00 (total for the program)
PA Program Uniforms	\$200.00 (total for the program)
Laptop Computer	\$1,000.00 to \$1,500 (one-time purchase)
American Academy of Physician Assistants membership	\$75.00 (for 2 years)
Louisiana Academy of Physician Assistants membership	\$25.00 (for the length of the program)
NCCPA PANCE Entry Level Board Examination	\$425.00

GRADUATION FEES

Graduation Fee (Pharmacy, Master of Health Science in Physician Assistant Studies, Doctor of Education, and Master of Public Health)	\$140.00
Graduation (In Absentia) Fee (Additional)	\$32.00

PERSONAL STUDENT EXPENSES

Transportation (automobile expenses/travel for clinical rotation)	\$2,800 (per year)
Living Expenses (housing, meals, incidentals)	\$9,430.00 (per year)

Financial Aid

Xavier University of Louisiana has traditionally offered the opportunity of a college education to academically qualified students, regardless of the financial resources of the student or the student's family. Although Xavier University of Louisiana feels that the student and family have the responsibility to contribute to the cost of a college education, the University is prepared to provide financial assistance. In fact, over 75% of the students attending Xavier University of Louisiana receive some type of financial assistance.

How to Apply for Financial Aid

All students must apply for financial aid by completing the Free Application for Federal Student Aid Form to determine their eligibility for aid (including all loans). Financial aid applications may be obtained online at <http://www.fafsa.ed.gov> Electronic applications must be completed by the student and his/her parents.

Note: Student and Parent must create an FSA ID at <https://fsaid.ed.gov/npas/index.htm> to electronically sign their FAFSA application.

Refunds Tuition and Fees (Accreditation Standard A3.14g)

Refunds are available to students who have withdrawn officially from the University. The withdrawal date is determined by the appropriate University Official in the Fiscal Office.

Please visit the following university page for more information at <http://catalog.xula.edu/content.php?catoid=21&navoid=1030#refund-policy>

Two refund methods are used: the Xavier University Institutional Policy and the Federal Government Refund Policy.

If Student Withdraws	XU Policy
Before classes begin	100%
Within week 1	75%
Within week 2	50%
Within week 3	50%
Within week 4	50%
After week 4	0%

For those students who have registered at the University with the assistance of Federal Financial Aid, the following policy applies:

Tuition and some fees are credited to the students' accounts based on the percentage of the enrollment period completed (up to 60%). The percentage to be credited is determined by

dividing the number of days remaining in the enrollment period by the number of days in the enrollment period.

The above annual costs are calculated for three (3) semesters. Please be aware, the award letters sent from the Office of Financial Aid will include the costs for two (2) semesters.

*** Full-time students who do not provide proof of alternate coverage will be enrolled in the Xavier University Student Health Insurance Plan and billed automatically.*

Students accepted into and enrolled in the Xavier University of Louisiana Physician Assistant Program who are citizens or permanent residents of the United States are eligible to apply for financial aid through the Federal Stafford Loan program. For more information, contact the financial aid officer in the Xavier Student Financial Office.

Required Medical Equipment

Depending on the exact equipment model and/or style you choose, the average cost of your medical equipment will be approximately \$1,000.

See the Diagnostic Equipment checklist below:

- Diagnostic set (3.5v otoscope, ophthalmoscope, rechargeable handle, case, disposable otoscope speculums)
- Insufflator bulb for diagnostic set
- Stethoscope – cardiology grade with a separate bell and diaphragm
- Sphygmomanometer (adult)
- Tuning forks C-128
- Reflex hammer
- Clinical Jackets (minimum of 2)
- Pocket eye chart
- Ruler – standard and metric increments; can use eye chart ruler
- Tape measure – standard and metric increments
- Pen light
- Medical equipment transport bag

Mobile Apps

Epocrates Mobile App—Epocrates mobile application includes drug-drug interaction checker (Rx version).

VIII. PA PROGRAM POLICIES AND STANDARDS

General Academic Policies

1. A general overview of the Physician Assistant Program's policies will be listed below. Program Policies must apply to all students, principal faculty, the Medical Director, and the Program Director regardless of location. (*Accreditation Standard A3.01*)
2. The Standards will be referenced throughout this section of the handbook as they inform and guide the curriculum, policies and procedures adopted by the Xavier University of Louisiana Physician Assistant Program. The Standards constitute the requirements to which an accredited program is held accountable and provide the basis on which the ARC-PA will confer or deny program accreditation. The program *must* inform students of program policies and practices. (*Accreditation Standard A3.02*)
3. The Program Director, the Medical Director, and the principal faculty cannot provide care to students except in emergency situations or access student health records but may facilitate referrals to health facilities. (*Accreditation Standard A3.09*).
4. Student advisors (Physician Assistant Faculty assigned to this role) will provide for timely access and/or referral of students to services addressing personal issues, which may impact their progress in the Physician Assistant program. Both on-campus and off-campus resources may be utilized to include the use of Xavier University counselors, local counselors, urgent care clinics, and primary care. Financial responsibility/insurance coverage for the cost of these referred services is the responsibility of the individual student. Under no conditions is the faculty advisor to assume the role of professional provider of needed mental health or counseling services for any student. (*Accreditation Standard A3.10*)

Clinical Phase Policy

1. Students will wear identification pins and/or badges bearing their name and Xavier University of Louisiana Physician Assistant student status on their short white lab coat (pocket or sleeve location).
2. Students will verbally identify themselves as a Physician Assistant student from Xavier University of Louisiana Physician Assistant Program during all patient and professional encounters at the preceptor site or when representing the profession or the program.
3. Physician Assistant students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health professions students and graduates. (*Accreditation Standard B3.01*)
4. Students are not required to provide or solicit clinical sites or preceptors. The program must coordinate clinical sites and preceptors for program required rotations. (*Accreditation Standard A3.03*)

5. Coordinating clinical practice experiences involves identifying, contacting and evaluating sites and preceptors for suitability as a required or elective rotation experience. Students may make suggestions to principal faculty for sites and preceptors but are not required to do so. Student suggested sites and preceptors are to be reviewed, evaluated and approved for educational suitability by the program.
6. The program will not rely primarily on resident physicians for didactic or clinical instruction. (*Accreditation Standard A2.15*)

Advanced Placement Policy (Accreditation Standard A3.15c)

The Xavier University of Louisiana Physician Assistant Program is designed as a comprehensive curriculum, and all learners are required to complete the prescribed didactic and clinical coursework. The Physician Assistant Program does not allow for exemption from courses, clinical skills, laboratories, or clinical education regardless of prior experience, degree or credential. The program does not accept credit for courses taken elsewhere for substitution for Physician Assistant courses. Students must matriculate through all aspects of the program and successfully complete all program requirements in order to graduate.

- Advanced placement is not granted into the Xavier University of Louisiana Physician Assistant Program.
- All students must complete the full Physician Assistant Program.
- No external course work will satisfy Physician Assistant Program requirements
- Applicants who have graduated from, or attended, foreign or U.S. medical schools, or who have advanced degrees in biological sciences or similar programs, will not be granted automatic acceptance into the Physician Assistant Program. Nor will transfer credits from graduate or postgraduate programs be accepted.
- Courses from other professional programs (nursing, medical technology, biomechanics) will usually not be accepted in lieu of traditional college courses
- No transfer credit is accepted. No courses will be waived.
- No credit is granted for pre-admission experiential learning.
- Persons who have been dismissed from another Physician Assistant program are not eligible for admission to Xavier University of Louisiana Physician Assistant Program.

Student Work and Employment Policy

The Xavier University of Louisiana Physician Assistant Program strongly discourages any type of outside employment during our consecutive course of studies. Employment during the program may result in academic difficulties and may prevent the student from acquiring the level of knowledge needed to perform adequately as a physician assistant student during the didactic and clinical phases of the program.

Working and outside activities are not considered to be valid excuses for poor academic performance or lack of attendance at required Physician Assistant Program activities.

During the clinical phase of the program, students must make themselves available to their preceptors on short notice for special learning opportunities outside of regular office hours. This requirement precludes the ability to work outside jobs. Failure to fully participate in all SCPE – related activities is considered abandonment of the SCPE and will result in failure of the SCPE unless it is an excused absence per program guidelines.

- Although working while in the program is highly discouraged, if a student chooses to work note that didactic schedules and clinical rotation hours or schedules will not be altered to conform to your job schedule or requirements. Your education must remain your primary responsibility when balancing work and school.
- Students who work are encouraged to make this known to their academic advisor.
- Students who are working and find themselves in academic difficulty may be advised to consider terminating their job or adjusting their schedule at work in a manner that is more conducive to studying.
- Students, along with their academic advisor, need to monitor their progress closely so that should an academic decline be perceived, the advisor and the student can work to remedy the situation before the student finds themselves on academic probation.
- While a student may be invited by a faculty member to share his/her experience in a specific area with the class, a student may not be employed by the program or serve or function as instructional faculty.
- During supervised clinical experiences, students may not substitute for clinical or administrative staff. (*Accreditation Standard A3.06*)
- Students enrolled in the program cannot substitute for practicing physician assistants or provide unsupervised services common to a certified PA while at any employment site or learning site while enrolled in the program.
- Students credentialed as other non-PA professionals cannot substitute as staff in their credited discipline while in the role of a physician assistant student.
- Students are not staff and/or employees of the program while in the role of a learning student and as a result must not be required to earn a stipend/salary for the services while a physician assistant student.
- Students must not be required to work for the program. (*Accreditation Standard A3.04*)
- Students must not substitute for or function as instructional faculty. (*Accreditation Standard A3.05*)
- Disciplinary action ranging from professional probation to dismissal from the Physician Assistant program will be taken at the discretion of the Physician Assistant program for those students who fail to comply with the above Student Employment Policies.

PA Program Student Records

The following matriculated student records will be maintained by the Xavier University Physician Assistant Program for the length of time specified. These records and others may be maintained by other departments within the institution.

- The PA Program - official application, didactic and clinical academic performance, remediation and academic actions, advising records, disciplinary actions, dismissal, malpractice and healthcare insurance documentation, drug screen, criminal background check, fingerprinting, immunization verification, and graduation requirements verification.
- The Registrar's Office – official transcripts, dismissal
- Student Affairs Office- disciplinary actions
- Xavier University of Louisiana Student Health Services – university immunization records.
- Faculty Advisor – files on student counseling and advising. Once you graduate, these records are maintained by the PA Program.
- CastleBranch- drug screen, criminal background check, fingerprinting, complete physical examination, and immunization verification

Document	Length of Time
Educational Transcripts	Permanent
Admission Records	Permanent
Didactic and Clinical Performance	Permanent
Clinical Rotations	Permanent
Advising Records	Ten years after graduation
Remediation Records	Ten years after graduation
Disciplinary/ Dismissal Records	Permanent
Health Records	Permanent
Immunization Records	1 year after graduation

Confidential health records are maintained in Student Health and cannot be accessed by PA Program faculty or staff. Complete physical examination and health screening requirements will be maintained by CastleBranch. CastleBranch will notify the program that the student has satisfied the medical record and health screening requirements of the program each year. With permission of the student, the program will maintain vaccination records and TB testing results. The program will have access to results of student drug screening; child abuse screening, fingerprinting, and criminal background check results. These results, as well as vaccination records, TB testing results, and verification of medical records and health screening requirements are stored, maintained, and access provided for the program via CastleBranch. *(Standard A3.21)*

It is the responsibility of the student to keep his/her records current. If you have a change in any of the following items, please be sure to notify the program immediately:

- I. Legal Name
- II. Home address
- III. Home telephone number
- IV. Cell phone number
- V. Person to call in case of emergency
- VI. Medical insurance information

You may review the information that is kept in the main office with permission of the Program Director.

Student Identification

Xavier University of Louisiana refers to student identification cards as “The XCard.” All identification badges must be displayed prominently at all times. In addition to displaying an appropriate identification badge prominently, students shall state truthfully and accurately their professional status in all transactions with patients, health professionals, and other individuals for whom, or to whom they are responsible. While in the program, students may not use previously earned titles (i.e., RN, MD, DO, Pharm. D, Ph.D.). Students will sign all documentation with their full name followed by “PA-S.”

The XCard refers to your identification card, which is used for transacting Xavier University of Louisiana business such as checking out library books, gaining entry to University sponsored events, and accessing designated University buildings.

The XCard is the property of Xavier University of Louisiana and is not transferable. It is your personal ID card, which should be carried at all times when on Xavier University of Louisiana property and must be presented upon request by any University official.

When at clinical rotation sites, students will be required to wear their identification badge at all times. Clinical Affiliate Rotations will require an additional badge specific to the clinical site

Internet and Social Media Policy

Responsible, ethical online behavior in social media venues such as Twitter, Facebook, YouTube, Periscope, Snapchat, and e-mail is an important part of physician assistant professional behavior. Xavier University of Louisiana and the Physician Assistant Program faculty recognize the individual right of freedom of expression. However, this individual right must be balanced with the interests of the PA profession, Physician Assistant Program and University whenever comments or displays in the social media invite negative comparisons and/or devalue these larger interests. Negative comments are best addressed through individual participation in student evaluations, surveys and discussions with faculty and staff. In addition, personal photos depicting erotic or provocative images should never be linked to or associated with Xavier University of Louisiana or the Physician Assistant Program. Including or linking such postings in the above electronic media in a manner associating them with Xavier University of Louisiana or the Physician Assistant Program will be grounds for discipline, up to and including dismissal from the university. In addition, students should be aware that it is common for potential employers, governing boards, preceptors, and patients to search for an individual and view these sites. Finally, patients should never be discussed in social media. They have an inviolable right to privacy.

Social Media Guidelines

- Take responsibility and use good judgment. Incomplete, inaccurate, inappropriate, threatening, harassing or use of profanity on your postings is strictly prohibited.
- Think before you post as your reputation will be permanently affected by the Internet and email archives.
- HIPAA laws apply to all social networking so it is the utmost priority to protect patient privacy by not sharing information or photographs.
- You must protect your own privacy as to not let outsiders see your personal information.
- Social networking is permanently timed and tracked. Therefore, in order to respect work commitments, social networking during class, program activities, and clinical time is strictly prohibited.
- If you choose to use “Xavier University PA Program” in your group posting name, you must post a disclaimer on the page stating that your views are that of your own and do not reflect the views of the Xavier University of Louisiana Physician Assistant program.

- All laws governing copyright and fair use of copyrighted material must be followed.
- Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.
- Students should not put posts or photos on social networks about rotation experiences (including location, clients, diagnosis, treatment, preceptors and staff etc.), names of supervisors, and comments or criticism about sites or information about what is happening at sites are not appropriate and prohibited.
- The Program at any time may request immediate access to class pages; failure to grant access may result in disciplinary actions.

Note: *Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the program.*

IX. GENERAL OVERVIEW OF PROGRAM DESIGN AND CURRICULUM

The Xavier University of Louisiana Physician Assistant Program is a 28-month program that has a 12- consecutive month didactic phase, and a 16-month clinical phase which includes a Capstone Project. This PA professional curriculum includes, “applied medical, behavioral and social sciences; patient assessment and clinical medicine; supervised clinical practice; and health policy and professional practice issues.” These courses have been specifically designed and sequenced to prepare students to provide patient centered care and collegially work in Physician–PA teams in an interprofessional team environment.

The clinical phase consists of nine 4-week Supervised Clinical Practice Experiences and two 3-week PA Externship Electives that provide approximately 2,000 hours of hands-on clinical experience in Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Medicine, Behavioral Health, and Women’s Health. Each student will complete two elective rotations in a wide variety of areas based on their interest. The Supervised Clinical Practice Experience is offered in partnership with the Ochsner Health System.

Course Sequence

Physician Assistant Program Curriculum Sequence: Didactic Year

Spring Semester Year 1 January- April

Course Number	Course Name	Credit Hours
PA 5011	Basic Science I	2 Credits
PA 5021	Clinical Medicine I	5 Credits
PA 5041	Pharmacotherapeutics I	3 Credits
PA 5051	Patient Assessment I	3 Credits
PA 5061	The Patient and the PA I	1 Credits
PA 5071	PA Professional Practice	1 Credits
PA 5081	Community Outreach Project I	(Pass/Fail)
Total		15 Credits

Summer Semester Year 1 May- August

Course Number	Course Name	Credit Hours
PA 5012	Basic Science II	2 Credits
PA 5022	Clinical Medicine II	5 Credits
PA 5031	Clinical Laboratory Medicine I	1 Credits
PA 5042	Pharmacotherapeutics II	3 Credits
PA 5052	Patient Assessment II	3 Credits
PA 5062	The Patient and the PA II	1 Credits
PA 5072	Medical Informatics	1 Credits
PA 5082	Community Outreach Project II	(Pass/Fail)
Total		17 Credits

Fall Semester Year 1 September- December

Course Number	Course Name	Credit Hours
PA 5013	Basic Science III	2 Credits
PA 5023	Clinical Medicine III	6 Credits
PA 5032	Clinical Laboratory Medicine II	1 Credits
PA 5043	Pharmacotherapeutics III	3 Credits
PA 5053	Patient Assessment III	3 Credits
PA 5063	Intercultural Communications	1 Credits
PA 5093	Clinical Integration	2 Credits
PA 5083	Community Outreach Project III	(Pass/Fail)
Total		18 Credits

Didactic Year Total: 49 credits**Physician Assistant Program Curriculum Sequence: Clinical Year****Spring Semester Year 2 January- April**

Course Number	Course Name	Credit Hours
PA 5111	Supervised Practice-Family Medicine	4 Credits
PA 5121	Supervised Practice- Internal Medicine	4 Credits
PA 5131	Supervised Practice-Pediatrics	4 Credits
Total		12 Credits

Summer Semester Year 2 May- August

Course Number	Course Name	Credit Hours
PA 5141	Supervised Practice-General Surgery	4 Credits
PA 5151	Supervised Practice- Emergency Medicine	4 Credits
PA 5161	Supervised Practice-Behavioral Health	4 Credits
Total		12 Credits

Fall Semester Year 2 September- December

Course Number	Course Name	Credit Hours
PA 5171	Supervised Practice-Women's Health	4 Credits
PA 5181	Supervised Practice-Elective	4 Credits
PA 5191	Supervised Practice-Elective	4 Credits
Total		12 Credits

Spring Semester Year 3 January – April

Course Number	Course Name	Credit Hours
PA 5211	PA Externship Elective I	3 Credits
PA 5212	PA Externship Elective II	3 Credits
PA 5221	Inter-Professional Experience	1 Credits
PA 5231	Summative Course	2 Credits
PA 5241	Capstone Project	1 Credits
Total		10 Credits

Clinical Year Total: 46 credits

Didactic Year Total 49 Credits + Clinical Year Total 46 credits = 95 credits Overall Total

Didactic Phase

The didactic year consists of a series of courses taught using an organ system approach with pediatrics, infectious disease, emergency medicine, geriatrics, and genetics included across each system. Both lecture and small-group formats are used to deliver the curriculum, highlighted by a student-centered approach. The didactic year will also include instruction in evidence-based medicine, race and ethnic relations, intercultural communications, and clinical procedures course. Students will also participate in a community outreach project each semester in the didactic year.

SPRING SEMESTER 1	SUMMER SEMESTER 1	FALL SEMESTER 1
January – April	May – August	September – December
Basic Science I	Basic Science II	Basic Science III
Clinical Medicine I	Clinical Medicine II	Clinical Medicine III
	Clinical Laboratory Medicine I	Clinical Laboratory Medicine II
Pharmacotherapeutics I	Pharmacotherapeutics II	Pharmacotherapeutics III
Patient Assessment I	Patient Assessment II	Patient Assessment III
The Patient and the PA I	The Patient and the PA II	Intercultural Communications
PA Professional Practice	Medical Informatics	Clinical Procedures
Community Outreach Project I	Community Outreach Project II	Community Outreach Project III

Basic Science I/II/III: Anatomy, Physiology, Pathophysiology, and Clinical Genetics. The sequence aligns with medicine organ systems.

Clinical Medicine I: Medicine modules: Dermatologic, Hematologic, Musculoskeletal, Eyes, Ears, Noes, and Throat, and Pulmonary

Clinical Medicine II: Medicine modules: Cardiovascular, Neurologic, Gastrointestinal, Genitourinary, and Renal.

Clinical Medicine III: Medicine modules: Psychiatry, Reproductive, Pediatric, Geriatrics, Infectious Disease, Surgery, and Emergency Medicine.

Clinical Phase

During the clinical phase, students will complete a total of 11 rotations. Rotations last approximately four weeks. This includes 7 core rotations in Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Medicine, Behavioral Health, and Women’s Health. Each student will complete two elective rotations in a wide variety of areas based on their interests with the approval of the clinical coordinator. Each student will have a varied rotation sequence. The final semester will include an Inter-Professional Experience and two opportunities for a PA Externship Elective that last approximately 3 weeks each. In addition, students will participate in a Summative Course and Capstone Project.

SPRING SEMESTER 2	SUMMER SEMESTER 2	FALL SEMESTER 2
January – April	May – August	September - December
SCPE - Family Medicine	SCPE - General Surgery	SCPE - Women's Health
SCPE - Internal Medicine	SCPE - Emergency Medicine	Elective
SCPE – Pediatrics	SCPE - Behavioral Health	Elective

SPRING SEMESTER 3
January – April
PA – Externship Elective I
PA – Externship Elective II
Inter-Professional Experience
Summative Course
Capstone Project

Xavier University of Louisiana has partnered with Ochsner Health System, one of the leading hospital systems in the Gulf South and the largest health system in metro New Orleans. Ochsner employs nearly 25, 000 people across its 100 health centers and 40 managed, affiliated and owned hospitals in this region. Ochsner Health System serves as the leader in healthcare delivery innovation and is the largest “super” Clinically Integrated Network (CIN) in the region. The nearly 2,500 Primary Care and Specialty Care physicians participating in the Ochsner Health Network are focused on sharing knowledge, resources, processes and technology to improve the quality of healthcare, enhance the care delivery model to one centered on the patient. Ochsner Health System and its healthcare professionals are committed to be our clinical affiliates and playing a vital role in preparing students for entry into clinical practice.

For more information about Ochsner Health System, please visit <https://www.ochsner.org>

Didactic Education Outcomes Assessment

The Xavier University of Louisiana Physician Assistant Program strives for excellence and continued ongoing assessment. Students undergo regular assessments to ensure that students are attaining the skills, behavior, and knowledge required of a practicing physician assistant. Faculty members use these assessments to identify areas of study and to give students feedback on what has been learned thus far. The following is a list of the type of assessments conducted.

DIDACTIC EDUCATION ASSESSMENTS	
SOAP Notes	These papers will be evaluated for writing skills as well as content and format.
History and Physical Examination Practicum/OSCE (Objective Structured Clinical Examination)	Students will demonstrate and document history and physical examinations in several courses.
Clinical Procedures Practicum	Students demonstrate knowledge of procedural skills.
MCQ Examinations	Students take multiple choice question examinations in multiple courses.
PMA (Patient Management Assessments)	Students take written question format examinations in Patient Assessment I, II, III
Remediation Assignments	Students complete remediation for missed items on MCQ examinations, demonstrating knowledge of the correct answer, and citing references.
Oral Presentations	Students provide patient presentations during sessions relative to the patient being evaluated.
Group Presentations	Students work together to provide a collaborative presentation in several courses.
Other Medical Documentation	Students complete other medical documentation such as: admission orders, operative notes, discharge summaries, etc.

Matriculation into and Progression through the Didactic Phase

In order to successfully enter into and progress through the didactic phase of the PA program, each student must complete or meet the following requirements:

1. Successfully complete the admission requirements including submission of proof of a physical examination, profile information (phone number, address, emergency contact information), and required immunizations as well as successfully complete and pass the Xavier University of Louisiana Physician Assistant Program Orientation.
 - a. Failure to complete these requirements prior to matriculation could result in dismissal from the program or failure to progress.
 - b. A plan to demonstrate compliance with any outstanding requirements must be determined and approved by the program during orientation.
2. Successfully complete each PA-designated course in the prescribed sequence.
 - a. Course sequences are published on the University website and are sequenced as deemed appropriate by the faculty on a year-to-year basis.
3. Successfully achieve a minimum of 3.0 out of 4.0 GPA each semester (semester GPA) throughout the didactic phase of the PA program.
 - a. Failure to achieve a GPA of 3.0 or better out of 4.0 during any didactic semester will result in dismissal from the program without the opportunity to reapply or re-enter.
4. Earn a grade in any PA-designated course of “C” or better in every course during the didactic phase of the program.
 - a. Grades of “F” are not acceptable for progression in the program and are grounds for immediate dismissal from the program with no opportunity to re-enter the program.
 - b. Earning more than one grade of “C” or less any time during the didactic phase shall result in dismissal from the program.
5. Attend all events noted as mandatory by the Physician Assistant program which may include but is not limited to conferences, meetings, and dinners; guest lectures; seminars; Xavier University of Louisiana and Physician Assistant program events including accreditation responsibilities, PA week; University convocations; and other activities unless officially excused.
6. Pay all fees associated with courses for supplies/etc. as stated in each syllabus or as notified by the program before progressing to the next semester.

Supervised Clinical Education Experience

SCPE (Supervised Clinical Practice Experience) are intensive, hands-on learning experiences where students apply the knowledge gained in the didactic year towards actual patient care. SCPE's may be at inpatient, outpatient, or a combination of clinical settings. While on rotation,

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students are expected to work a minimum of 40-hours per week and will participate in all assigned patient care activities, which may include taking call, admitting patients, managing patients in the hospital or clinic setting, and participating in all scheduled learning activities, such as Grand Rounds. Most Supervised Clinical Practice Experience spans a 4-week period and begins and ends over the course of the second phase of the program along with the on-campus classes.

The PA Externship Experience spans a 3-week period and is intended to provide the student with more advanced supervised experiential training in an area that he/she might have a special interest in or in an area that a student may be assessed by a preceptor for the possibility of employment.

The sequencing and clinical placement of rotations is made at the sole discretion of the Director of Clinical Education. Specific SCPEs may be assigned to students deemed at risk by the clinical coordinator in place of an elective. Faculty will try to accommodate requests for a specific rotation site or sequence, however, these are not guaranteed.

We consider a 90-mile or 90-minute drive from New Orleans, Louisiana, reasonable boundaries for site placement. However, due to changes in availability of individual clinical sites, it is sometimes necessary for a student to travel further than this distance.

STUDENTS ARE RESPONSIBLE FOR COSTS INCURRED FOR TRANSPORTATION AND HOUSING DURING ALL SCPEs whether placed there by their choice or placed there by the program. Students should expect to need alternate housing for at least one clinical rotation due to distance.

It is the responsibility of the Physician Assistant Program and not the students to identify and schedule sites used for the SCPEs. (*Accreditation Standard A3.03*)

No student is permitted to contact potential preceptors directly. Failure to follow this protocol can result in dismissal from the program.

Students will complete a capstone project under the guidance of a faculty advisor. Students may select an area of medicine, disease process, condition, or public health issue as the basis for a clinical paper. Students will be guided through the complete process of designing, developing, and submitting a clinical article for publication. The course will conclude with the student preparing and presenting oral and poster presentations on their selected clinical topic.

Clinical Education Outcomes Assessment

Students in the Clinical Phase undergo regular assessments to ensure that students are attaining the skills, behavior, and knowledge required of a practicing Physician Assistant. Faculty members use these assessments to identify areas of study and to give students feedback on what has been learned thus far. The following is a list of the type of assessments conducted

CLINICAL EDUCATION ASSESSMENTS	
Preceptors' evaluations	These evaluations will be based on the observed student interactions with patients, oral presentations, history and physical examinations, progress notes, and any other professional interactions.
Clinical coordinator evaluations	These evaluations will be based on the observation of the student in the clinical setting and/or discussion with the clinical preceptor, oral presentations, written H&Ps, SOAP notes, procedure notes, operative notes, initial patient evaluations, discharge summaries, and review of the student's patient encounter logs.
Computerized patient and procedure tracking system	This system will track patient encounters and clinical procedures performed during the student clinical experience. The information entered will be evaluated by the clinical coordinator to ensure that students encounter patients across the lifespan and in a variety of clinical settings.
Multiple choice examinations	These exams are designed to assess core medical knowledge and its application to the clinical setting. They also provide practice for the national certifying examination. Questions are based on any information that may be encountered in the specific medical setting of the student clinical rotation.
Medical documentation skills	These include, but are not limited to, patient encounter notes, procedural notes, admissions orders, progress notes, discharge orders, referral or consultation requests, and prescription writing.
Remediation	Students will be given the opportunity to remediate certain assessments in the program. Specific criteria are included in each course syllabus.

Matriculation into the Clinical Year

In order to matriculate into the clinical phase of the PA program, each student must complete the following unless the timing of activities is altered by the PA program. Failure to complete the following will result in the inability to begin the clinical year and/or dismissal from the program.

1. Successful completion of all didactic Physician Assistant program coursework.
2. Successful completion of a comprehensive examination practical within one month of the beginning of the clinical phase of the program.
3. Obtain current ACLS and BLS training that will remain current throughout the duration of the clinical phase of the program.
4. Successfully complete a background check.
5. Complete HIPAA compliance paperwork.
6. Successfully complete OSHA training.
7. Update his/her physical examination, including immunizations as required by the PA program and clinical sites.
8. Complete an emergency contact form.
9. Maintain proof of current health insurance coverage.
10. Pass a urine drug screen test.
11. Assure that they have the appropriate student ID badge.
12. Complete the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) when so directed.
13. Attend all clinical orientation meetings as scheduled.
14. Demonstrate the development of professional and ethical maturity.

Progression through the Clinical Phase of the Program

In order to successfully progress through the clinical phase of the Physician Assistant Program, each student must complete the following (unless the timing of activities is altered by the Physician Assistant Program):

1. Successful completion of Supervised Clinical Practice Experiences (SCPE)
2. Maintenance of ACLS and BLS certification
3. Maintain a PA program overall GPA of a 3.0 or greater
4. Successful completion of courses that take place in addition to the SCPEs
5. Earn a grade in any PA-designated course of "C" or better in every course during the clinical phase of the program.
 - a. Grades of "F" or below are not acceptable for progression in the program and are grounds for immediate dismissal from the program with no opportunity to re-enter the program.

- b. Earning more than one grade of “C” or less any time during the clinical phase shall result in dismissal from the program.
6. Attendance at all events noted as mandatory by the PA program which may include but is not limited to conferences, meetings, and dinners; guest lectures; seminars; Xavier University of Louisiana and PA program events including accreditation responsibilities, University convocations, and other activities unless officially excused.
7. In order to select an elective SCPE, the student must be in good academic standing, otherwise the elective will be selected by the program in a discipline felt to best prepare the student for success.

Student Evaluation

Evaluation is an ongoing process that includes both formative and summative assessment of students as they progress towards achieving the program competencies.

Ongoing formative evaluation of student learning takes place frequently during the didactic and clinical phases of the program. Various modalities of evaluation are utilized to assess a student’s acquisition of knowledge, problem-solving skills, clinical competencies, and professional development.

Summative evaluation of each student is conducted prior to program completion to make sure that the program’s expectations for clinical knowledge and technical skills have been met. The summative evaluation consists of multiple observed clinical skills examinations (OSCEs). A student must successfully complete and pass the OSCEs in order to graduate. The student must also complete and pass a comprehensive knowledge-based examination prior to graduation.

Summative Examination

Didactic Phase: At the end of the Didactic Phase, students are required to successfully complete a written comprehensive exam. All students must pass the written comprehensive exam at the end of the didactic phase with a score of 75% or higher in order to proceed into the clinical phase of the program.

Clinical Phase: At the end of the Clinical Phase, students are required to successfully complete the Summative Evaluation that is composed of a written comprehensive examination, an OSCE, and a clinical skills practical exam. At the conclusion of the clinical phase, all students must pass the summative evaluation with a minimum grade of 75% or higher on each individual component in order to graduate from the program.

Should a student receive a failing grade on the written comprehensive exam (below 75%), they will be permitted one retake to be completed within 4 weeks

of receipt of notification of the failing grade. A second failure will result in dismissal from the program. Should a student receive a failing grade on the summative evaluation (below 75% on each component), the student will be permitted one retake on each component(s) in which a failing grade was received. Should the student fail a second time, they will be dismissed from the program.

Summative Practicum

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

Written Assignments

Assignments and assessments are given at the discretion of the instructor as delineated in the course syllabus.

Graduation Requirements

The Master of Health Science in Physician Assistant Studies degree is granted to all students who have been recommended by the PA Program Professional and Academic Progression Committee through the Program Director and the Dean of the College of Pharmacy. In addition to the requirements set forth in the Xavier University of Louisiana Student Handbook, students will have successfully:

- 1) Completed the program course of study within 4 years of the date of matriculation,
- 2) Completed the required curriculum of the PA Program with a minimum grade of "C" in all courses,
- 3) Attained a cumulative grade point average of 3.00 or higher, and
- 4) Passed the written comprehensive exam at the end of the didactic phase and the Summative evaluation at the end of the clinical phase. Requirements for a passing grade are described above.

The successful completion of the above requirements demonstrates that the student has met the minimum requirements for graduation from Xavier University of Louisiana Physician Assistant Program and is a candidate suitable to sit for the Physician Assistant National Certification Examination. Promotion and graduation is based on both academic and professional growth and development.

Students who fail to meet all promotion criteria may either be dismissed from the Program or be required to remediate any deficiencies at the discretion of the PA Program Professional and Academic Review Committee. The student must demonstrate acceptable levels of maturity, integrity, and other attitudes and behaviors expected of health professionals. The student must be free of any impediments to licensure or to performance as a Physician Assistant. Failure to meet these requirements will jeopardize continued enrollment in the program or graduation from the program.

X. GRADING, ACADEMIC STANDING, AND EXAMINATION POLICIES

Grading Policy

ACADEMIC GRADE POINT AVERAGE

Student academic performance in the PA Program is measured by computation of the GPA. The GPA is calculated by dividing the accumulated number of grade points earned by the accumulated number of credit hours attempted.

Grading Scale:

A = 4 Quality Points (89.5 – 100)

B = 3 Quality Points (79.5 – 89.4)

C = 2 Quality Points (70 – 79.4)

F = Below 70

I = Incomplete

Grades

It is the Course Director's decision to determine the grading components and associated weights for a course. The Course Director will determine the type of assessment instrument(s) to be used in the classroom. Course syllabi provide course content and course expectations. It is the student's responsibility to become familiar with this information. The cumulative average is calculated as all course averages multiplied by semester hours per course, then divided by total semester hours

Incompletes

The grade of Incomplete (I) is an option when part of the work for the course remains to be finished at the completion of that course. A grade of Incomplete can only be given if the Course Director agrees that there were circumstances beyond the student's control, which resulted in a failure to complete the required work. The Course Director will determine the length of time the student has to complete the required coursework. The plan for completing the coursework, including the completion date, must be in the form of a written agreement between the student and the Course Director and will be placed in the student's file. If the completed coursework does not result in a passing grade, the Incomplete will be submitted as an "F". If the student fails to complete the required coursework in the time allotted as determined by the Course Director, the grade will convert to an "F" and will be on the transcript permanently. All grades of Incomplete must be approved by the Dean of the College of Pharmacy.

Academic Standing Definitions

1. Good Standing without Academic Warning:

Status of a student who has met course and clinical requirements in a satisfactory manner, and has demonstrated appropriate professional behavior.

To remain in good academic standing, all PA students must maintain a minimum semester GPA (grade point average) of 3.0 better or and a “P” (pass) in all performance-grade rated courses at all times throughout the program.

As a Master’s level program, attaining grades of “B” or above in all courses is considered passing and maintaining satisfactory performance.

A student must complete the program within a time period of three calendar years or less unless due to a medical leave or leave of absence approved by the PA program. Therefore, a student will only be permitted to sit out and repeat a course (courses) one time.

2. Good Standing with Academic Warning:

Status of a student whose performance in an academic course or clinical rotation grade places him/her in jeopardy of falling below the minimum stated standards, or who has exhibited inappropriate professional behavior.

Obtaining a grade of less than a “C” on any assessment and regardless of your overall GPA, will result in academic warning.

Example includes but not limited to: A student who receives a grade less than 70% on any assessment will receive an academic warning and should meet with the Course Director or designee.

3. Academic Probation:

Status of a student whose performance in the program has fallen below acceptable academic standards or who has exhibited unacceptable professional behavior.

Examples include but are not limited to:

- Students with a semester GPA of less than 3.0
- Student with final grade in a course below 79.5%
- Failing a SCPE

Students placed on academic probation will be referred to the APC committee. The academic probation will be in effect for the duration of the subsequent semester. At that time the probation will be removed, assuming the student's performance has improved to the minimum expectation that led to the probation status.

4. Dismissal:

Action whereby a student is dismissed from the XULA Physician Assistant Studies Program due to failure to adhere to program standards including but not limited to academic, clinical, and/or professional standards.

Failure to meet Minimum Academic Standards

- a. Students with a semester GPA (grade point average) of less than 3.0 will be placed on academic probation and referred to the Academic Progression Committee. The academic probation will be in effect for the duration of the subsequent semester. At that time the probation will be removed, assuming the student's performance has improved to the minimum expected cumulative GPA of 3.0. If the student's GPA at the end of the subsequent semester remains less than a 3.0, then student is dismissed from the program.
- b. Grades of "F" in any course are not acceptable for progression in the program and are grounds for dismissal from the program.
- c. A "C" is a course grade that requires remediation and students can only remediate one course in the didactic phase and one SCPE. A second "C" in the phase may be grounds for dismissal.
- d. Earning more than one grade of "C" or less any time during the didactic phase may be grounds for possible dismissal from the program.
- e. A second failed SCPE (either a repeat of an initially failed SCPE or a failed SCPE in another discipline) may be grounds for possible dismissal from the program.

5. Request for Readmission

In general, a student may seek readmission to the PA Program via the College of Pharmacy's Academic Standing Committee. The COP Academic Standing Committee convenes during the Fall, Spring and Summer terms. Upon dismissal, a student will complete the COP Request for Readmission Form. Download the form from the COP website at <http://www.xula.edu/cop/Forms/index.html> and submit to the COP Office of Student Affairs Rm. 100.

If a student's appeal for readmission is denied by the COP Academic Standing Committee, (s)he may submit an appeal to the University Academic Standing Committee that meets in July only, so a student who is academically dismissed after the fall semester is unable to file an appeal for

readmission for the spring semester that immediately follows. The University readmission appeal form is located at: <http://www.xula.edu/cas/documents/AcademicAppealForm.pdf>

If a student is denied by both committees, the student may reapply as a new student. If a student is denied by both committees, the student may reapply as a new student and must update all program requirements including but not limited to immunizations, health insurance, criminal background checks, and drug screening.

Examination Policy

Classroom Etiquette

- a. Students will demonstrate respect for and courtesy to all faculty, instructors, fellow students and guests at all times. In addition, they will follow all guidelines and policies on classroom attendance and behavior.
- b. Students will arrive in a timely manner for all scheduled classes, labs and other classroom activities. They will be seated and ready to begin at the scheduled start of the class.
- c. Students arriving late (after having contacted the appropriate faculty and staff) will enter the classroom in a quiet manner as to not disrupt the lecture. They will take a seat and settle themselves quickly.
- d. Students will remain seated and attentive, once class has begun, until the instructor announces a class break or formally dismisses the class. If the student must leave the classroom, they must do so in a quiet manner as to not disrupt the lecturer and their fellow classmates.
- e. Students will cease talking and all other activities, once the instructor speaks, become attentive, and will not talk during class unless formally recognized by the instructor or presenter to ask or respond to a question.
- f. Students will address faculty, staff, and guests by their appropriate titles- Dean, Professor, Dr., Ms., or Mr., etc.
- g. Students questioning material presented, instructions, or test questions will do so courteously and respectfully.
- h. Students failing to follow the Code of Classroom Conduct and Etiquette may receive verbal or written warning regarding their conduct and may be asked to leave the classroom and/or meet with their advisor.

ATTENDANCE POLICIES

Attendance is mandatory for all PA courses including lectures, laboratory sessions, clinical rotations, and demonstrations. Any absence will affect performance.

- Any instructor may, at his/her discretion, include attendance (or the lack thereof) as part of the syllabus, including the impact attendance may have on the grade a student receives while enrolled in a course.
- Students are responsible for all material and assignments covered in that particular course and all examinations including unannounced quizzes.
- CARD SCAN – You are expected to swipe your identification card when entering class to record your attendance. FAILURE TO SWIPE YOUR CARD DUE TO LOSING IT OR FORGETTING IT WILL RESULT IN AN ABSENCE.
- Attendance is monitored daily and absences are recorded. Random attendance checks by the staff or faculty may also be performed.
- If a student arrives late or leaves early, s/he must document the time on the sign-in sheet. Students are not permitted to sign in for other students or write comments on the sign-in roster sheets, except late notifications.
- Students are required to fill out an Absentee Form for an absence.
- After three (3) consecutive or cumulative absences in a semester, students are required to meet with their advisor to discuss the importance of attendance and any difficulties with attendance the student may have.
- The maximum number of absences may not exceed (3) absences during any semester and may not exceed 5 absences in any academic year.
- If greater than five days (40 hours) are missed during anyone SCPE, the SCPE must be made up in its entirety – the student is responsible for the full cost of repeating a SCPE.
- Any student missing more than the permitted number of absence days are required to
 - Meet with their advisor to discuss reasons and possibility of a leave of absence.
 - Meet with the Director of Didactic Education (DDE) or the Director of Clinical Education to discuss their commitment to PA school.
- Unexcused absences will result in a required meeting with the Program Director/Director of Didactic Education or Director of Clinical Education who will review the circumstances and determine the student's status regarding continued participation in the PA program and remediation. Any unexcused absence may be grounds for dismissal from the program

Consequences of repeated absence may lead to dismissal for poor academic and unprofessional behavior.

Exam Integrity

- To maintain exam validity and academic integrity, students may not make inquiry about exam items or content during the administration of the examination or assessment.
- If problems related to exam administration are encountered, the examination proctor should be notified immediately.
- During an examination, students may not have, at their desk or on their persons
 - Caps or hats
 - Written material of any kind

- Electronic devices, unless approved by the Course Director
- Students should not leave the room during an exam. However, if a student needs to use the rest room, they must leave all of their exam materials and electronic devices on the proctor's desk.
- Any devices capable of storing, transmitting, receiving, and displaying digital information is banned during testing including but not limited to: traditional and smart watches, rings, ear plugs, blue-tooth enabled devices, smart glasses, and gadgets of any kind, etc
- Students should be free of all forms wearable jewelry or devices during testing
- The program has the right to ask the student to remove any wearable device that may be suspicious
- Cheating is a violation of the school's policy on academic honesty and grounds for dismissal.

Computerized Testing Integrity

Courses may use computerized testing to assess knowledge. The following parameters apply to all computerized, on-site, proctored examinations:

- All backpacks, notes, cell phones, and any items other than your computer must be removed from the table and put to the front/side of the room prior to the start of the exam.
- No questions will be permitted during a test. If there is a question about the test, please contact the Course Director after completion of the exam by all students.
- The student should raise his/her hand if computer difficulties develop.
- When a test is open, no other windows may be open simultaneously (unless otherwise instructed). The testing screen must be fully maximized.
- When the student has completed the exam, he or she must exit the room quietly.
- Once a student has left the room, they may not return until everyone has completed the test.

Late for an examination or other timed assessment

- Students are expected to arrive 10 minutes prior to the scheduled start time of an examination allowing time to set up laptop computers when needed, etc. Exams will begin on-time.
- Students arriving after an examination has begun will be allowed to take the examination, but no additional time beyond the scheduled conclusion will be allowed.
- If a student arrives for an examination after another student has completed it and left the room, he or she will not be allowed to take the examination and therefore receives a score of zero (0).
- Recurrent tardiness is considered unprofessional and may result in formal evaluation of a student's professionalism and remedial action.

Missed examination

- Due to personal emergencies or other exceptional circumstances, a student may miss sitting for an exam. If this occurs, it is the responsibility of the student to inform the Course Director within 48 hours. The student must also complete, sign, and submit an Excused Absence Request Form (with an explanation and documentation supporting the absence) to the Course Director within 72 hours of missing the exam. The Course Director will consider the request and only if satisfactory evidence is presented, may allow the student to take the exam on the next scheduled class date.
- An absence will automatically be considered unexcused if the Course Director is not notified within 48 hours.
- The Course Director will consider each request on its individual merits and all decisions for either approval or denial shall be final.
- Unexcused absence from an examination will result in a grade of zero (0) on that exam.
- If excused, the student must be prepared to take the exam on the day they return to class.
- The actual timing of the exam will be at the discretion of the Course Director and the make-up exam may not be the same as the original exam. Except in circumstances relative to the Pre-Clinical Comprehensive Evaluation and Program Summative Evaluation, written examinations are given only once (there are no re-examinations).

Dissemination of Examination Results

Results of student examinations will be provided within a reasonable time following the exam. Grades will be accessible via the online learning management system, Brightspace. Assessment grades will not be given over the telephone or via email.

Assessment Challenge

Final examinations are not returned to students. Thus, possession of such constitutes having stolen materials. Possession of copies of old final examinations is cheating. Any student caught with these exam(s) shall be referred to the Program Director of the Xavier University of Louisiana Physician Assistant Program for disciplinary actions by the BPEC.

- Mechanical errors, such as mismarking answers, are the responsibility of each student and no grading adjustments will be made. Students may bring grading errors to the attention of the program by returning their grade report to the Course Director with a note regarding the error, but challenges to questions are not accepted.
- The Course Director will review reliability of exam questions using test item analysis. Every attempt is made to eliminate variables that interfere with the ability to meaningfully interpret scores or ratings from flawed items such as ambiguity, one or more correct answers, or no correct answer. Students should recognize that there are different levels of questions and that, as they progress through the program, initial questions eliciting recall of information will quickly develop into questions stimulating students to think about situations resembling the real life ones they will face in the future. The Course

Director assesses the test results and, if the criteria are met and deemed appropriate, the Course Director may adjust student test scores.

Course Evaluations

All students are expected to complete course evaluations in the week preceding final exams. These evaluations, which are delivered online, are an important part of Xavier University of Louisiana's assessment program, so your cooperation in completing them is greatly appreciated. As the end of the semester or academic session draws near, you will receive an email about how to complete the online evaluations. IMPORTANT NOTE: All communications will be sent to your Xavier University of Louisiana E-mail account; therefore, it is important for you to check and maintain your account regularly

Academic Advising and Advisor Meetings

Each student will be assigned a member of the faculty as his or her academic advisor. The role of the Faculty Advisor is to monitor student progress in the program and to serve as the student's advocate. Each student is encouraged to meet with his or her Faculty Advisor at a minimum of once every semester. However, when an academic problem arises, students are required to promptly meet with their Faculty Advisor.

All students must meet with their faculty academic advisor after each semester. At this meeting both the students' academic performance and professional behaviors will be reviewed. Faculty will document both professional and any unprofessional behaviors observed during the preceding semester. This will be added to the student's administrative folders. Faculty advisors will receive a link to complete the advisee form on-line

Academic advisors will provide for timely access and/or referral of students to services addressing personal issues, which may impact their progress in the PA program (Accreditation Standard A3.10). Both on-campus and off-campus resources may be utilized to include the use of Xavier University counselors, local counselors, urgent care clinics, and primary care. Financial responsibility/insurance coverage for the cost of these referred services is the responsibility of the individual student. Under no conditions is the faculty advisor to assume the role of professional provider of needed mental health or counseling services for any student.

Students may be referred to on-campus services including Student Health Services, the University's Counseling Center or Disability Services, depending on the problem. Short term counseling is available for students through the Counseling Center. If further services are required, a student will be referred by staff of the University Counseling Center or Student Health Services to providers in the community who are experienced in working with college students.

Didactic Remediation Policy

Remediation Policy

Student progress is monitored and documented in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation as described herein.

Purpose of Remediation

To assist the student in mastering the area of study in which they have demonstrated a deficiency.

Guidelines for Remediation

The academic and clinical phases of the program have distinct policies and procedures related to remediation. Remediation is required for:

- Any test score below 70% in the didactic year
- Failing to meet minimum competencies during a skills exam
- Remediation may be required for Unprofessional Conduct

Remediation: Assessments and Exam failures, Academic Warning and Consequences

- The Academic Progression Committee (APC) must determine if the student is eligible for remediation based on the student's prior academic and professional program performance.
- The Course Director or designee will offer a remediation plan with subsequent assessment within two weeks of an identified deficiency during the didactic phase of the program. Failing this remediation with a score below 80% will result in one additional opportunity to learn the material and re-present for a second remediation assessment. If the student fails a second remediation testing, it will result in the student being referred to the Academic Progression Committee (APC) for a plan of action which may possibly include grounds for dismissal.
- If the student remediates the assessment successfully, the student remains on academic warning for the semester.
- Students who earn a grade of a "C" in a course have the opportunity to remediate the course. An academic probation will be issued for the student for the semester in which the course grade of a "C" occurred.
- A student is permitted to remediate only one course during the didactic year; a second "C" (either a repeat of an initially failed course or a failed course in another subject) will result in the student's referral to the APC for possible dismissal from the XULA PA Program.
- If a student earns a course grade of "F", then the student will be referred to the APC for possible dismissal.
- The responsible Course Director or faculty member will complete the Academic Warning form and submit it to the PA office, document remediation efforts and outcomes using the

remediation form, and return the completed remediation form to the PA office for placement in the student’s official file.

- The goal of this policy is to help the student identify and master the material, not to improve the numerical grade. The Course Director will be responsible for coordinating the remediation assessment.

SCPE Student Evaluation

Grading Criteria

A final score of 70% is required to pass this course. Grades will be assigned based on the following percentages:

Student Evaluation

ASSESSMENT TOOL	COURSE LEARNING OUTCOME MEASURED	PERCENTAGE OF GRADE
End of Rotation Exam	K1 – Knowledge	40%
Preceptor Evaluation	IS1- History IS2- Patient Education IS3- Communicate and Document Medical Information CRPS1-Differential Diagnosis CRPS2-Diagnostic Studies CRPS3- Therapeutic Management CRPS – Evidence-Based Medical Decisions CTS1- Physical Exam CTS2 – Clinical Procedures PROF1- Professionalism	40%
Direct Observation of Procedural Skills (DOPS)	CTS1- Physical Exam CTS2 – Clinical Procedures	10%
Completing Course-Related Administration Requirements - Mid-Rotation Evaluation	PROF1- Professionalism	10%

End-of-Rotation Exam

The last Friday of each SCPE, students will be required to return to campus for testing. For our grading purposes, the exam scores will be converted using a student Z-score and the minimum acceptable adjusted grade is 70%.

1. *How to Find The Z-Score*
 - a. The following formula establishes the student Z-score for a particular test:
 - b. $Z\text{-Score} = (\text{Student EOR Score} - \text{National average for that exam}) / \text{Exam SD}$
2. *Using the Z-Score to Convert the EOR Test Grade*

- a. Since the program assigns 70% as the lowest passing grade on a test, the following formula is used to establish a grade via a student Z-score. $[85 + (z\text{-score} \times 7.5)]/100$
- b. A summary of z-scores, adjusted grades and resulting letter grade is presented below.

Z-Score	Adjusted Grade	Letter Grade
+0.67 to +2.00	90% to 100%	A
-0.66 to +0.66	80% to 89%	B
-0.67 to -2.00	70% to 79%	C
-2.00 or lower	Below 70%	F

EOR Exam

The end of rotation exam is delivered by the Physician Assistant Education Association (PAEA) and is based on the National Committee on Certification of Physician Assistants (NCCPA) blueprint for the Physician Assistant National Certification Exam (PANCE). While students expand their skills in the supervised clinical setting, each student is expected to do additional reading and research preparing for the exam that will be given when the rotation ends.

Preceptor Evaluation

At the end of the SCPE, the preceptor will evaluate the student on their attainment of the course learning outcomes and professionalism. The performance evaluation accounts for 40% of the SCPE grade.

Direct Observation of Procedural Skills (DOPS)

During each SCPE the clinical phase PA student should review their past performance of clinical and technical skills with their preceptor and set goals for developing additional skills *and* reinforcing maintenance of prior skills. When a preceptor observes a student proficiently demonstrate a clinical procedure or clinical/technical skills listed on the Direct Observation of Procedural Skills (DOPS) form they should sign and date the form attesting to proficient performance of the clinical procedure during each SCPE. Individual preceptors should only sign the form once per SCPE. Student submission of the DOPS accounts for 10% of the Family Medicine SCPE grade.

Completing Course Related Administration Requirements

This portion of the grade is based on the student's demonstration of professional behaviors expected of all PA students while on the SCPE and appropriate and timely communication with

the program. Please reference the Student Handbook for all policies related to student expectations while participating in SCPEs.

Mid-Rotation Preceptor Evaluation of the Student

By the end of week 2, the preceptor will evaluate the student on areas of needed improvement in regard to attainment of the course learning outcomes. Failure to complete the mid-rotation evaluation results in a grade of 0% completing course related administrative requirements grade for this mandatory formative assessment of their learning.

End of Rotation Evaluation of Students

The End of Rotation Evaluation of Student is required prior to the end of week 4 and is weighted as 40% of the student’s rotation grade. If the final evaluation is not received by the completion of business on the Monday following the end of the 4-week rotation period, the student will receive an *Incomplete* as their final evaluation grade until the evaluation is returned. An *Incomplete* on the student’s transcript may delay or prevent them from: 1) advancing from one semester to the next, or 2) graduation. The Program recommends that preceptors review their evaluations with students.

The End of Rotation Evaluation of Student rates students directly on their performance of learning outcomes stated in the course syllabus. The expected rating of the average clinical year PA student is a “3” and is a 90%.

Item Score	Grade	Qualities Associated with Item Score
5	100%	Performs at the level of an experienced PA: The PA student, in a non-educational setting, would be able to elicit an appropriate Hx; complete an appropriate PE; order appropriate diagnostic testing, read, review, and appropriately interpret the study results; and create an appropriate assessment and plan based on their findings with full autonomy. The student is fully aware of their limitations and knows when and how to obtain appropriate collaboration.
4	95%	Performs at the level of a new graduate PA: The PA student is able to complete the tasks of an experienced PA with a limited amount of collaboration. The student is fully aware of their limitations and knows when and how to obtain appropriate collaboration and does so on a regular basis.
3	90%	Performs at the level of a clinical year PA student: The PA student is able to complete the tasks of an experienced PA with moderate amount of collaboration and direction from their preceptor. The student is fully aware of their limitations and regularly seeks critique and direction.
2	70%	Performs below the level of a typical clinical year PA student: The PA student is unable to complete the task after receiving frequent and regular guidance and direction. The student is aware of their limitations but does not seek or show the ability to improve through preceptor critique and direction.

1	0%	<p>Performs in a manner that would jeopardize patient safety:</p> <p>The student demonstrates clinical skills or decision-making that, if not corrected, would have directly caused harm to the patient. The student is unaware of their limitations and does not seek critique and direction.</p>
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Clinical Remediation Policy

Students who do not pass a SCPE with a grade of “C” will have the opportunity to remediate the course by repeating that SCPE at their own cost during their clinical education which must be completed during the next SCPE time period if possible (or as soon as possible/can be scheduled).

- Remediation of assessments and End of Rotation examinations during the SCPE phase of the program will be made in a timely manner and re-evaluation or examination performed as designated by the Director of Clinical Education, taking into account the students clinical rotation schedule, return to campus days for proctored exams, and availability of rotations.
- A student who earns a grade of 2 on the End of Rotation Evaluation of Student will be referred to the Academic Progression Committee for holistic review of SCPE performance and identification of deficiencies. A remediation plan will be formulated to correct deficiencies noted.
- A student who earns less than 70% on the EOR exam will be referred to the APC for holistic review of SCPE performance and identification of deficiencies. A remediation plan will be formulated to correct deficiencies noted.
- Remediation for a failed SCPE is as follows: the student will be required to repeat the failed SCPE in its entirety as his/her own expense (tuition plus any placement costs/fees/etc.). The student will review the syllabus and study any weak areas as noted on the EOR exam and review all assignments with his/her SCPE program faculty member.
- A student is permitted to repeat only one SCPE during the clinical portion of the XULA PA Program; a second failed SCPE (either a repeat of an initially failed SCPE or a failed SCPE in another discipline) will result in the student’s immediate dismissal from the XULA PA Program.
- Any student who is unable to complete a SCPE due to medical or personal reasons will receive a grade of incomplete (“I”) if appropriate. Written notification must be submitted to the program director and the clinical coordinator by the student. Contingencies for completing the SCPE will be planned by the program director and the Director of Clinical Education. A student who withdraws from a course under these circumstances may be subject to conversion of “I” to an “F” if the mutually agreed upon contingency plan is not successfully completed. See Student Leave of Absence Policy.

- The Director of Clinical Education, Associate Director of Clinical Education, or faculty member will complete the Academic Probation form and submit it to the XULA PA Program Office, document remediation efforts and outcomes using the remediation form, and return the completed remediation form to the XULA PA Program Office for placement in the student's official file.
- The goal of this policy is to help the student identify and master the material, not to improve the numerical grade. The Director of Clinical Education or Associate Director of Clinical Education will be responsible for coordinating the remediation assessment.

Summative Remediation Policy

Clinical education phase PA students must achieve a 75% or higher on all three exams and a cumulative course grade of B or higher to successfully meet graduation requirements. Failure to achieve passing grades on any of the examinations will result in the student being required to meet with the course director and faculty advisor to identify area(s) of weakness, to determine a plan for remediation, and to be re-assessed on any failed examinations and areas of deficiency. The student must receive a passing score by the end of PA 5231 Summative Course.

A second failure on any examination(s) will result in the student being referred to the Academic Progression Committee for review of student performance. This review may result in the student having to complete additional remediation, thereby delaying graduation and incurring additional tuition and fees, or being dismissed from the Program.

Deceleration/ Leave of Absence

ARC-PA defines deceleration as "the loss of a student from the entering cohort, who remains matriculated in the physician assistant program." The XU PA program does not decelerate for academic issues, professionalism issues or behavioral conduct issues. The only students who are eligible to decelerate are those who have been granted a leave of absence by the PA program (personal or medical).

Students must typically complete the PA program in 28-months. If a student has been granted a leave of absence (personal or medical) the time to completion of the program should not exceed 40-months (28-month program and up to 12 months for a leave of absence). Requests for a leave of absence to extend beyond one year are considered on a case by case basis. While on a leave of absence (personal or medical) students are not allowed to enroll in any PA program courses.

All requests for a Leave of Absence must be first submitted to the Program Director. The Program Director will advise the student on subsequent steps in the process. Please note that a leave of absence will not be granted by the Program Director if a student is failing a course at the time of the request. If a leave of absence is granted, students must report to the Program Director of their intention to return to the program or at a date defined by the Program Director.

Withdrawal from the Program

A withdrawal may be requested by the student in writing with or without the recommendation of the Academic Progress Committee (APC). Any refund will be made in accordance with both the University's and federal government's refund policies. The appropriate paperwork for withdrawal from courses is provided by the University Registrar. Incurred expenses prior to withdrawal (including, but not limited to memberships, fees, equipment, and books) are not refundable. The student who withdraws while passing all coursework to-date may re-apply through the admissions process with the exceptions of extenuating circumstances, as determined by the Academic Progress Committee (APC). These may include, but are not limited to:

- a) Family emergency
- b) Prolonged illness
- c) Military activation
- d) Pregnancy
- e) Others (as validated by the APC)

Students who withdraw while failing coursework are not eligible for re-admission to the program.

Dismissal from the PA Program

Poor Ethical Conduct and/or Poor Professionalism

- a. A student responsible for breaches of professional ethics or any behavior that might pose a threat to a patient, University officials or faculty members, the general public, or himself/herself will be dismissed from the PA program unless it is the result of a self-limiting or treatable mental or medical condition.
- b. Reinstatement into the PA program in this situation will only be possible after clearance from the treating licensed medical professional.
- c. Any student who engages in cheating, plagiarism, collusion, or other breaches of academic integrity will automatically receive a grade of "F" for the course. Depending on the circumstances, other academic or disciplinary actions may be taken including dismissal from the program.
- d. Any student who receives two violations will be dismissed from the Program.
- e. Any violation of patient privacy under the federal regulation of HIPAA that jeopardizes the preceptor's practice may be grounds for dismissal from the program.
- f. Falsification of any patient information/medical records, intentional or unintentional, as well as improper citing/referencing (intentional or unintentional), is grounds for dismissal from the program (professional probation at a minimum).

Failure to meet Minimum Academic Standards

- f. Students with a semester GPA (grade point average) of less than 3.0 will be placed on academic probation and referred to the Academic Progression Committee. The academic probation will be in effect for the duration of the subsequent semester. At that time the probation will be removed, assuming the student's performance has improved to the minimum expected cumulative GPA of 3.0. If the student's GPA at the end of the subsequent semester remains less than a 3.0, then student is dismissed from the program.
- g. Grades of "F" in any course are not acceptable for progression in the program and are grounds for dismissal from the program.
- h. A "C" is a course grade that requires remediation and students can only remediate one course in the didactic phase and one SCPE. A second "C" in the phase results in dismissal.
- i. Earning more than one grade of "C" or less any time during the didactic phase shall result in dismissal from the program.
- j. A second failed SCPE (either a repeat of an initially failed SCPE or a failed SCPE in another discipline) will result in the student's dismissal from the XULA PA Program.

Failure to Comply with the Attendance Policy

- a. Students who habitually disrupt the classroom with tardiness or who are chronically absent from class may be subject to dismissal from the PA program. At a minimum, the instructor is permitted to bar them (the student must leave) any session at which they are tardy.
- b. Any unexcused absence may be grounds for dismissal from the program

Cases of Academic or Professional Misconduct

- a. See Academic and Professional Violations/Sanctions

Request for Readmission

In general, a student may seek readmission to the PA Program via the College of Pharmacy's Academic Standing Committee. The COP Academic Standing Committee convenes during the Fall, Spring and Summer terms. Upon dismissal, a student will complete the COP Request for Readmission Form. Download the form from the COP website at <http://www.xula.edu/cop/Forms/index.html> and submit to the COP Office of Student Affairs Rm. 100.

If a student's appeal for readmission is denied by the COP Academic Standing Committee, (s) he may submit an appeal to the University Academic Standing Committee that meets in July only, so a student who is academically dismissed after the fall semester is unable to file an appeal for readmission for the spring semester that immediately follows. The University

readmission appeal form is located at:

<http://www.xula.edu/cas/documents/AcademicAppealForm.pdf>

If a student is denied by both committees, the student may reapply as a new student. If a student is denied by both committees, the student may reapply as a new student and must update all program requirements including but not limited to immunizations, health insurance, criminal background checks, and drug screening.

XI. PROFESSIONALISM

Professionals, as described in the Code of Ethics for Physician Assistant, ever cognizant of the need of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community. Physician Assistants shall have the duty to respect the law, to uphold the dignity of the physician assistant profession, and to accept its ethical principles. The physician assistant must exhibit moral and ethical conduct in their daily interactions with patients and other healthcare providers. Physician Assistants dedicate themselves to excellence in their knowledge, skill, and caring because they adhere to high moral and ethical standards. This enables them to maintain a covenantal relationship with society.

The Honor Code

The Honor Code is concerned with social responsibility and assumes that all students are responsible for themselves, other students, and their guests on Xavier's campus. This code may also apply to student behavior off-campus (see University Handbook).

Students are expected to comply with:

- Existing University and Program policies,
- Directions of University and Program authorities while performing their duties,
- All published University and Program policies, rules and regulations while on University property or at University or Program-sponsored or supervised activities,
- The University Student Handbook, and PA Program Handbook
- All local, state, and federal law.

Code of Conduct

The Code of Conduct is intended to provide guidelines and expectations for behavior during the didactic and clinical components of the curriculum. For that reason, the Code of Conduct is an educational tool to guide all members of the XU PA Program in their professional development. It is applicable to all members of the program in all activities associated with the XU PA Program.

The Code of Conduct has several intentions:

- To promote and protect an environment of learning for all members of the XU PA Program both inside and outside the classroom,
- To assist in improving and maintaining the image of the XU PA Program as a premier institution of learning, and
- To foster character development by establishing a standard of principled behavior and professional decision-making.

GENERAL RESPONSIBILITIES

All the students, faculty, and staff of the Xavier University of Louisiana Physician Assistant Program have a responsibility to uphold and protect the learning environment, professional education, and integrity of a degree awarded from the Xavier University of Louisiana Physician Assistant Program. To that end, all members of the XU PA Program should be familiar with the expectations listed in the Code of Conduct, actively promote and maintain professional conduct, and abide by all academic and behavior standards at Xavier University of Louisiana and the XU PA Program. In addition, all activities associated with the XU PA Program should have clear and reasonable expectations regarding the conduct of participants. When appropriate, written expectations should be provided with advanced notice. Examples of situations that could have further written expectations for conduct include, but are not limited to, course syllabi, local, state and national meeting information, student organization meetings and functions, college events (dinners, programs, events, etc.), and any other activity where patient or professional contact is possible

Didactic Year Professionalism Requirements

- 1) Appearance and attire
 - a) Wears attire consistent with the PA Program/Programmatic dress policy.
 - b) Demonstrates appropriate personal hygiene and grooming.
- 2) Preparation
 - a) Appropriately prepares for class
 - b) Submits assignments on time
- 3) Behavior/ Attitude
 - a) Utilizes appropriate verbal tone when addressing faculty and staff
 - b) Demonstrates appropriate non-verbal communication when around faculty, staff, and fellow students
 - c) Does not negatively impact the learning environment in any way by his/her behavior
 - d) Takes constructive criticism well, and makes improvements as needed
- 4) Communication
 - a) Communicates professionally in verbal communications (e.g., oral presentations, patient interviews, verbal communications with faculty, staff, and fellow students)
 - b) Communicates professionally in written communications (e.g., written assignments, email communications, etc.)
- 5) Attention and Participation
 - a) Is attentive in class (i.e., does not frequently doze off, abuse electronic media, etc.)
 - b) Actively participates in class activities
- 6) Respect for Others
 - a) Attends and shows up on-time for class
 - b) Is not disruptive to classroom activities or to quiet study areas
 - c) Respects appropriate boundaries (e.g., space, hierarchy, etc.)

- d) Demonstrates appropriate empathy/compassion for others, when indicated
 - e) Demonstrates appropriate respect when interacting with faculty, staff, and fellow
 - f) students
 - g) Does not ridicule or harass others
- 7) Honesty
- a) Does not cheat or plagiarize
 - b) Does not provide fraudulent information
 - c) Does not lie
 - d) 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 Xavier University of Louisiana faculty and staff in all interactions, both in-person and electronically.

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

- 1) Appearance and Attire
 - a) Wears attire consistent with established office/clinic protocol
 - b) Wears a Xavier University ID and/or site ID tag when in the clinical setting
 - c) Demonstrates appropriate personal hygiene and grooming
 - d) Piercings: No more than 1 pair of (stud) earrings. Nose, lip, eyebrow and tongue piercings are prohibited
 - e) Tattoos: all tattoos must be covered
- 2) Preparation
 - a) Comes appropriately prepared (e.g., knowledge, skills, orientation requirements) for rotation site duties
 - b) Brings all necessary medical equipment to the clinical site
 - c) Medical equipment is in good working order
 - d) Comes appropriately prepared for end of rotation meetings
- 3) Behavior / Attitude
 - a) Works cooperatively with others at the clinical site (administrators, clinicians, and medical staff)
 - b) Utilizes appropriate verbal and non-verbal communication when addressing and interacting with administrators, clinicians, medical staff, and patients
 - c) Takes constructive criticism well and makes improvements as needed
 - d) Does not negatively impact upon the teaching, learning, or patient care environment at the clinical site

- e) Follows the rules and protocols of the clinical site (e.g., timeliness of medical records, countersignatures, office hours, scope of practice, etc.)
 - f) Is attentive to instruction offered by rotation site personnel
 - g) Actively participates in rotation site activities
 - h) Demonstrates self-directed, active learning
 - i) Follows the rules and protocols of electronic testing
- 4) Communication
- a) Communicates professionally in verbal communications with administrators, clinicians, medical staff, and patients (e.g., patient interviews, staffing, oral presentations, etc.)
 - b) Demonstrates appropriate non-verbal communication when in the clinical setting
 - c) Communicate professionally in written communications (e.g., medical documentation, e-mail communications, etc.)
 - d) Listens effectively to patients, clinicians, and medical staff
- 5) Confidential & Ethical Practice
- a) Demonstrates behaviors that reflect ethical decision making
 - b) Demonstrates behaviors that reflect personal integrity
 - c) Maintains confidentiality of patient health information
 - d) Maintains confidentiality of other personal information, as requested
 - e) Adheres to the principles of informed consent
- 6) Respect, Sensitivity, & Compassion for Others
- a) Shows up on time for rotation activities (rounds, meetings, etc.)
 - b) Is not disruptive to rotation activities or patient care areas
 - c) Respects appropriate boundaries (space, hierarchy, etc.)
 - d) Addresses others appropriately (by title and surname, unless otherwise instructed)
 - e) Demonstrates appropriate empathy/compassion for others
 - f) Demonstrates appropriate respect for clinicians, medical staff, patients, and other students
 - g) Demonstrates appropriate sensitivity and is able to effectively interact with persons of
 - h) different ethnicities, religious beliefs, sexual orientation, and other diversities
 - i) Is attentive at clinical sites (i.e., does not doze off, does not abuse electronic media, etc.)
- 7) Safety and Non-maleficence
- a) Does not intentionally or unintentionally create an unsafe or potentially harmful situation for him/herself or others at the clinical site
- 8) Honesty
- a) Does not cheat or plagiarize
 - b) Does not provide fraudulent information
 - c) Does not lie
 - d) Reports witnessed professionalism violations of fellow classmates

Academic Standards and Academic Integrity

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Academic Standards: Student Expectations

Students should observe and comply with the following exam policies:

- A faculty member may deny admission to the examination to any student who arrives late and under no circumstances will he/she permit a student to take the examination if he/she arrives after another student has already left the examination site. Students are expected to comply with the directions given by the instructor as to seating arrangements, etc.
- Final examinations are not returned to students. Thus, possession of such constitutes having stolen materials. Possession of copies of old final examinations is cheating. Any student caught with these exam(s) shall be referred to the Program Director of the XU PA Program for disciplinary actions and probable dismissal.
- No study material and/or resources (i.e. calculators, cell phone or electronic data watches) are to be brought into the examination room without the permission of the instructor. If the student is found to have done so, it will be assumed that he/she intended to use the materials unlawfully and will be penalized accordingly with an "F" for the course.
- A student who communicates with anyone during the course of the test or an examination, without the permission of the instructor, will be immediately dismissed from the examination site and given the grade of "F" for the course. Such communication includes attempts to read from another student's paper.
- If a student's examination paper, laboratory report, term paper or other written assignment gives evidence of not being completely his/her own work (plagiarism), he/she will be given an "F" for the course.
- If an online exam is given, the student must report to the assigned site to take the exam. If the student takes the exam at an unassigned site this will be considered cheating and the student will receive a grade of "F" for the course.

Academic Integrity: Role of Faculty and Administrators

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

- Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.
- Faculty should promote academic integrity in the following specific ways:
 - a) At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
 - b) Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
 - c) Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
 - d) If make-up exams are given, they should be different from the original exam and should be given at the same time for those students needing a make-up exam.
 - e) If a student is found cheating the faculty member must take the appropriate action immediately.
 - f) Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
 - g) Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

Academic Integrity: Role of Program Director in Fostering Academic Integrity

The Program Director has overall responsibility for academic integrity within the program. In particular, the Program Director's responsibilities include the following:

- Promoting an environment where academic integrity is a priority for both students and faculty, ensuring that students who are honest are not placed at an unfair disadvantage.
- Establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Violations of Academic Integrity

Cheating

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- a. The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- b. Fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result;
- c. Selective reporting, including the deliberate suppression of conflicting or unwanted data;
- d. Falsification of papers, official records, or reports;
- e. Actions that destroy or alter the work of another student;
- f. Unauthorized cooperation in completing assignments or during an examination;
- g. The use of purchased or otherwise acquired essays or term papers, or of purchased preparatory research for such papers;
- h. Submission of the same written work in more than one course without prior written approval from the instructors involved; or dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter related to a course or experiential rotations/training
- i. Copying another student's answers during a test, quiz, or assignment; or using another student's data or results in a lab or experiment;
- j. Use of any device, electronic, or otherwise, to transmit, receive, share, or store information during an exam, quiz, or assignment;
- k. Communication of any kind, verbal, written, or otherwise to any person besides the instructor or proctor during an exam or quiz;
- l. Possession of a final exam given at Xavier at any time; or allowing another student to represent your work as his/her own, including copying your answers during an exam, quiz, or assignment;
- m. Failing to report, under guarantee of anonymity, cheating, observed in any of the categories listed above.

Plagiarism

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Collusion

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluation activities;
- the sale or provision of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data; and/or
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Professional Behavior Standards

All Xavier University of Louisiana Physician Assistant Program students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn.

Unprofessional Behavior

Disruptive behavior is not acceptable in the classroom. Students engaging in such behavior may be asked to leave or may be removed from the class by security personnel. Actions such as violence, shouting, excessive talking to fellow students, use of cell phones and/or beepers, using profanity, interrupting, and any other behavior that the instructor believes creates an unpleasant environment in the classroom will be grounds for withdrawal from the course, or failure of the course. Other unprofessional and prohibited behaviors include:

- Rudeness, disruptive, disrespectful behaviors (profanity, swearing, screaming, etc.) to faculty and staff including video techs or peers
- Inflammatory e-mails
- Harassment of other students
- Chronic tardiness

- Recurrent violations of dress code
- Failure to check e-mails, monitor mail size
- Leaving cell phones on (must be turned off during lectures)
- Failure to maintain a well-functioning computer
- Prohibited online testing behavior
- Wearing headphones or earplugs during lectures
- Not paying attention during class by e-mailing, reading e-mails, text messaging, reading text messages, cell phone use, listening to music, use of facebook, twitter, or other social media and surfing the internet while an instructor or professor is lecturing.
- Disrupting other students by talking, laughing, and excessive movement in and out of the classroom or making excessive noise in any fashion during lectures originating in one's own or opposite campus.
- Leaving classroom after signing attendance sheet or signing in any other student, whether they are present or not
- Giving feedback on peers or teacher evaluations that is not tactful or constitutes a personal insult.

VIOLATIONS OF PROFESSIONAL BEHAVIOR STANDARDS

Violations of the professional behavior standards include, but are not limited to:

1. **Disorderly Conduct** - disorderly conduct is defined as any student behavior, actions, and/or activities that interfere with teaching, studying, research, administration, or other University activities. Common examples include, but are not limited to: Disruptive and Disorderly or Unlawful Behavior, such as excessive noise, unauthorized use of loudspeakers, use of profanity, creating a disturbance, engaging in fights, assaults, riots, unlawful assemblies, damage/destruction of property, menacing, stalking, abusive, harassing or intimidating behavior; inappropriate behavior such as profanity or harassment on social media networks, e-mail, and other electronic communications; lewd or obscene conduct; registering in courses for other students (i.e. holding seats) during the official registration period; causing physical harm or reasonable apprehension of harm; misuse of university resources (i.e., unauthorized access or use of computer equipment, networks, software, data, or copiers, etc.), or the violation of any civil, municipal, state, or federal law on or off campus or failure to produce identification upon request or comply with directives of University Police or any University official while performing their duties.
2. **Falsification of Records** - the falsification of records (academic, health, etc.) through alteration, counterfeit, forgery or misrepresentation of person or identity: the misuse of identification, including transferring, lending, borrowing, altering, or otherwise misusing a student ID or meal card; and furnishing false information to the University is prohibited.

3. **Firearms and Weapons** - use, possession, or storage of any weapon, including firearms, knives, firecrackers, explosives, or any other lethal weapon, and/or use of an item in such a manner that poses a potential hazard to the safety and health of others is prohibited.
4. **Gambling** - the playing of cards or any other games of skill or chance for money or other items of value is prohibited.
5. **Hazing** - excessive physical effort, financial demands, or mental abuse of students during rites and ceremonies of induction, initiation, or orientation into the life of any college group is prohibited. See Student Organization Guidelines for more information.
6. **Theft** - theft and/or unauthorized use of University property or services, or property or services belonging to another member of the community, or the knowing possession or sale of stolen property are strictly prohibited.
7. **Sexual Misconduct and Abuse** - sexual misconduct and abuse includes, but is not limited to, non consensual touching, exhibitionism/voyeurism, or other non consensual physical contact, under conditions of force, threat of force, fear or when a person is unable to give consent because of substance abuse (including intoxication), captivity, sleep or disability. Please refer to the section of this handbook entitled *Sexual Misconduct Policy*
8. **Misuse of Social Media** - Students posting information about the College, rotation sites, preceptors, patients, classmates, faculty, or administrators considered to be illegal, abusive, unethical, or defamatory in nature will be considered unprofessional and in violation of the student code of conduct and may be grounds for disciplinary action by the BPEC up to an including dismissal from the program. Additionally, students posting personal content exhibiting attitudes and/or behaviors that are not consistent with the professionalism expectations in the field of medicine (sexually explicit, substance use/abuse, unethical, dishonest, etc.) are also at risk of disciplinary action by the BPEC for unprofessional behavior and are at risk for dismissal from the Physician Assistant Program.
9. **Creating a Safety Hazard** - any behavior that threatens the health, safety, and welfare of our community, or behavior that runs counterproductive to creating an environment that is conducive to learning. Common examples of violations include the following:
 - Arson, starting a fire or providing the conditions where a fire is likely to occur or continue;
 - Open burning, including bonfires or ceremonial fires (without appropriate permits);
 - Pulling a fire alarm, phoning a false report to 911, tampering with fire safety equipment or intentional activation of any safety alarm. Intentionally initiating or causing to be initiated any false report, warning or threat of fire or other emergency;
 - Failing to cooperate with staff during a fire alarm, drill, including emergency (weather or other) or scheduled evacuation from a residence hall or other University building;
 - Possession or use of dangerous chemicals or any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others;
 - Action(s) that endanger one's own health or safety, or the safety of others;
 - Creating a safety hazard, including throwing objects in, at, or out of university buildings;
 - Illegal and unauthorized access to building roofs or ledges on residence halls and other university buildings;

- Posting or hanging signs, notices, banners, etc., on trees, light fixtures, fire safety equipment, fire doors or door windows, accessing rooftops, balconies, window ledges, or any other elevated areas.

Sanctions for Violations of Professional Behavior

(Modified and adapted from the University Student Handbook, “Code of Conduct” section)

Depending on the circumstances of the violation, the university has disciplinary actions that may be imposed in lieu of the Board of Professional and Ethical Conduct (BPEC) of the College of Pharmacy and Physician Assistant Program.

The following sanctions or other sanctions appropriate to the circumstances of a given case may be imposed, independently, or in combination, for violations of standards of conduct. The present demeanor and disciplinary record of the offender, the nature of the offense, and the extent of harm bear on the severity of the sanction.

1. **Disciplinary Censure**

Disciplinary censure will occur if the student is involved in an incident that is considered to be minor and/or spontaneous in nature (no planning or premeditation). The reprimand is notification to the student that s/he has been found responsible for a violation and that any other violations of university regulations for which the student is found responsible will result in more serious sanctions. A censure remains in effect for one calendar year. If there are no additional violations during that time, the censure is not considered in subsequent violations.

2. **Disciplinary Probation/Professional Probation**

Disciplinary probation is a probationary status, imposed for a specific time period, during which a student is expected to show a positive change in behavior. The student must make every effort to modify his/her behavior in order to remain in good standing at Xavier University. In addition, if the student does not meet all of the special stipulations associated with the sanction, further judicial action will be taken, which may include suspension or expulsion from the University.

3. **Disciplinary Suspension**

Disciplinary suspension is defined as the removal of a student from the university, which permits the student to apply for readmission at the end of the sanction imposed. Suspension may be for a term, not to exceed one year or conditional, indicating that readmission is contingent on the fulfillment of certain conditions by the student. While a student is suspended, s/he is not to return to the campus, programs, facilities and activities of the university without written permission from the Dean of the College of Pharmacy. If the student returns to the campus without written permission during the time period for which s/he has been suspended, his/her eligibility to return to Xavier in the future may be jeopardized. It is expected that s/he will make

every effort to rectify any previous misconduct by displaying irreproachable behavior in the future.

4. Educational/Developmental Sanctions

The Board of Professional and Ethical Conduct may choose to assign an educational project or task to be completed. The assigned task or project may be imposed to educate or raise the student's level of awareness regarding a specific issue. Some examples of these sanctions include papers, presentations, book reports, and program development and implementation.

5. Emergency or Interim Suspension

This suspension shall be invoked when university officials are faced with an immediate situation where the facts of which indicate that a student's continued presence on campus constitutes a clear and convincing danger to the normal functions of the university, to property, to others, or to the student.

6. Fines

Students may be required to pay a reasonable sum of money as a sanction for behavior that results in damage, destruction, or loss of property belonging to the University and others or in increased maintenance or repair costs for the University or others. Proof of payment shall be required to clear the student's disciplinary record.

7. Loss of University Housing

The BPEC, the Administrative hearing officers or Judicial Hearing Boards of the university may mandate that a student be removed from residing in university-owned or leased housing as part of an imposed sanction. Rent for the remainder of the student's housing contract period will not be refunded.

8. Loss of Financial Aid

The Higher Education Amendments of 1998 state that any student who has been convicted of any offense under any federal or state law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan or work assistance under this title during the period beginning on the date of such conviction and ending after the interval specified by law.

9. Official Warning

An official warning will be given if an incident is considered to be mild in nature and outcome but one that could have negatively influenced/affected the community. The incident could have been a spontaneous action or a planned event. The official warning is notification to the student(s) that s/he has been found responsible for a violation and that any other violations will result in more serious sanctions. Official warning is a statement to the student(s) that s/he needs to reevaluate his/her behavior before serious action is taken.

10. Preliminary Suspension

A unique probationary status, in which the student is expected to immediately exhibit a marked improvement in behavior or face suspension from the university. The sanction of disciplinary suspension was considered for the student but was not deemed necessary. If the student does not meet all special stipulations associated with the preliminary suspension or if s/he is found responsible of violating any other rule, regulation, policy or law, s/he may be sanctioned with disciplinary suspension from the university. If the student does not complete any stipulation of the preliminary suspension by the assigned date, his/her grades may not be released until the sanctions are complete.

11. Permanent Separation (Expulsion)

The student is permanently separated from the university. A permanent notation will be made on the official transcript. The student is also barred from University activities, services, facilities and grounds. The Dean of the College of Pharmacy and the Physician Assistant Program Director reviews all recommendations for expulsion. Expulsion may be approved, altered, deferred, or withheld at the discretion of the Dean of the College of Pharmacy and the Physician Assistant Program Director.

12. Referral for Counseling

If, in the opinion of the Board of Professional and Ethical Conduct, a student involved in a disciplinary situation will best be served by counseling, the student may be required to attend counseling sessions with a member of the Xavier University Counseling Staff or another professional off campus. The student will be responsible for all fees incurred by contracting the services of an independent professional.

13. Residence Hall Probation

An individual student, or group of students, may be issued a written notice that further violations would constitute grounds for loss of the privilege of residing in University housing. Appropriate residence life officials will be notified.

14. Residence Hall Relocation

This is a recommendation to the Dean of Students for Residence Life that the student or group of students be required to move to another room, residence hall, or residence area because of his/her lack of willingness to live within the rules of his/her present residence hall, or uphold university policies. For individuals, this sanction will be recommended in situations where the Board of Professional and Ethical Conduct feels the student would benefit from a change of environment in order to conform to acceptable group living standards. It will also be recommended if deemed necessary for the safety of the resident or others.

15. Restitution

Reimbursement for damage or loss to person(s) or property or misappropriation of property, either through appropriate repairs or monetary compensation, may be imposed as a sanction.

16. Suspension of Social Privileges

An individual student, residence hall floor or suite, or student organization may lose social privileges that are specified with a particular sanction. The student or organization may not participate in extracurricular events or represent the university on or off campus, except for activities that are required to meet class assignments. Level of participation in varsity sports will be determined on a case-by-case basis. The Board of Professional and Ethical Conduct may impose other sanctions deemed appropriate.

The Dean may issue a Statement of Concern to a student or organization for a minor violation occurring in class or otherwise observed and referred by a member of the campus community. Such statement shall be placed in the student/organization's official file and may be a basis for further disciplinary action. All sanctions are subject to review by the Dean of the College of Pharmacy.

Procedure to Report Violations of Professional Behavior

The Physician Assistant Program defers all violations of professional behavior to be overseen by the university. The College of Pharmacy Board of Professional and Ethical Conduct (BPEC) reviews all professional behavior violations in conjunction with the Physician Assistant Program. The Board consists of nine people to include four students, three faculty members, and two administrators.

- A. Faculty or students observing a violation of professional behavior should complete the Professional Violations Form (see appendix) and submit it to the Office of Student Affairs.
- B. The report will be submitted to the office of the Vice President for Student Affairs for the necessary actions.
- C. The student(s) will be required to submit in writing an account of the incident. If the student admits to committing the violation, the BPEC will be convened to determine the necessary sanctions.
- D. If the student does not admit to committing the violation, then the University will be convened to conduct a hearing and determine the necessary sanctions. The university will oversee all hearings for violations of professional behavior.

Appeals

A student who wishes to appeal the actions of the Board of Professional and Ethical Conduct must submit the appeal in writing to the Office of the Dean. A student who wishes to appeal the actions of the University Hearing Committee must do so in writing to the Vice President of Student Affairs. All appeals must be submitted within 48 hours of official notification of the BPEC or University's decision.

Supervised Clinical Practice Program Standards

Following the successful completion of the didactic year, students will advance into the clinical education phase of the program. Xavier University of Louisiana Physician Assistant students are required to complete 11 "Supervised Clinical Practice Experiences" (SCPEs). Supervised Clinical Practice represents clinical education opportunities (field placement) that enable students to actively participate in the evaluation and management of diverse patient populations with medical, surgical, and traumatic problems in ambulatory and tertiary care centers.

Supervised Clinical Practice Professional Comportment Standards

1. Technical Standards apply for didactic and clinical year students.
2. Students will engage in SCPEs in a professional manner with comportment that is patient-centered and reflective of the Code of Ethics of the Physician Assistant profession.

3. Students must not substitute for clinical or administrative staff during a supervised clinical practice experience. *(Accreditation Standard A3.06)*
4. Students must not be required to provide or solicit clinical sites or preceptors. The program must coordinate clinical sites and preceptors for program required rotations. *(Accreditation Standard A3.03)*
5. Students will confer with the preceptor regarding all clinical findings, written notes, interventions and patient management plans and participate as delegated.
6. Students will immediately report any potential medical liability incident regarding their activities to the preceptor and the Clinical Coordinator as well as the SCPE mentor/faculty.
7. Students will not release a patient from their care who has not been evaluated by the preceptor or their designee.
8. Students will complete the appropriate Xavier University and site incident/reporting forms for encounters with all reportable diseases and exposures and submit them to the proper offices and/or personnel as designated.
9. Students are to discuss concerns that arise and difficulties encountered at the site only with their assigned preceptor, Clinical Coordinator, Physician Assistant program SCPE mentor/faculty, and/or Physician Assistant Program director.
10. Program policies must apply to all students, principle faculty, and the program director regardless of location. *(Accreditation Standards A3. 01)*

Clinical Setting Behavioral Standards

Attendance

Students will abide by the Physician Assistant Program SCPE calendar rather than the Physician Assistant didactic calendar or university calendar while in the clinical education phase of the program unless otherwise designated by the program.

Students will be present a minimum of 40 hours per week (average) with a maximum of 80 hours per week (average) at each SCPE unless stipulated by the Director of Clinical Education to fully earn course credits (absences, both excused and unexcused, will be recorded and tallied). Students must accurately record their clinical hours in Typhon Time Logs for each day of each SCPE. The Physician Assistant program reserves the right to verify Typhon Time Log entries with the clinical preceptor. Students failing to be present for a minimum of 40 hours per week (average) will have that recorded as an unexcused absence unless approval is obtained from the Physician Assistant program.

Any unexcused absence is grounds for dismissal from the program (i.e., including abandonment of a SCPE).

1. Abandonment of a SCPE is defined as a student leaving a rotation site or failure to attend a site without the prior notification and approval from the preceptor to leave

that site for any reason. Any absence from the clinical site must be approved by the Director of Clinical Education and an Absentee Form completed. Exceptions may be granted for an excused absence, a leave of absence, or permission of the Director of Clinical Education. If unable to contact the Director of Clinical Education, attempt must be made to contact either the Program Director or other program faculty. If not dismissed from the Physician Assistant program, the student will be required to make up the SCPE at the discretion of the program and will be responsible for the additional cost.

2. Unexcused absences will result in a required meeting with the Program Director and the Director of Clinical Education who will review the circumstances and determine the student's status regarding continued participation in the Physician Assistant Program and remediation.
3. The remediation plan may require repeating the SCPE which will increase tuition and fee costs and may result in a delay in graduation.

Students are required to be present day, evening, nights and/or weekends as required by the SCPE site and assigned schedule by the preceptor. This includes taking call and making rounds as applicable. However, no student shall be required to be present for more than 80 hours/week (average) on any given SCPE.

In the event of an illness or emergency necessitating absence from the clinical education site, students MUST personally (or through an authorized representative) notify the clinical site first as soon as possible and then contact the Physician Assistant Program Office immediately to report an absence.

1. If the nature of the emergency is such that immediate notification is not possible, the student or her/his authorized representative must notify both the clinical site and the Physician Assistant program office at the earliest possible time after the ability to communicate has been reestablished.
2. The validity of the student's authorized representative must be verifiable, and the student will be held responsible for any deception or the knowing transmission of false information to the clinical site or the program.
3. If the authorized representative is another student, that student will be held to the same professional standards of truthfulness about the circumstances surrounding the absence.

Students who are absent from an SCPE for more than three consecutive days due to a reported illness will require a written medical note for the record (student file) stating that she or he is medically able to resume her/his duties at the clinical site.

1. The note must not identify the diagnosis. It must only state that the student is medically able to resume clinical duties.

Students are permitted to have a total of five absences during the clinical education year. Any absences can jeopardize program progression and completion.

If greater than five days (40 hours) are missed during anyone SCPE, the SCPE must be made up in its entirety – the student is responsible for the full cost of repeating a SCPE.

Students will attend all assigned learning activities assigned by the Clinical Preceptor or Physician Assistant program faculty in correlation with targeted learning objectives.

Students will be required to attend any/all activities as designated by the Physician Assistant program/faculty during the clinical year. These will count as excused absences from the SCPE and will not count towards the five permitted absences.

Students may not request days off/vacation from the preceptor and are expected to be present while the office/facility is open or as the preceptor requests (not to exceed 80 hours per week).

Student Identification

1. Students will wear identification pins and/or badges bearing their name and Xavier University of Louisiana Physician Assistant student status on their short white lab coat (pocket or sleeve location).
2. Students will verbally identify themselves as a Physician Assistant student from the Xavier University of Louisiana Physician Assistant Program during all patient and professional encounters at the preceptor site or when representing the profession or the program.
3. Physician Assistant students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates. (Accreditation Standard B3.01)

Professional Attire

Students will comply with established dress code policies of the Physician Assistant Program and host institution during clinical education placements. Students will follow instructions from preceptors/sites regarding appearance (i.e., shave face, remove piercings, cover tattoos, shower, etc. if instructed). Failure to do so may result in failure of the SCPE, professional probation, or removal from the program depending upon the severity of the infraction.

Clean and pressed short white lab coats with proper identification are mandatory (unless instructed not to wear it by the preceptor) for clinical education sites. They may be required to be worn at SCPE activities including End of Rotation (EOR) Days. (Scrubs may be allowed, but ONLY when approved by the preceptor. Do NOT wear or take scrubs from a facility without permission.)

While the specific form of proper identification may vary from site to site all students must maintain their XU student identity by displaying the photo ID badge which identifies one as a physician assistant student (PA-S) at the Xavier University of Louisiana.

Students are expected to wear professional attire (women: dress, skirt/blouse/sweater, dress slacks with stockings; men: dress shirt/slacks, tie, shoes, and socks.). Low cut dresses/top and revealing clothes are not permitted. Tennis shoes, sandals, and open-toed shoes are not considered professional attire. Any jewelry (male or female) should be worn with professional discretion and must be removed/modified as per the policy of the clinical site and/or preceptor.

Professional appearance includes good hygiene, absence of visible body piercing/tattoos, and clean-shaven appearance, kempt appearance. Artificial nails are not acceptable in the clinical setting and any painted and/or artificial nails are NOT permitted during a surgery rotation.

Failure of students to comply with will, at a minimum, result in the student being placed on Professional Probation. Refer to the *Sanctions for Violations of Professional Behavior* Section of this Handbook.

Confidentiality

Students will respect patient confidentiality at all times. Patient information is to be discussed only in the context of professional discussion with health care providers at the clinical site. Great caution is advised in discussing patients by name, by case, by diagnosis, and/or by outcomes in any place or any medium other than point of service and authorized forms of documentation. Any violation of patient privacy under the federal regulation of HIPAA jeopardizes the preceptor's practice and positions the student for dismissal from the program.

Students will delete/omit identifying personal patient information ("protected health information" as defined in HIPAA training) during oral patient reviews and on any write-ups submitted for academic evaluation.

Documentation

Students will confer with the preceptor regarding general policies and practices of chart entries, electronic medical records use, and/or dictation procedures of the clinical site.

Students must receive permission from the preceptor prior to making written entries into the patient records.

1. If students are unable/not allowed to record entries into the patient's chart, they must keep a notebook of their own with these entries and should have the clinical preceptor review them.
2. No entries should be removed from the facility with protected health information.

3. Students must abide by HIPAA policies and procedures when creating their own notes/records.

Student entries in records must include student status, e.g. Your Name, PA-S or Your Name, PA-Student.

All student entries on patient records must be countersigned by the Clinical Preceptor.

Documents submitted as part of coursework must demonstrate respect for patient's, providers, and institution's confidentiality and be submitted in compliance with course requirements.

Falsification of any patient information/medical records, intentional or unintentional, as well as improper citing/referencing (intentional or unintentional), is grounds for dismissal from the program (professional probation at a minimum).

EXXAT Documentation For SCPE

Exxat Database provides each student and the program with a record of the student's experiences throughout his/her clinical year. The information entered into this database is a critical component of the program's documentation of its compliance with ARC-PA accreditation *Standards*.

At the completion of the program, the student will be required to submit a portfolio of their clinical experiences generated by the Exxat database that will be used as part of assessing the student's successful completion of the program as well as assessing the program's ability to provide clinical educational experiences.

It also allows the student to generate the same portfolio containing tables, graphs, and reports of what they have done for potential employers.

Each student is responsible for his/her online documentation using Exxat Database.

1. Each student will receive instructions on the use of the Exxat Database as part of their orientation to the clinical year.
2. Exxat recording should be completed daily.
3. Exxat documentation must be complete and thorough.

Exxat logging or its equivalent (if the program should change the program used) is a **MANDATORY ACTIVITY** and must be completed within three days of each patient encounter for each SCPE.

1. The expectation is daily logging and it is recommended that logging occur during breaks and prior to leaving the clinical site if at all possible.
2. Exxat is mandatory for the Elective SCPE as well.

****IMPORTANT****In order to receive the final grade for each SCPE, Exxat entries MUST be completed within the time allotted. Failure to do so will result in an INCOMPLETE grade until entries have been completed. Students will have points deducted from the final SCPE grade for inefficient Exxat recording.

The Clinical Coordinator, Director of Clinical Education, or the Program Director will be monitoring Exxat logging activities. Items being monitored include (items monitored may be changed by the program):

1. Number of patients seen per day
2. Ages of patients seen
3. Gender of patients seen
4. Ethnicity of patients seen
5. CPT codes for Evaluation and Management (E and M codes) as well as procedures performed and the level of student involvement in those procedures
6. Number and types of specific competencies as defined within the Exxat Database
7. ICD-10 diagnosis codes assigned to the patients seen
8. Number and types of drugs prescribed
9. Number and types of referrals made for patients
10. Participation in surgeries
11. Participation in deliveries

Academic Credit and Policies for Exxat Database Logging

1. If a student is deemed to be entering fraudulent data it will result in a failing grade for the rotation and the student will be placed on professional probation by the program (see “Professional Probation”)
 - a. Evidence of fraud includes, but is not limited to:
 - i. Entering identical data for multiple patients
 - ii. Fabricating data on patients
 - iii. Entering fictitious patients, diagnoses, competencies, or procedures
2. If a student fails to enter data on patients within the time specified (within three days of each patient encounter) the student will receive a warning when it is discovered as well as a loss of points from the SCPE grade.

- a. A repetition of the behavior after the first warning will result in the student being placed on professional probation by the program with additional points lost from the SCPE grade.
3. If the student fails to appropriately log Exxat information after being placed on professional probation (for the two previous violations of this policy), the student will immediately be assigned a failing grade for the current rotation, will withdraw from the site, and will be required to repeat the rotation unless this infraction requires expulsion from the PA Program because of other professionalism or academic issues. The APC will be notified to discuss and determine a decision.

(Example: Student on SCPE I receives a written warning for failure to comply with Exxat logging. Same student placed on probation while on SCPE III for a repeat infraction. Student successfully remediates and is taken off of probation but has a third infraction while on SCPE VII. The student would then fail SCPE VII.).

SCPE Site Placement

Students must not be required to provide or solicit clinical sites or preceptors. The program must coordinate clinical site and preceptors for the program required rotations. (*Accreditation Standard A3.03*)

Assignment to specific SCPE sites is primarily dependent on availability and is at the discretion of the Director of Clinical Education.

Students are not guaranteed to be placed at sites which they identify/request.

Students are responsible for their own housing and transportation including all costs incurred at all SCPEs. Students should expect to need/find alternate housing for at least one (or more) SCPEs.

When possible, for sites greater than two hours away from the Xavier University area, students will be notified at least eight weeks in advance of the planned assignment.

Final decisions regarding assignment to individual sites are made by the Director of Clinical Education with collective input from the Physician Assistant Program when necessary.

The decision for SCPE placement is commonly based on but not limited to the following:

- Ability of the clinical site to fulfill the educational requirements
- Availability of the site
- Preceptor/site requests
- Individual student characteristics
- Sequencing of SCPEs for each student
- Academic challenge presented by site characteristics
- Student past performance in areas critical to success at the site

- SCPEs completed by student to date

Once a site/placement has been confirmed, it will not be rescheduled except under extenuating circumstances as deemed necessary by the Director of Clinical Education.

Sequencing of the clinical courses is subject to change without notice.

Untimely changes in site availability can create a “ripple effect” throughout the entire class and may result in a change in the sequence of SCPE disciplines for some students.

SCPE Performance Evaluation Standard

To evaluate the successful transfer of learning to clinical settings, individual student evaluations will be conducted in various ways during each SCPE and recorded on student transcripts.

SCPE Performance Outcome is based on a composite of attitudes, skills, and knowledge derived from the following elements:

- Post-SCPE evaluation of the student by the preceptor
- Achievement of targeted learning objectives
- Cognitive assessments including general medicine quizzes and discipline specific rotation exams

The Physician Assistant Program academic policies and all academic policies of Xavier University will remain in effect during the clinical education component of the curriculum.

The SCPE Assessment Tool forms will be completed by the primary clinical preceptor to assess the learning that takes place at the clinical setting.

It is the responsibility of the student to review the learning objectives at the start of each SCPE.

Student clinical education performance at the SCPE site is continually assessed by the preceptor(s). The mid-SCPE evaluation should be done at week 2 to identify strengths and weaknesses that can be further improved upon during the remainder of the SCPE.

Students must achieve a “Novice” level or higher in all categories of the Clinical Competency Assessment and the Professionalism Assessment of the SCPE Assessment Tool completed by the primary preceptor at the conclusion of the SCPE. Failure to earn a “Novice” level or higher will result in a failing grade for the SCPE regardless of the score earned from assignments and testing.

The student is to bring the completed “Supervised Clinical Practice Assessment Tool” form with them in a signed and sealed envelope to his/her faculty mentor/instructor for that rotation, or, the form may be mailed/faxed to the program within one week. These forms can also be completed electronically on Exxat, which is the preferred method.

Failure to submit the forms as outlined above will result in a delay in grade submission for the course and may result in a delay in beginning subsequent SCPEs.

If additional information is discovered after the completion of a SCPE but prior to graduation that would have resulted in a student failing that SCPE had it been discovered by the program during the SCPE, the course grade will be changed to a grade of "F." Examples include, but are not limited to, additional feedback obtained from additional preceptors from the site, feedback/concerns received from patients, discovery of academic dishonesty, etc. Depending upon the severity of the infraction, the student may also be placed on Professional Probation or dismissed from the program at the discretion of the Physician Assistant Program Director.

Targeted learning competency assignments will be assessed by the SCPE mentor/faculty

Communication with Program and Program Personnel

Students must provide the clinical coordinator with a phone number and a "best time" to be reached/visited during the SCPE within the first 48 hours of the SCPE. Students MUST be able to be reached by the program at any time, day or night, in the event there is an emergency or the student needs to be contacted for any program-related reason.

Students must update their personal and emergency contact information as needed at the start of each SCPE and this will be completed through the students' Exxat student accounts. All changes must be recorded in Exxat immediately.

Students will receive information from the Physician Assistant program via their XULA e-mail accounts and must maintain and regularly (daily) check their XULA e-mail address.

The program is not responsible for a student missing valuable information, assignments, scheduled/required events, or deadlines due to failure to check their XULA e-mail accounts.

Students are encouraged to retain all written, hand-delivered or electronic correspondence sent to or received from the PA Program during each SCPE which can, as necessary, be used to resolve any discrepancies that may arise.

Students may contact the core faculty or staff by telephone or e-mail at any time. Depending upon the time the email is sent or message left, faculty/staff will respond within 24 hours or by Monday if the message is sent/left during the weekend unless they are unavailable.

Students with concerns regarding their ability to accomplish the objectives on the SCPE must contact the faculty mentor for that SCPE and the clinical coordinator as soon as they develop the concern.

XII. STUDENT HEALTH AND WELLNESS

Health Procedures for University Registration

New Entrants

- A. Each accepted applicant will receive a health packet which should be completed and returned to the Office of Student Health Services prior to registration.
- B. Parental consent (page 2 of required Immunization form) must be completed for students 17 years or younger for medical/emergency treatment.
- C. Xavier University of Louisiana is committed to providing our students a safe environment for learning. To establish this environment the university follows the guidelines of the Louisiana Law (R.S. 17:170 - Schools of Higher Learning), Centers for Disease Control (CDC), and the American College Health Association immunization requirements/recommendations for students entering institutions of higher learning and a tuberculosis questionnaire. In attaining this goal, students' will be required to submit Louisiana State required immunizations and complete a tuberculosis questionnaire.

Student Health and Immunization Policy

The Xavier University of Louisiana Physician Assistant Program in The College of Pharmacy at requires students to meet certain health and immunization requirements as a condition of enrollment. Physician assistant students are required to have a complete physical examination by a licensed health care provider and designated laboratory tests.

Student physical examination and health screening data are confidential documents and are not kept in student or program files. All physical examinations results and immunization records are maintained at the CastleBranch. A summary sheet acknowledging your immunizations are completed is maintained electronically and accessed by the PA program and sent to clinical year preceptors as well as a general form that you are up to date with your annual physical exam.

Students are advised to maintain a personal copy of all elements of the program health requirements and a copy of the report regarding the outcomes of their screenings.

Some clinical affiliation placement sites may require additional health information and immunizations/testing and if so, the student will be informed by the Clinical Coordinator before the supervised clinical practice experience begins.

The Program Director, medical directors and principal faculty cannot provide care to students except in emergency situations or access student health records but may facilitate referrals to health facilities. (*Accreditation Standard A3.09*).

The student must comply with all clinical affiliation health requirements in order to gain entry to the clinical field setting.

Matriculation and Pre-Clinical Health Requirements

The program must have and implement a policy on immunization of students and such policy must be based on current Centers for Disease Control recommendations for health professionals (*Accreditation Standards A3.07*)

Xavier University of Louisiana is committed to providing our students a safe environment for learning. To establish this environment the university follows the guidelines of the Louisiana Law (R.S. 17:170 - Schools of Higher Learning), Centers for Disease Control (CDC), and the American College Health Association immunization requirements/recommendations for students entering institutions of higher learning and a tuberculosis questionnaire. In attaining this goal, students' will be required to submit Louisiana State required immunizations and complete a tuberculosis questionnaire.

To assure the matriculating student meets Centers for Disease Control (CDC) recommendations for immunizations and health surveillance, the following are PA program health documentation requirements in addition to a **complete physical examination**:

Please note: All student health records are confidential and are kept with *CastleBranch*. Student health records are not to be accessible to or reviewed by program, principal or instructional faculty, or staff except for immunization and tuberculosis screening results, which may be maintained and released with written permission from the student. Subsequently, this written permission release form allows the program to release to SCPE sites. (*Accreditation Standard A3.21*)

Immunizations

The Xavier University of Louisiana Physician Assistant Program adheres to CDC/ACIP vaccination policies and recommendations for health professionals (guidelines). Prior to matriculation, all applicants to the Xavier University of Louisiana Physician Assistant Program must submit documentation of immunizations, titers, and/or proof of immunity by December 15 via *CastleBranch* services. Students must maintain current immunizations, which includes uploading documentation into *CastleBranch* as well as following set deadlines or be treated to the standard of care. Failure to do so may prevent a student from progressing in the program. The list of required immunizations includes:

- Hepatitis B: 3-dose vaccine series and records of a titer validating current immunity. If the quantitative titer is negative, another 3 dose Hepatitis B series should be completed, and a quantitative titer repeated according to guidelines.

- Measles, Mumps, Rubella (MMR): Record of titer validating current immunity or documentation of a 2-dose vaccine series administered according to the guidelines.
- Polio: Documentation of the completed primary series of at least 3 vaccinations.
- Varicella: Record of titer validating current immunity or a 2 vaccine series administered according to the guidelines. Note: History of previous infection is not sufficient evidence of immunity.
- Tetanus, Diphtheria, Pertussis: Record of having received 1 dose of Tdap within the last ten years and Td boosters every 10 years thereafter.
- Seasonal influenza vaccine and additional vaccines for high-risk categories (i.e., H1N1 vaccine). Record of having received 1 dose of the influenza immunization preceding matriculation and provide proof of having received an influenza immunization no later than January 1 annually while enrolled in the program.
- Tuberculosis skin test (TST) or Interferon-Gamma Release Assays (IGRA - TB blood test): Must be completed within the four months preceding the 1st day of classes. BCG vaccination does not prevent testing. For students who have received the BCG vaccine, an IGRA, either Quanti FERON TB Gold (QFT-G) or T-Spot, is preferred. If TST or IGRA is positive or if there is a history of previous positive TB testing, a negative chest x-ray is required within the four months preceding the 1st day of classes. If a student is allergic to TB testing, a chest x-ray is required for screening. If a student has recently received a live virus vaccine, TB testing should be delayed for 4 weeks.
- Annual re-testing is required and must be the two-step TB test (unless contraindicated by a previous severe reaction) to meet clinical year requirements. Prior to start of clinical rotations, students must have documentation of completion of a two-step TB test. Students must maintain up to date annual two-step TB testing throughout their clinical year. If a recent TB test is positive, the program must have documentation of a negative chest x-ray according to guidelines.

After a positive PPD or IGRA test result and subsequent chest x-ray, students must be evaluated by the Health Department. If the chest X-ray is positive, the applicant/student will not be allowed to enter or continue training until treated and cleared by an infectious disease specialist.

Students entering the clinical phase of the program are required to have a current PPD prior to beginning SCPEs.

It is recommended that students enrolled in the PA Program consider the following additional vaccines: Meningococcal and Hepatitis A.

Students who have a medical contraindication for specific vaccinations may have additional requirements mandated (viz., students who have a medical contraindication for influenza vaccination may be required to wearing a mask during the entire influenza season). Some clinical facilities do not permit students who have not had the influenza vaccination for medical reasons, even with use of a mask. Changes in clinical site requirements may necessitate change in clinical rotation assignment or the inability to be placed on clinical clerkships

Students who do not complete the above requirements will not be permitted to participate in direct patient care activities or enter the clinical phase of the program until all of the requirements have been met and confirmed by the PA program.

Students who fail to complete these requirements in a timely manner will be placed on Professional Probation and must meet with the PA Program director to discuss further actions that could include not being allowed to enter into the clinical phase of the program or dismissal from the PA program. A delay in beginning the clinical phase of the program will result in a delay in the student obtaining his/her diploma.

Tuberculosis Screening

To prevent fellow students, faculty, staff, and patients from exposure to active TB (tuberculosis), screening must be conducted prior to matriculating into the program.

- In order to protect PA students, faculty, staff, and patients from being exposed to active TB, it is important to identify those students with TB infection without evidence of current (active) disease. All incoming and continuing PA students are required to provide annual proof that they are not infected with *Mycobacterium tuberculosis* (TB). Any CDC-approved screening methodology may be submitted as evidence. A two-step Mantoux PPD skin test (within the last two months) or two yearly consecutive negative PPD tests. If PPD conversion has been documented, a chest x-ray and a statement from the treating physician regarding evaluation for therapy are required.
- Those with a history of Bacille Calmette Guerin (BCG) vaccination also must have baseline screening performed.
- Individuals who have a documented history of a positive PPD test, adequate treatment for disease, or adequate preventive therapy for infection, should be exempt from further PPD screening unless they develop signs and symptoms suggestive of TB. The decision to screen in this situation will be made by the student's primary care provider.
- PPD test results should be read by designated, trained employees between 48 - 72 hours after injection. Student self-reading of PPD test results will not be accepted.
- Pregnancy should not exclude female students from being skin-tested as part of a contact investigation or part of the regular skin-testing program.
- Should a student have a positive TB screening test, he or she must undergo a complete medical evaluation to rule out the possibility of current (active) disease and obtain an initial chest x-ray.

Student Health Services

Student Health Services provides for the maintenance and improvement of the health and welfare of enrolled students with emphasis placed on mitigating illness. The on-campus health care facility offers a range of medical care services including primary health care, acute care (non-life threatening), women's clinic, allergy shots, and health and wellness education. All currently enrolled Xavier students are eligible for unlimited office visits at no charge. A minimal fee is assessed for certain services offered e.g. TB Skin test, certain clinical procedures and medical supplies. These charges can be added to the student's account and paid at a later date. All medical information is confidential. Magazines, pamphlets and brochures on health-related issues are also on display and distributed by Student Health. Health and Wellness programs are scheduled throughout each semester and include Breast Cancer Awareness, World Aids Day, Great American Smoke-out, Nutrition and American Heart Month. Student Health Services is a member of the American College Health Association and Southwest College Health Association.

Proof of Immunization Compliance Form

Student Health offers a caring environment with a range of healthcare services. The staff of health care professionals is available to meet primary and some specialized care needs. Student Health Services is located in St. Joseph Academic Health Resource Center, Bldg. 13- 2nd floor, Ste. 217 (504)520-7396. The staff is composed of physicians a nurse practitioner, nursing staff and an administrative assistant/insurance coordinator.

Off – campus services, e.g. laboratory test, x-rays, prescriptions, etc. are the responsibility of the student. You should always present with your insurance card or be prepared to pay.

The Primary Care Clinic is much like your family doctor or health care provider you may have visited most frequently at home. We see patients with a wide range of acute and chronic complaints. With proper documentation Student Health can assist with the management of your allergy injections. <http://www.xula.edu/student-health/allergy-injections.php>

Staff is also available to provide medical consultations. In addition, staff can draw on the many specialties of local hospitals and clinics for consultations and /or treatment by referral whenever services are needed.

Emergency Medical Services are obtained from local Hospital Emergency Rooms when emergency services are needed or when Student Health is closed. After hours care for illness and injuries is available at Hospital Emergency Rooms and Urgent Care Centers.

Women's Health Clinic

Women's Health Clinic is offered 2 days a week. Services such as routine yearly exams and pap smears are offered. Evaluation, counseling and treatment are available for a number of problems including pelvic pain, menstrual irregularities and STI's.

Office Hours: By Appointment Only - (504)520-7396

Local Hospitals/ Urgent Care Centers

All currently enrolled undergraduates are required to have medical insurance coverage. Undergraduates are automatically enrolled in the student insurance offered through the school; those students who are insured thru your family have the option to waive the student insurance <http://www.xula.edu/student-health/insurance.php>

Dental Care

Xavier Student Health does not provide dental services. Dental services can be obtained from a local private dental practitioner of your choice.

Student Counseling and Wellness Services *(Accreditation Standard A3.10)*

Xavier University of Louisiana Physician Assistant Program students will have access to the services of the Student Counseling and Wellness Center. The Physician Assistant Program must provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program. Student advisors (PA Faculty assigned to this role) will provide for timely access and/or referral of students to services addressing personal issues, which may impact their progress in the PA program.

Both on-campus and off-campus resources may be utilized to include the use of Xavier University counselors, local counselors, urgent care clinics, and primary care. Financial responsibility/insurance coverage for the cost of these referred services is the responsibility of the individual student. Under no conditions is the faculty advisor to assume the role of professional provider of needed mental health or counseling services for any student. The mission of the Counseling and Wellness Center is to provide support services to students, staff, and faculty. These support services include academic, mental health, personal, couples, and group counseling for students provided by counseling staff psychotherapy and evaluation by campus clinical psychologist as well as referral for psychiatry services counseling, consultative and referral services to faculty and staff; a disability program, and a Wellness and Recovery Outreach Program for the Xavier community.

These services enable the university to accomplish its mission to provide each student with a liberal and professional education experience for the ultimate purpose of helping to create a more just and humane society.

Students who needs help with academic motivation, concentration, difficulty coping with increased course load, increasing academic performance, final exam preparation, goal setting, learning style, memory techniques, positive self- talk, note taking, perfectionism, procrastination, study skills, stress, test anxiety, test taking, and time management.

**Students who are on academic probation are strongly encouraged to attend counseling*

Students are encouraged to seek personal counseling for a wide range of issues whether feeling depressed, dealing with stress, issues with self-esteem or relationship conflict.

Individual counseling involves meeting with a trained behavioral health professional where confidentiality is essential. You will begin with an intake where you will be asked a couple of questions, address your treatment plan, and establish goals you want to accomplish. From there, you will schedule to follow up with a counselor to see how you are progressing and if meeting treatment plan goals or if want to adjust goals. For more detailed information please visit the following website: <https://www.xula.edu/student-health-services>

COUNSELING & WELLNESS CENTER STAFF

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Bracely Williams, LPC, LMFT
Outreach Counselor
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bwilli62@xula.edu

Health Insurance Policy

All Physician Assistant Program students are REQUIRED to show proof of health insurance which provides coverage in the New Orleans metropolitan area. A student, who does not fulfill the criteria for a waiver, will be billed for the student health insurance. Any registered student is eligible to purchase this insurance. Please see insurance policy and waiver information: <https://www.xula.edu/shcinsurance>

Matriculated students of the Physician Assistant Program must have medical/surgical and major medical (hospitalization) coverage. Students must provide the program evidence of current health insurance in the form of a photocopy of a current health insurance card with provider name, identification numbers, expiration date of hospitalization and medical/surgical plan in which the student is enrolled. This information is to be submitted to the Physician Assistant program. Students must show proof of health insurance coverage annually and an absence of coverage will prohibit participation in supervised clinical activities.

Environmental Exposure Policy Accident/Incident Report

The program must inform students of written policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk. (*Accreditation Standard A3.08*)

If accidents occur in the laboratory or at the clinical site, and any student, faculty, or staff member is injured as a result of any accident involving a student must immediately file an XU PA Program Accident/Incident Report Form with the program office. If the accident occurs at a clinical site, the student must notify the program director or director of clinical education by telephone as soon as possible. A copy of the form is found at the end of this handbook in the section entitled forms.

Infectious Disease and Environmental Exposure

The XULA Physician Assistant Program recognizes that as students begin to interact with patients as part of their medical education, they encounter the risk of exposure to infectious diseases. It is impossible to eliminate exposure risks and still provide students with a quality medical education.

- The best way to avoid the risk of exposure to blood borne pathogens or other potentially infectious materials is for the student to learn all they can about how to protect themselves and their patients and to use Universal Precautions in all situations in which exposure to blood and other potentially infectious materials may occur.
- The Program provides information on access to mandatory training in Universal Precautions and other risk reduction behaviors including the OSHA Blood borne Pathogen Standard training before entering program. This training is kept updated on an annual basis while the student is in the PA program.
- Despite sufficient knowledge about the risks and methods of transmission of infection and the proper use of Universal Precautions 100% of the time, exposure is still a possibility.
- It is the responsibility of the student to become knowledgeable about the methods to prevent exposure to blood borne pathogens and other potentially infectious materials and most importantly, to thoroughly understand the steps needed to be taken in the event of a possible exposure before such an event occurs.
- If a student is possibly exposed to a blood borne pathogen by way of a needle stick injury, mucous membrane exposure, or some other exposure, this policy outlines the procedures, which must be followed by the student and the Program.

Blood Borne and Airborne Exposure Policy and Protocol

Policy

In the event that a student is exposed to a known, unknown or potentially infectious source, e.g. needle stick, laceration/abrasion, bite, ingestion, inhalation/droplets, splash or other exposure to bodily fluids, Bloodborne and Airborne Exposure Policy and Protocol is to be followed without delay:

- 1) Remove yourself from the immediate area to begin decontamination procedures. Clean the wound and surrounding area with soap and water (for needle stick or other exposures with open skin) or flush eyes, nose, mouth with copious amounts of water (for a splash to face).
- 2) Inform your preceptor, immediate supervisor, and/or other staff members of the exposure and injury (if applicable). The clinical staff should alert the infection control/blood exposure contact person. If the clinical staff or contact person has questions about the course of action or evaluation of exposure risk, have them contact the PA program Director of Clinical Education or Program Director directly.
- 3) Immediately contact the Director of Clinical Education via cell phone. If unable to reach the Director of Clinical Education, contact the Program Director. You must make voice contact; voice mail is not sufficient notification.
- 4) Complete the Bloodborne Pathogens Exposure Report and the Source Individual's Consent or Refusal form. (See the Forms section at the end of this handbook)
- 5) If your Clinical Site has an Exposure Protocol in place, follow all policies and procedures outlined. This may entail you being seen in the Emergency Department or Employee Health for initial screening labs and treatment.
- 6) If there is no protocol in place or if there is any confusion or inconsistency regarding procedures, inform your preceptor that you have been instructed by the PA program to leave the Clinical Site immediately to seek prompt medical evaluation, screening, and treatment. You will then proceed directly to the nearest Emergency Department for further evaluation and treatment if travel time is less than 2 hours. For remote sites, other sites may be utilized as discussed with the Director of Clinical Education and the PA faculty.
- 7) Inform the Director of Clinical Education when you have completed the above steps to determine when you should return to your Clinical Site.
- 8) Follow-up after initial decontamination, labs/screening, and treatments must be made. This may be with the Clinical Site (if Site protocols were followed), the Campus Health Center, or your PCP as appropriate.

Training

- The PA Program will present a training session on universal precautions, and the students will be given a written document for future reference. OSHA guidelines will be used as a basis for this information.

- All students will sign a document acknowledging that they have received and understand this training before being allowed to interact with patients.
- These documents will be kept on file in the PA program for as long as the student remains in the program.

Prevention

- Students will obtain physical examinations by a qualified medical practitioner (who is not a member of the Program Faculty) prior to beginning clinical rotations to ensure that the student is free of infectious diseases.
- Students must comply with the OSHA Standard concerning bloodborne pathogen exposure (including Universal Precautions and the use of personal protection gear) at all times while in a clinical environment in which exposure to a pathogen or other potentially infectious material could occur.
- Students will provide the PA program with proof of standard immunizations, including immunization against Hepatitis B and tuberculosis (TB) screening prior to matriculation into the PA program and again prior to entering SCPEs. Documentation of immunization status shall be provided to *CastleBranch* who will notify the PA Program of the student's compliance with this requirement.
- In the event that a student has not been properly immunized, that student will not be allowed to participate in his or her SCPE until such immunizations have been initiated which will result in a delay in program completion. Students may contact their own physician/health care provider, the city or parish health departments for assistance with obtaining these immunizations.
- Proof of immunization will be provided to the sites of the student's SCPE prior to the student's arrival.

Documentation of the exposure

- Complete the Bloodborne Pathogens Exposure Report and the Source Individual's Consent or Refusal form.
- Clinical information should be documented on the source patient for the exposure and the recipient healthcare worker including Risk factors and serologic tests for HIV, and hepatitis B and C, the nature and time of the exposure, and the definition of exposure.
- The US CDC has defined "exposure" to blood, tissue, or other body fluids that may place a health care worker at risk for HIV infection and therefore requires consideration of post-exposure prophylaxis (PEP) as a percutaneous injury (e.g., a needle stick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis) Body fluids of concern include those implicated in the transmission of HIV (semen, vaginal secretions, and other body fluids contaminated with visible blood); potentially infectious (undetermined risk for transmitting HIV) include cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial

fluid, and amniotic fluids; and fluids that are not considered infectious unless they contain blood include feces, nasal secretions, saliva, sputum, sweat, tears, urine, and vomitus.

Determine the need for prophylaxis

- The need for post-exposure prophylaxis is determined by the type of injury and the status of the patient. All students should be protected from hepatitis B from prior immunization. There is no vaccine for hepatitis C although there is pharmaceutical treatment. Most students are concerned about the risk of HIV
- The CDC has recommendations for the need for post-exposure prophylaxis for HIV (<https://stacks.cdc.gov/view/cdc/20711>)

Financial Responsibility

- When a physician assistant student is exposed to a potentially infectious agent during the course of regular educational activities for the PA program, the University will not be responsible for costs incurred by the student for treatment and follow-up of this exposure. Any financial obligations incurred by exposure are the student's responsibility.

Follow-up Procedures

- Continue medical treatment and counseling at the rotation site or with their primary care physician for the prescribed amount of time. Follow-up for evaluation of reported illnesses post-exposure.

The PA Program Responsibility

- The PA Program has the responsibility to provide access to knowledge and training.
- The Student's Responsibility is to learn the knowledge and skills necessary to protect themselves and their patients and to learn the steps necessary in the case of a potential exposure and follow them correctly.
- This partnership between the student and the PA Program will work together to create as safe of an environment as possible for the students in the clinical arena while recognizing that it is impossible to prevent all exposures.
- The methods used to achieve these goals will be training the students in what they need to know to protect themselves and their patients, prevention strategies provided to the students to include immunizations when available, training and knowledge about how to prevent exposures, a clear set of instructions about what to do once a potential exposure occurs, an understanding of which individuals are responsible for what specific actions, and a clearly defined policy for follow-up once a potential exposure has occurred.

Medical Emergency Protocol

If the Situation Is Life-Threatening – (During or After Hours)

- Call 911
- Notify University Police @ 520-7490 (this office is open 24 hours a day)
- Notify Student Health Services @ 520-7396 (a nurse will also go to the site if available)
- An accident or acute life-threatening illness occurring during office hours MUST be reported to Student Health Services.

Note: Campus visitors should be handled through the University Liability coverage.

A. Family Notification

- Every effort will be made to notify the student's family of the emergency situation.
- If the student is a hall resident the Resident Hall Director will also be notified.
- The Office of Student Health Services (during the hours of operation) and the V.P. of Student Services MUST be notified of any serious injury or illness involving a Xavier student.

B. Hospitals

- Ochsner Baptist Medical Center (504) 899-9311
2700 Napoleon Ave, New Orleans, LA 70115
- Touro Infirmary (504) 897-7011
1401 Foucher Street, New Orleans, LA. 70115
- Children's Hospital (through age 21) (504) 899-9511
200 Henry Clay Ave., New Orleans, LA. 70118
- Ochsner Medical Center (504) 842-3000
1514 Jefferson Hwy., New Orleans, LA. 70121
- Tulane Medical Center (504) 988-5800
1415 Tulane Ave., New Orleans, LA. 70112
- University Medical Center (504) 702-3000
2000 Canal Street, New Orleans, LA 70112
- Local Hospitals/Urgent Care Centers

<http://www.xula.edu/student-health/Medical%20Emergencies/hospitals.html>

Non-Emergency/ Illnesses

- Students should report to Student Health Services during the hours of operation, if unable to report to Student Health a nurse will be called to evaluate and determine if care should be rendered by Student Health, off campus physician's office or emergency room.
- If after hours, students must report to the Resident Director/Hall Advisor. Student Health Services must be notified by the Resident Director/Hall Advisor on the next day of operation.

After Hours Emergency Service/Illness

(Resident Students)

- Any serious illness or injury must be reported to the Housing staff on duty and the Hall Director. An injury of a criminal nature must be reported to University Police @ 520-7490. A minor illness or injury must be reported to the Resident Director / Hall Advisor.

Off Campus Illness/Injury

- An illness or injury, occurring off-campus and after hours, should be reported to the Office of Student Health on the next day of operation. If a criminal act is involved, the police department must also be notified (911) at the time of occurrence or as soon as possible.
- Any student (resident or commuter) whose illness warrants an emergency room visit or hospitalization should notify Student Health Services within 24 hours. The

appropriate dean will be notified of an extended illness which causes absence from class.

Reporting of Accidents/Illnesses

- A written report must be sent to the Office of Student Health Services, immediately following the emergency situation. The report can be left in the mail box after hours.

NOTE: *Campus visitors' should be handled through University Liability Coverage.*

Emergency Transportation

(Payment of the transportation is the student's responsibility.)

- If EMS (ambulance) personnel evaluates the student and determines that ambulance transport is not warranted, then a cab can be called for transportation to a local ER.
- Cab Service is provided by: New Orleans Elite Cab Corp. (504)207-7676
- Please request New Orleans Carriage Cab Service Only

On Campus Transportation

- A student who is ill / injured and is unable to get to Student Health Services may call the clinic @ 520-7396 or Campus Police @ 520-7490. Campus Police will bring a nurse to the site and transport nurse and student to the Student Health Services. This service is reserved only for situations where the student is too ill/ injured to ambulate or drive him/herself to the Student Health Services.

XIII. CAMPUS SAFETY AND EMERGENCY PREPAREDNESS

The Mission of the Xavier University of Louisiana Police Department is to provide a crime-free environment and promote programs on Crime Prevention, Safety & Security Awareness, Risk Reduction and Avoidance as comprehensive approaches to meet the goals of the Department and the University.

The Office of University Police is located at the Carrollton Avenue entrance of the University, corner of South Carrollton and Drexel Drive (3801 South Carrollton Avenue). The location provides convenient access to the entire campus, as well as serving as an information center for visitors. It is open 24 hours a day for students, faculty, and staff seeking assistance or to report any suspicious persons, activities and/or circumstances, or emergencies occurring on campus.

Each member of the Office of University Police is a trained Officer who holds a State of Louisiana University Police Commission or a Special officer Commission issued by the New Orleans Police Department. Although the commissions authorize University Police Officers to be armed and to apprehend persons who have been observed committing criminal acts, the primary missions of the University Police Department is to prevent and serve as a deterrent to criminal activities within the jurisdiction of Xavier University of Louisiana and its subsidiaries

The Xavier University Police Department is staffed by dedicated officers who work together with the campus community to safeguard its members. Xavier recently launched a mobile safety app that keeps the campus informed and allows direct communicate with XUPD and enhance other safety features on campus.

Xavier University is a relatively safe campus. However, personal preparation and vigilance is needed to continue that trend. The following information and suggested practices are designed to make you more security conscious and prepared to take responsibility for your own safety.

Xavier University's Locale

Xavier University is located at the tip of the Sixth Police District. Parts of Xavier University, including some parking areas, are located in the Second Police District. The Xavier University Police Department maintains excellent working relationships and lines of communication with both Police Districts.

Crime Prevention Programs

The Xavier University Police Department employs the Community Policing Model. XUPD prides itself on being a part of the Xavier University community. As part of the service to the university, XUPD provides informative educational programs concerning personal safety with the goal of minimizing the opportunities for Xavier University community members to be victimized. The

crime prevention programs are designed to encourage student, faculty, and staff to assist the Xavier University Police Department in securing the Xavier community. Pamphlets, security alerts and bulletins, articles in the Xavier Herald and educational programs concerning personal safety are some of the mechanisms used to disseminate information to the Xavier Community. Programs are provided during new student orientation, residence hall meetings, and staff institutes throughout the year. Additionally, the Xavier University Police Department provides information about campus crime, crime trends and crime-related incidents in an effort to aid in the prevention of similar occurrences.

Safety/Crime Reporting

The Office of University Police patrols the campus every day of the year. The office also administers the university's parking program, sponsors educational programming for the campus community related to safety and security issues and provides a safety companion service. All thefts, traffic accidents and offenses that occur on campus should be reported immediately to the University Police office or an officer on duty.

Students assist in their effort to provide a safe and secure environment by staying alert. This means, making sure to lock their residence hall doors and take their keys with them; not go anywhere alone at night; report all suspicious persons immediately to a university police officer, residence life staff member or one of the deans; never leave personal possessions, including books, unattended; file a room inventory with the Office of Housing and Residence Life and engrave all valuables in a conspicuous place. Remember, the university does not assume responsibility for personal property. Students should check any home insurance policies which they or their parents carry to see if the policies cover their belongings while they are in college. Many homeowner policies cover belongings while at college. During any crisis or time of need, seconds count. Xavier has installed emergency phones at strategic points around campus. On the way to class, to campus offices or travel around the campus, become familiar with the locations of the phones. When activated, the phones contact the university police communication center.

The Office of University Police also provides a safety companion service 24 hours a day. Students on campus can call ext. 7490 for this service; those off campus who need a safety companion upon returning to campus should dial 520-7490. For more information of Safety and Crime Reporting please visit website at

<http://www2.xula.edu/university-police/information.html>

Reporting Violations of University Policy or Municipal, State and Federal Law or Ordinances

As a matter of policy, the University urges all members of the Xavier Community to report violations of University regulations, municipal, state and federal ordinances or other emergencies to the Office of University Police immediately. Violations may be reported in person or via

campus telephone ext. **7490** or **520-7490** or Code Blue Emergency Call Towers located on campus. University Police Officers will respond quickly and initiate whatever action is necessary to resolve any situation, including the notification of the New Orleans Police Department, Fire Department, or the Medical Emergency Service agencies when appropriate.

Code Blue Emergency System

As part of the Xavier University Police Department's continuing efforts to improve campus safety, the Code Blue Emergency System has been installed. This system uses call towers that are located in various parts of the campus and are activated by pushing the red button located on the front of the tower and speaking normally. When activated, the towers call the Xavier University Police Department via a telephone line dedicated to the system. Additionally, when activated, the system allows the Xavier University dispatcher visual surveillance of the tower and the immediately surrounding area.

Emergency Messaging System

Xavier University Police Department utilizes cellular telephones and other wireless communication devices to send mass notifications to the University community. The emergency messaging system allows Xavier University community members to stay abreast of safety information, extreme weather alerts, and other important information via text and email. The messaging system is a voluntary option, except for resident students. Community members can sign up for the campus alert system through the Xavier University website.

Xavier University Police and the New Orleans Police Department

The Xavier University Police Department participates in crime mapping and prevention programs with the New Orleans Police Department. The city charter designates the local police department as the chief law enforcement agency and responsible for the investigation of serious criminal activity committed on campus. Xavier University Police routinely report crimes involving drug violations, property, and violence, possession of firearms or personal injury to N.O.P.D. As a practical matter, however Xavier students, faculty and staff who are victims of campus crimes will receive faster response if they seek the assistance of the Xavier University Police Department prior to reporting the incident to the New Orleans Police Department.

Emergency Contacts

Xavier Information and Assistance

Information Hotline:

504.436.7411
1-866-520-XULA (9852)

Emergency Web Site:

www.xulaemergency.com

Xavier University Police

Campus Ext. 7490
Outside Line (504) 520-7490
Emergency (504) 486-7656

X-Formation (Anonymous Calls) Ext # 3333

Xavier Health Services

Campus Ext. 7392
Outside Line (504) 520-7392

Emergency Medical Services

Emergency #911
Non-Emergency (504) 671-3969

City Emergency Services

New Orleans Police Department

Emergency #911
Non-Emergency (504) 821-2222

New Orleans Fire Department

Emergency #911
Non-Emergency (504) 565-7833

Entergy

1-800-368-3749

Office of Homeland Security:

gohsep.la.gov

Atmos Energy

1-800-692-4694

Office of Emergency Preparedness

Ready.nola.gov | 311

FEMA

1-866-520-XULA (9852)

Inclement Weather

The university remains open during times of storms or other types of inclement weather in order to serve resident students as well as commuters who live close to campus. The most accurate and up-to-date information about the status of classes and campus services can be found on the university website (www.xula.edu). Please Note that in the event of an actual emergency, especially one that causes the campus to be closed the XULA emergency web site and/or the toll-free telephone number are the only official sources for information regarding Xavier University of Louisiana.

Emergency site: <http://www.xulaemergency.com> | **Toll free number:** 1-866-520-XULA (9852)

Emergency Preparedness

Xavier University of Louisiana (XULA) is located in New Orleans, Louisiana. As such, the University is susceptible to violent tropical weather systems. The Atlantic Ocean and Gulf of Mexico hurricane season extends from June 1 to November 30 each year. The University maintains an up-to-date Emergency Preparedness Plan. This Plan is specifically focused on the potential threat of an extended outage related to future hurricanes. However, this plan will be implemented in the event of any emergency, including fires, chemical hazards, pandemic illnesses, and tornadoes. The overall Emergency Preparedness Plan consists of three (3) companion documents. The current Hurricane Emergency Plan is available on the University's website at http://www2.xula.edu/emergency/documents/Hurricane_Plan.pdf

Weather Preparedness Guide

Hurricane Planning

Hurricane season begins June 1st and ends November 30th of every year; although in New Orleans the height of the season is typically in August and September. The majority of hurricanes are lower-scale and seldom make it past a level 2 on a scale of 1-5, and typically bring mostly strong rain and winds to the area. Other hazards associated with hurricanes are the storm surge/ storm tide that can bring flooding, tornados, and power outages. Xavier University recommends staying prepared for any emergency. This guide is designed to provide valuable information that you can use before, during and after a storm or emergency.

Prepare Your Personal Evacuation Plan:

Keep handy the telephone numbers of these places as well as a road map of the area. You may need to take alternative routes if major roads are closed and data towers may be compromised.

- Identify a method of transportation.
- Identify ahead of time where you would travel to if told to evacuate.

Any resident student who does not submit a Personal Evacuation Plan must meet with the Director of Residence Life or Vice President of Student Affairs for assistance in developing a satisfactory (or acceptable) plan for evacuation.

Submit your evacuation plan to the University through the online Housing Process prior to check-in in preparation of the Hurricane Season.

If Classes are cancelled:

Shelter in Place with your Disaster Supply Kit if it is not an evacuation mandate.

In the event a Mandatory Evacuation is enacted, in order to best protect you and the campus; no students, faculty or non-essential staff will be allowed to remain on campus under extreme storm conditions.

Students are encouraged to fuel and service your vehicle well in advance of predicted landfall, as nearby stations may sell out of gas as the storm approaches.

- Alternately, arrange transportation with a fellow student or colleague.
- Have cash for items needed during the emergency.
- Take laptop and back up data on your computer hard drives, and chargers for all electronics.
- Secure all windows in your dorm or place of residence.
- Pay particular attention to any items that could become flying objects and secure these objects, if possible.
- Remove all perishable foods from your refrigerator.
- Notify your parents/family of your personal evacuation plan, especially where you are going if you're not going home.

Parents of resident students should refer to the university emergency alert line and website for updates but may also contact the Office of Housing and Residence Life (504) 520-7321, the Residence Halls' information desk or University Police (504) 520-7490.

Hurricanes / Flooding:

1. Stay Alert for:

- Flash Flood Watch: flash flooding is possible
- Flash Flood Warning: flash flooding is happening or is about to happen
- Coastal Flood Watch: moderate to major coastal flooding is possible
- Coastal Flood Warning: moderate to major coastal flooding is happening or is about to happen

2. Stay away from flooded areas. Park vehicles on higher ground.

3. Do not attempt to walk or bike through flooded areas due to floating debris and potential for wildlife in the flood waters.

Boil Water Advisories:

- Don't Consume Tap Water
- Use bottled or water that has boiled for 10 minutes to drink, cook, clean and brush teeth
- Showering and bathing is permitted; do not ingest water

Tornados:

Seek shelter immediately. If you're in a building, go to an interior room on a lower level, such as a closet or bathroom. Avoid windows, doors and outside walls.

Fire and Emergency

The ringing of the fire alarm buzzer shall be the signal for an immediate, quiet and orderly evacuation of the building by all occupants. No one is to wait to collect any items. For your convenience, evacuation directions are posted on the room doors. The elevators are NOT to be used in the event of a fire/fire drill. Use designated stairways only.

XIV. CAMPUS RESOURCES

(Please refer to the Xavier University of Louisiana handbook for a complete list of all resources)

Academic Computing Services

There are academic computer labs across campus available to Xavier students. Xavier operates four open Computer Labs – Library RMC, NCF Computer Lab, St. Joseph Computer Lab, Xavier South Computer Lab---and Mini Labs in the Residence Halls. Each computer is connected to the Internet and can access e-mail and software servers located throughout the campus. Information Technology Services trains students to work in the labs, answer questions and help students with printing and access problems.

Bookstore

The University Bookstore is located on the second floor of the University Center. It supplies all university required textbooks and school supplies. Also available are various school insignia clothing, novels, books and magazines and other gift/souvenir items for the entire family and campus community. In addition, limited snack, beverage and toiletry items are offered.

Campus Ministry

Campus Ministry encourages students, faculty, and staff to grow in their own faith and to find support within the University community. It offers a variety of programs and opportunities for faith development through one-on-one interaction and group settings. Opportunities are provided for students, faculty and staff to meet with the Campus Ministry staff to plan and prepare spiritual activities that will meet the needs of the Xavier community—fostering fellowship, community outreach, leadership development and values clarification. Campus Ministry is staffed by a Director, Associate Director, Deacon/Pastoral Minister, Music Minister, Liturgical Dance Instructor, Administrative Assistant, and Peer Leaders (student volunteers). Other opportunities for student involvement in Campus Ministry:

- LITURGY - Weekdays 12 noon; Sunday 12:30pm
- Eucharistic Ministers Liturgical Dancers Music Ministry
- Lectors Environmentalists Christian Drama
- Liturgy Planning Ushers Bible Study
- Prayer Service Committee Revival Committee Retreat Team

Copy Services/Document Center

Coin/card operated copy machines for student use are available in the University Center, University Library, Pharmacy Library, Chemistry Dept., Xavier South 2nd floor, St. Katharine Drexel Hall and the Living Learning Center. Students may deposit RUSHBUCK\$ and use the XCard/ID Card to make copies.

The XU Document Center is located on the 1st floor of the University Center. It provides “While You Wait” services for all print jobs up to 300 sheets and 24 hour service for up to 5000 sheets, business cards and typesetting jobs. Copy services include black and white/full color copies on letter, legal, tabloid (12 x 18) on white, pastel, bright, resume paper or card stock. Stationary/graphic services include: brochures, envelopes, flyers, invitations, letterhead and newsletters. Binding/finishing services include: automated folding, cutting, stapling and spiral binding. The Centre also provides special services such as digital printing, faxing, laminating, scanning and transparencies.

Disability Services

The Office of Disability Services (ODS) is a resource for the accommodation of students regarding academic and non-academic accessibility issues relevant to campus life, personal growth and career development. Personalized support services, programs, and referrals are coordinated through the Counseling Center and are available to reasonably accommodate students with the special needs who self-identify. Some of the services available include registration assistance, orientation assistance, accessibility assistance, referral to testing services and coordination of academic or non-academic accommodations, such as extended time for testing, a distraction-reduced environment, and housing and dining accommodations. All services are confidential and in accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act. Please see the Handbook in its entirety at

<http://www2.xula.edu/counseling/documents/ODS%20Disability%20HANDBOOK.pdf>

Liability

The university shall assume no responsibility, and the student or other party to the housing agreement shall indemnify and hold harmless Xavier University and its agents and employees, for any and all claims arising from personal injury or for the loss, damage or theft of personal property belonging to or in the custody of the student(s) for any cause whatsoever, whether such losses occur in student rooms, public areas or elsewhere in or around the residence halls. The student is encouraged to carry insurance for protection against such losses.

Library

The Xavier University Library/Resource Center provides services to students, faculty, staff and alumni. A Federal Documents Depository since 1991, the Library houses federal publications, Archives and Special Collections division, Instructional Media Services, and specially designed class/viewing rooms and wet study carrels. Inter-library loans are available to students, faculty and staff. The Library's regular hours are 7:30 a.m. until 2:00 a.m. Monday – Friday with hours on the weekend as well as special hours during final exams, holidays and summer months.

Notices/Announcements/Publicity

All signs or posters which are to be placed on the campus must be approved in the appropriate office. Please bring the sign or poster to be approved before it has been duplicated. Student Affairs (UC 305B) manages the posting/publicity policy and is responsible for approving posters and flyers on campus in for confirmed and scheduled events. Requests for banners and oversized posters must be submitted to the Campus Activities office. Requests for outdoor banners and signs must be submitted to Building Services. Failure to receive authorization will result in the removal of the signs or posters, restitution for any damage and may result in loss of posting or reservation privileges.

Post Office/Contract Postal Unit (CPU)

The University Post Office is located on the 1st floor of the University Center. You may purchase stamps, mail letters and packages during window service hours M – F, 8:30 am – 4:30 pm. All other services (e.g. on-campus mail pick-up) are available M – F, 8:00am – 5:00pm, Saturday, 9:00am – 12:00pm. Please note that the Post Office is closed on Sunday and any designated University holidays/closures. Also, incoming/outgoing off-campus mail services are suspended on Federal mandated holidays (e.g. Labor Day).

Federal Express Mail, DHL Mail, and items shipped via United Parcel Services (UPS) are handled through the Receiving Department **(504-520-7345)**. The Post Office/Contract Postal Unit only handles mail for the United States Postal Services (USPS).

Students living in the following residence halls should have incoming mail addressed as:

- Student's Name Living Learning Center, Room: # 801 South Jefferson Davis Parkway New Orleans, LA 70125-1098.
- Student's Name St. Martin de Porres Hall, Room: # 1001 S. Jefferson Davis Parkway New Orleans, LA 70125-1098.
- Student's Name St. Katharine Drexel Hall, Room: # 1 Drexel Drive New Orleans, LA 70125-1098.
- Student's Name St. Michael Hall, Room: # Drexel Drive New Orleans, LA 70125-1098.

University Cashier

All bills for tuition, fees and transcripts can be paid at the Cashier in the Fiscal Services Office located on the 3rd floor of the Xavier South Building. Reimbursements and other direct pay checks are also available at the cashier.

Vehicle Registration/Parking

The University Police Department oversees parking and traffic control on campus. All vehicles using University parking facilities must be registered with the University Police Office and properly display a parking permit. All parking zones have restricted access weekdays, 9 a.m. – 5 p.m. Reserved and Authorized Personnel only zones have restricted access 24 hours. Parking decals are issued for one academic year and summer semester. Please refer to the Parking and Traffic Guide for more specific regulations at <http://www2.xula.edu/university-police/parking.html>

XV. UNIVERSITY POLICY STATEMENTS

(For a complete list all Xavier University Policy statements please refer to the university handbook)

Student's Responsibilities and Rights

As a Catholic institution, Xavier University seeks to foster an environment where student rights are valued and recognized and balanced with student responsibility in accordance with the policies, procedures and guidelines of the university. The act of voluntary registration at Xavier University by each student, for courses and/or housing, indicates his/her acceptance of the high traditions and principles of the institution and its requirements for conduct in harmony with Christian, moral and ethical standards. Students are expected and required to abide by local, state and federal laws. Xavier expects all students to conduct themselves as mature and responsible members of the academic community, as well as the local community, presenting their individual work, respecting themselves, the rights of others, and refraining from any conduct which obstructs the work of the university or is injurious to the welfare of the University or any of its members. Students have the right to a free will to learn, to exercise inquiry, to privacy and confidentiality of records under FERPA, HIPPA and ADA, and to voice protest or grievance. While this expression is viewed as essential to student development, it is required that students display responsible actions and maintain an orderly educational environment demonstrating respect for self and others.

Release of Information and Privacy of Rights (FERPA)

The Family Educational Rights and Privacy Act (FERPA) also known as the Buckley Amendment, is a set of federal regulations established in 1974 that makes four specific guarantees to college students regarding the privacy of their education records. They are:

- The right to inspect and review education records;
- The right to seek to amend education records;
- The right to have some control over the disclosure of information from those education records; and
- The right to file a complaint against any institution for the alleged violation of these FERPA rights.

These guarantees are made directly to currently and formerly enrolled students, regardless of their age or status in regard to parental dependency. Parents, guardians and others do not have a right to access student records of eligible students without their signed, written consent to do so.

Cyber Harassment, Threats, And Bullying

Recent events have placed the issue of cyber bullying, cyber stalking and cyber harassment at the forefront of campus conduct concerns. Xavier University of Louisiana is committed to each student's success and establishes a caring, responsive, and safe learning environment that is free of discrimination, violence, and bullying. The Office of Student Services establishes student's rights and responsibilities and responds to such behaviors through our Code of Conduct, www.xula.edu-studenthandbook.php.

The following is an amendment to the 2012- 2014 Student Handbook effective January 1, 2014, under Specific Regulations (Prohibited Behavior).

Harassment, Threats, and Bullying

Persistent, severe, or pervasive verbal abuse, threats, intimidation, harassment, coercion, bullying, or other conduct which threatens or endangers the mental or physical health/safety of any person or causes reasonable apprehension of such harm. This includes conduct whether physical, verbal or electronic, written or video:

- (1) which is beyond the bounds of protected free speech, directed at a specific individual(s), and likely to cause an immediate breach of the peace, and
- (2) including, but not limited to hazing, drug or alcohol abuse, bullying and other forms of destructive behavior.

Cyber Bullying

Cyber bullying is the willful and repeated bullying that takes place with the use of different kinds of technology and social media. It can be used on various sorts of devices such as computers, cell phones, tablets and other electronic communication devices. It often occurs through the use of social media sites such as Facebook or Twitter. However, it also happens through texting, online chatting, instant messaging, emails and other various forms of communication. Messages and images inflict emotional pain and degrade another person or persons and can quickly spread to a vast audience.

Examples of Bullying: Examples of specific behavior that constitutes bullying include:

- Wearing gang paraphernalia and other clothing meant to intimidate or exclude another;
- Spreading rumors or posting degrading, harmful, or explicit pictures, messages, or information using social media or other forms of electronic communication (also known as "cyber-bullying").
- Taunting or making sexual slurs about a person's gender orientation or sexual status; Name-calling, joking, or making offensive remarks about a person's religion, gender, ethnicity, or socioeconomic status; and
- Physical acts of bullying, such as punching, slapping, or tripping someone.

Examples of Cyber Bullying

- Sending mean or inappropriate text messages and emails
- Posting embarrassing pictures of someone else online for others to see
- Starting or perpetuating degrading rumors about another person
- Creating a fake profile of someone that contains inaccurate information
- Impersonating the victim online by sending derogatory, degrading, or controversial messages which causes others to respond negatively to the victim
- Harassing the victim during a live chat.
- Others to send the victim threatening e-mails or to overwhelm the victim with offensive e-mail messages

Unlawful Use/Abuse of Alcohol and Other Substances

Substance abuse affects the individual and the community. The University expects all students to abide by Louisiana state laws and university policies regarding the unlawful use of alcoholic beverages and controlled substances. The University does not permit or condone the unlawful possession, use, manufacture, distribution, or sale of a controlled substance; or abuse of alcohol, or aiding and abetting underage drinking. Violation of this prohibition will result in disciplinary action, including separation from the University. Those in violation may also be required to participate in a substance abuse program.

Drug Free Campus

Xavier University of Louisiana, in its concern for the physical and emotional health, development and well-being of its students and employees, and to be in compliance with regulations of the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, Section 22, provides a program of prevention and early intervention for alcohol abuse and other drug use, misuse, and dependency.

Statement on Non-Discrimination

Xavier University of Louisiana is a private Catholic institution whose programs and activities are open to all qualified persons regardless of race, color, national and ethnic origin, sex, handicapping condition or religion.

Religious Activity

Xavier University, founded in the Roman Catholic tradition, is committed to encouraging the personal faith life of its members. The University affirms the spirituality of its faculty, students, and staff members of varying religious backgrounds and persuasions. Xavier continues its primary

religious institutional commitment to the Roman Catholic Church. The University prohibits any activity by other individuals or organizations which proselytize (to make converts of) members of the University community to a church or religious organization.

Guidelines

1. All activities of student organizations and groups on the campus must follow the regular requirements for organizations as defined in the Student Handbook and be duly recognized and registered through the Office of Student Services. In addition, all religious activities must be cleared by the Office of Campus Ministry.
2. When a religious-affiliated group becomes an officially chartered student organization, the Office of Campus Ministry guidelines supersedes those of the Inter-Organizational Council.
3. University reserves the right to limit or restrict the on-campus activity of any organization or individual whose purposes are directly contrary to the University's religious values as stated in the University Catalog, the Student Handbook, and the Faculty Handbook.

This policy is not meant to discourage or inhibit the sharing and discussions of religious beliefs between members of the University community in the variety of contexts the education the community provides.

Student Information and Privacy

The Family Educational Rights and Privacy Act of 1974 (FERPA) as Amended was enacted by Congress effective November 19, 1974. In brief, this Act grants to students, and to parents of students under the age of 18, the right to inspect and/or challenge their school or college files.

In compliance with the requirements of this act, Xavier University has adopted the following policy provisions:

1. Xavier University of Louisiana will inform students annually of the rights accorded them by the Privacy Act. This will be done through publication in the Student Handbook and in the Fall/Spring online registration.
2. Xavier University recognizes the right of students to review their records.
 - a. Request must be made in writing.
 - b. Review of records will be made in the presence of a University Official.
 - c. Upon request, copy of record(s) will be made at a nominal cost.
 1. Transcripts may not be copied if:

- a. Financial obligations to the University are not cleared;
 - b. Deficit appears on Federal Loan repayments.
2. Copies will not be made of transcripts from other universities.
3. Xavier University recognizes the right of students to challenge their records for inaccuracy, being misleading or incomplete, violating their right to privacy.
4. Xavier University recognizes the right of students to seek amendment/correction of their education records.
 - a. Requests must be made in writing.
 - b. Students have the right to a hearing if records are not corrected or amended.
 - c. Students dissatisfied with results or the hearing may place a statement in the education record commenting on the information therein, and/or setting forth any reason for disagreement with Xavier's decision not to correct or amend the record.
5. Xavier University will provide an all-inclusive list of types and locations of education records. The list is available in the Office of the Registrar as well as in the Office of Student Services.
6. Xavier University will not disclose personally identifiable information from education records with prior written consent of the students except when this written consent is not required by the Act.

Records Will Be Released Without Student's Prior Written Consent To:

(Records released will be determined by individual's "need to know.")

- a. Authorized Federal and State Authorities who require information in connection with the audit and evaluation of Federal and State supported education programs, or in connection with the enforcement of or compliance with the legal requirements which relate to these programs:
 - (1) Representatives of the Comptroller General
 - (2) Secretary of Health & Human Services
 - (3) Secretary of Department of Education
 - (4) Director of National Institute of Education
 - (5) State educational authorities
 - (6) Federal Inspector Generals;

- b. State or local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974;
- c. Representatives of the Veterans Administration;
- d. Accrediting organizations in order to carry out accrediting functions;
- e. Persons/organizations providing financial aid or determining financial aid eligibility;
- f. University Officials with “legitimate educational interest;”
 - Persons having “legitimate educational interest” are those who perform tasks related to the education of students or work with students’ records in performing tasks related to their job descriptions.
 - Faculty and administrative officers who have a legitimate interest in the material and demonstrate a need to know for purposes related to the performance of their official duties will be permitted to look over students’ records.
- g. Persons in compliance with conduct order/lawfully issued subpoena (provided Xavier makes reasonable attempt to notify student in advance of the compliance);
- h. Parents of undergraduate students who have established students’ status as dependent according to Internal Revenue Code of 1954, Section 152;
 - All undergraduate students are considered as “dependent” unless they inform Xavier before the fifteenth day of classes each semester that they consider themselves to be “independent.”
 - If the student declares to be “independent” and the parent submits a certified copy of the most recent Federal Income Tax Form, information will be released to the parent.

Xavier University of Louisiana maintains records of requests for disclosure of personally identifiable information and permits students to view those records.

Types and Locations of Education Records at Xavier University

1. **OFFICE OF THE REGISTRAR** (University Registrar - Xavier South 630)
 - a. Admissions data
 - b. Courses attempted/completed
 - c. Grades earned
 - d. Enrollment/withdrawal/graduation dates

- e. Schools attended
 - f. Changes made in student's name/social security #/address/grades/major
 - g. Requests for disclosure of personally identifiable information
 - h. Academic actions
2. **ACADEMIC DEPARTMENTS** - advising records
(Chairpersons of departments - Departmental offices)
 3. **OFFICE OF FINANCIAL AID** - financial aid data
(Consultant Financial Aid - Xavier South)
 4. **OFFICE OF STUDENT ACCOUNTS**
(Vice President, Fiscal Services - Xavier South 300)
(Office Manager, Student Accounts - Xavier South 300)
 - a. Charges
 - b. Payments
 - c. Disciplinary actions
 5. **OFFICE OF STUDENT AFFAIRS**
(Vice President of Student Affairs – University Center 305b)
 - a. Disciplinary actions
 - b. Housing records
 - c. Disability Accommodation records
 6. **STUDENT HEALTH SERVICES:** Health records
(Director, Student Health - Health Center)
 7. **WORK STUDY PROGRAM** – Employment records of work study students
(Coordinator, Student Work Program - Xavier South, room 360)
 8. **During Fall and Spring registration periods:** Xavier University will notify students of Directory Information it intends to make available to the general public. Student must inform the UNIVERSITY within fifteen days of notification if any or all of the Directory Information should be released.
 9. **DIRECTORY INFORMATION** - Xavier University will release Directory Information of students not currently enrolled without the students' prior written consent– "Directory Information" for both current and former students is defined as:
 - a. Student's name

- b. Address
 - c. Telephone number
 - d. Date and place of birth
 - e. Major field(s) of study
 - f. Dates of attendance
 - g. Enrollment status
 - h. Classification
 - i. Degree(s)
 - j. Awards/honors received (includes Dean's list)
 - k. Most recent previous educational agency or institution attended by student
 - l. Past and present participation in officially recognized sports and activities
 - m. Height and weight of members of athletic teams.
 - n. Email address
10. Documents submitted by or for the student in support of his/her application for admission or for transfer credit will not be returned to the student, nor sent elsewhere at his/her request. For example, a transcript from another college, or a high school record will not be sent to a third institution. In exceptional cases; however, where another transcript is unobtainable or can be secured only with the greatest difficulty, copies may be prepared and released to prevent hardship to the student. The student must present a signed request. Usually, the copy, marked as a certified copy will not be released.

Student Complaint Policy/Student Grievances *(Accreditation Standard A3.11)*

Xavier University of Louisiana philosophically and in practice advocates providing optimum equality and opportunity in educational offerings, employment and in access to educational programs. Xavier does, however, realize that certain practices may be perceived to or may, in fact, unintentionally discriminate against certain members of the community which we serve, or do not meet satisfactory expectations.

Purpose

The University's mission is to provide a mutually respectful environment conducive to student learning and development. In doing so, the University acknowledges that students can offer valuable information about the performance of the university in meeting goals and providing services as part of our mission. Consistent with this aim, the University invites feedback and is

committed to addressing student dissatisfaction. When a problem or issue arises, students are advised to seek information and assistance through the various processes and procedures, including student governance organizations, instituted to receive and respond to student complaints regarding faculty/staff, another student, programs or services.

When registering concerns or complaints, students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Office of the Associate Vice President and Dean of Students at (504) 520-7359 or studentservices@xula.edu. Discussions may remain confidential until a student decides to take more formal action. More information for reporting student grievances can be found at <https://www.xula.edu/reportingstudentconcern>

Additional Information on Student Grievances Policy page: 10-11 and 89-91

https://preview-assets-us-01.kc-usercontent.com/fe4e660e-85ed-0023-f96f-6d77d24a5fdb/62694189-6043-4c1c-9482-ffc0e446fc60/STUDHANDBK_1718web.pdf

The XULA PA Program adheres to the university faculty grievance policy at the above link. At the initiation of employment, all faculty and staff are provided information about accessing the handbook, which is on the internal college website. Faculty also undergo Title IX training as a requirement of employment.

Faculty Institutional Policies on processing grievances page 31

https://preview-assets-us-01.kc-usercontent.com/fe4e660e-85ed-0023-f96f-6d77d24a5fdb/7678606d-8f0b-44ff-b720-96a4e2d2c936/university%20faculty_Staff%20handbook%2017-18.pdf

Sexual Misconduct Policy (Accreditation Standard A3.11)

Sexual Misconduct Policy

In compliance with Title IX of the Education Amendments of 1972 (“Title IX”), Xavier University of Louisiana does not discriminate on the basis of sex in any of its educational programs, activities or employment. The university is committed to providing a safe environment for all of its members and therefore prohibits sexual misconduct. When sexual misconduct does occur, all members of the university community are encouraged to report it promptly. To read the university’s Sexual Misconduct Policy in full, visit

<http://www2.xula.edu/humanresources/documents/TitleIXPolicy.pdf>

<https://www.xula.edu/complianceawarenes>

Prohibited Conduct

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. Dating violence

includes, but is not limited to, sexual abuse, physical abuse and threats of sexual or physical abuse.

Domestic Violence: Violence committed by a current or former spouse or intimate partner of the alleged victim by a person with whom the alleged victim shares a child or by a person who is cohabitating or has cohabitated with the victim as a spouse or intimate partner.

Nonconsensual Sexual Contact: Any physical contact with another person of a sexual nature without the person's consent. This includes but is not limited to touching or penetrating a person's intimate parts (such as breasts, groin, buttocks or genitalia), touching or penetrating a person with one's own intimate parts, or forcing a person to touch his or her own or another person's intimate parts.

Sexual Exploitation: Taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit or for the benefit or advantage of anyone other than the person being exploited. Examples of sexual exploitation include, but are not limited to: Sexual-based bullying, knowingly transmitting an STD or HIV to another person through sexual activity, invasion of sexual privacy, prostituting an individual, non-consensual photo/video/audio of sexual activity, non-consensual distribution of photo/video/audio of sexual activity (even if the sexual activity was consensual), intentionally exposing one's buttocks/breasts/groin or genitals in non-consensual circumstances, and/or intentional observation of nonconsenting individuals who are partially undressed/naked/or engaged in sexual acts.

Sexual Harassment: Unwelcome verbal, nonverbal or physical conduct based on sex or gender stereotypes that is implicitly or explicitly a term or condition of employment or status in a course, program or activity/a basis for employment or educational decisions/or is sufficiently severe, persistent or pervasive to interfere with one's work or educational performance creating an intimidating, hostile or offensive work or learning environment/or interferes with or limits one's ability to participate in or benefit from a university program or activity.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. Course of conduct means two or more acts, including but not limited to acts in which the stalker directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or professional treatment or counseling.

How to Report Sexual Misconduct

The options for disclosure and reporting sexual misconduct are listed below and confidential assistance is available upon request through Violence Prevention Education and Advocacy to help students review these disclosure and reporting options. University support services are available

to students regardless of whether they choose to formally report the violation to the university or law enforcement.

Institutional Reports

Sexual misconduct by members of the university community should be immediately reported to one of Xavier University of Louisiana's Title IX coordinators as described below in order to begin the university's investigation process. If you are unsure what happened to you or uncertain if your complaint falls under sexual misconduct, contact one of the Title IX Coordinators for assistance.

- Sexual misconduct by students should be reported to The Associate Vice President and Dean of Students, Nedra Alcorn, University Center, Suite 305, nalcorn@xula.edu, 504-520-7357.
- Sexual misconduct by faculty or staff should be reported to the Assistant Vice President for Human Resources, Kevin Wolf, Xavier South Suite 410, kwolf@xula.edu, 504-520-5281.

Law Enforcement Reports

If the crime occurred on campus, contact Campus Police to file a police report. If the crime occurred off campus, contact the police department in the parish in which the crime occurred. If you have an off-campus emergency, dial 911.

- Campus Police
 - (504) 520-7490
 - 3801 South Carrolton Ave.
 - www.xula.edu/campussafetyandsecurity

Anonymous Reports

Xavier University of Louisiana provides a mechanism by which individuals can report incidents of alleged sexual misconduct anonymously. Complainants should understand that it will be more difficult for the university to investigate and take action upon anonymous reports. Anonymous reports can be submitted by accessing www.xula.ethicspoint.com.

Confidential Disclosure

Disclosures made to Violence Prevention Education and Advocacy, Counseling and Wellness Center, Student Health Clinic and Campus Ministry staff listed below will be held in strict confidence and will not serve as notice to the university requiring initiation of a review of the disclosed conduct.

- Violence Prevention Education and Advocacy
 - (504) 520-7503
 - 209 Administration Building
- Counseling and Wellness Center
 - (504) 504-520-7315

- 202 St. Joseph Academic and Health Resource Center
- Open Monday-Thursday 9am-8pm and Friday 9am-5pm (Fall and Spring)
- Open Monday-Friday 9am-5pm (summer)
- www.xula.edu/counselingservices
- Student Health Services
 - (504) 520-7396
 - 217 St. Joseph Academic and Health Resource Center
 - Clinic Hours: Open 8:30am-4:30pm Monday-Friday
 - www.xula.edu/studenthealthcenter
- Office of Campus Ministry
 - 101A Administration Building
 - (504) 520-7593
 - <http://www.xula.edu/faithandleadership>
- A special note on sexual harassment: Because of the personal nature of patient-provider interactions and the close working relationship of PAs with other members of the healthcare team, it is vital that PAs have a strong working understanding of the behaviors that may be construed as sexual harassment and clearly avoid them. For this reason, all PA students will participate in a seminar on sexual harassment as a part of their professional development early in the didactic year of the program

Faculty Sexual Misconduct Policy *(Accreditation Standard A3.12)*

In addition to the above information please also see the Faculty Handbook pg. V6-V8

[https://preview-assets-us-01.kc-usercontent.com/fe4e660e-85ed-0023-f96f-6d77d24a5fdb/7678606d-8f0b-44ff-b720-96a4e2d2c936/university%20faculty Staff%20handbook%2017-18.pdf](https://preview-assets-us-01.kc-usercontent.com/fe4e660e-85ed-0023-f96f-6d77d24a5fdb/7678606d-8f0b-44ff-b720-96a4e2d2c936/university%20faculty%20Staff%20handbook%2017-18.pdf)

Network Responsible Use Policy

The Network Responsible Use Policy is available on the University's website at <http://www2.xula.edu/itc/network-use-policy.html> The Information Technology Department publishes and enforces this policy which governs the use of computing facilities and network resources at Xavier University of Louisiana. You agree to abide by these policies when you access the related resources. Anyone suspected to be in violation of the policy, may have technology access blocked until resolved.

Intellectual Property Policy

This policy and procedure is to encourage Xavier faculty, employees, students and any others covered by this policy to disclose and protect intellectual and other property resulting from their research so that the benefits of that research may reach society at the earliest opportunity.

This policy applies to all University Employees, students, and other individuals as described in the *Intellectual Property Policy* and Procedure. This policy and procedure shall become a part of the conditions of (a) the employment of every Employee and (b) the enrollment of every student, whether such Employee or student was employed or enrolled before or after its adoption. Moreover, as a condition of their impending or continuing employment with, work at, enrollment at, or support by the University, all Applicable Individuals are required upon request to execute all lawful and appropriate patent applications, assignments and other documents as may be reasonably requested by the University so that it may implement, secure and protect the Intellectual Property to which it is entitled pursuant to this policy and procedure.

The Associate Vice President for Resource and Sponsored Programs or his/her designee(s), as appropriate, shall be responsible for the implementation and administration of this policy. Any dispute arising under this policy, involving the University and/or any Applicable Individual shall be resolved using the procedure as outlined in the *Intellectual Property Policy and Procedure*.

The complete policy can be found on the Office of Resource Development website,

<http://www2.xula.edu/orsp/documents/IntellectualPropertyPoliciesProcedure.pdf>

Copyright and Trademark Policy

The Program encourages its students to carryout scholarly endeavors consistent with applicable law and policy. It is important that students comply with all applicable laws regarding copyright and distribution of materials and intellectual property owned by individuals, organizations, and institutions. The University's copyright policy should be reviewed when considering printing and or distributing copyrighted materials.

Missing Student Protocol

Goals for Missing Students Protocol:

1. Identify students who may be experiencing serious academic, personal, medical, behavioral health, or other challenges.
2. Intervene appropriately to address missing students and connect with campus resources.
3. Address unexplained student absences with faculty and update course rosters.

Actions by Students, Parents, Faculty, and Staff

1. Contact the Office of the Vice President for Student *Affairs* regarding missing students.
2. Faculty is especially encouraged to contact the Vice President for Student *Affairs* and the College Dean.
3. For any student who has missed 3 consecutive classes
4. When there is disturbing or other e-mails indicating unusual behaviors.
 - Faculty should document student absences and behaviors
 - If a student meets with a faculty member regarding medical and behavioral health concerns, please share this information with the Vice President for Student Services.

Actions taken by Xavier University Office of the Vice President for Student Affairs

1. Establish immediate contact with the student
2. Contact via e-mail, phone, or cell phone to address his/her situation.
3. Inform University Police
 - If unable to locate the student in 10-20 minutes, notify University Police.
 - If the student is an off-campus student, request a wellness check at the address of record.
4. Contact Residence Life to determine housing status
 - Have RA/RHD consult with the roommate to determine the last point of contact
5. Obtain course registration and contact faculty to determine attendance and behaviors
6. Obtain record of meals from Dining Services to assist with establishing last point of contact
7. If a student athlete, consult with Athletic Coach to determine last point of contact and engagement in athletic practice and competition
8. Contact OAE to determine if the student has used academic services
9. Contact Health Services and Counseling Services to determine last appointment
10. If the student whereabouts remain unknown, contact parents to determine the last point of contact and ask the parent to have the student contact the Office of the Vice President for Student Services. In some cases, provide appropriate information without alarming parents. (FERPA- Financial Dependent Students Only) Refer to Emergency Contact information on file.
11. Identify other possible contacts who might have information regarding the student's whereabouts once the student is located.

Meet with the student, determine the primary concerns

1. Medical/Behavioral Health Concern

If the student is not a danger to him/herself

- Refer to counseling/campus health services. Counseling/Health Services may refer for medical or behavioral consult
- Establish a follow-up meeting time with the student
- Notify faculty and coordinate coursework
- May require Extended Absence and/or Withdrawal

2. Non-Medical/Behavioral Health Concern

- Work with the student to develop an action plan
- Refer to counseling
- Establish a follow-up meeting time with the student
- Work with faculty to address outstanding coursework
- May require Extended Absence and/or Withdrawal

3. Refer students to appropriate campus resource

Document all actions for reference in enrollment concerns (Extended Absence, Withdrawal, Academic Standing, etc.) and any possible legal concerns.

Student Involvement

Student Government

The Didactic class should elect class representatives approximately four weeks after the start of the spring I semester. Election includes the following Student Society officers:

- President
- Vice President
- Secretary
- Treasurer
- AAPA SAAPA Representative
- AAPA Assembly of Representatives member
- AAPA House of Delegates member
- Other positions as needed (i.e., diversity chair, events coordinator, historian)

Class Representatives

The class representatives will serve as liaisons between their class, the faculty, and the staff. Two may be elected by the class to attend the first part of each general faculty meeting for the purpose of facilitating communication between faculty and students, addressing areas of concern to students, and providing ongoing feedback about the program.

Pi Alpha – National PA Honor Society

Physician Assistant students who have excelled academically and in research, publishing, community/professional service, or leadership activities are eligible for nomination by the program for membership. Academic excellence is defined as having a minimum cumulative grade point average (GPA) of 3.5 on a 4.0 scale at the time of nomination. This GPA is a minimal requirement and is to be based on the GPA earned during the professional phase of the program only. Demonstrated excellence in research, publishing, community/professional service, or leadership activities is to be weighted in addition to GPA. GPA alone is not an indication for induction. The total number of nominees elected shall not exceed fifteen percent of the total number in the class expected to graduate.

Student Academy of the American Academy of Physician Assistants

The Student Academy of the American Academy of Physician Assistants (SAAAPA) is the national organization for students enrolled in physician assistant programs and is a “subset” of the AAPA. SAAAPA has an elected board and participates in many capacities including subcommittees within the AAPA. This organization can be a source of information on a wide span of topics. Students are encouraged to visit website: <https://aapa.org/saapa>

Professional Association and Regulatory Bodies

Accreditation Review Commission on Education of Physician Assistant (ARC-PA)

The Accreditation Review Commission on Education for the Physician Assistant, Inc. is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards. One of the requirements for becoming a Physician Assistant is to have graduated from an ARCPA accredited Physician Assistant Program. <http://www.arc-pa.org>

The Physician Assistant Education Association (PAEA)

The Physician Assistant Education Association is the only recognized national organization representing physician assistant education programs. Its mission is to pursue excellence, foster faculty development, advance the body of knowledge that defines quality education and patient-centered care, and promote diversity in all aspects of physician assistant education. <https://paeaonline.org>

The American Academy of PAs (AAPA)

The American Academy of Physician Assistants is the national organization for physician assistants. The AAPA has an elected board and can be a source of information on a wide span of topics. Students are required to obtain membership in the AAPA by the end of the first semester as a reflection of their commitment to developing an understanding of the universal issues and

comportment of the profession to which they aspire. Student membership is available at a discounted fee. Failure to join by the end of the first semester will result in a grade of incomplete being recorded for PHAS 5071 PA Professional Practice and the student will be unable to matriculate to semester II. The AAPA website is a valuable source of information: <http://www.aapa.org>

Louisiana Association of Physician Assistants (LAPA)

The Louisiana Academy of Physician Assistants, (LAPA), in association with the American Academy of Physician Assistants, (AAPA), promote Physician Assistants in their professional pursuit of excellence. They exist to strengthen the role PA's play in the delivery of quality health care through public education, continuing medical education, physician education, member services, physician assistant student involvement, and legislative efforts. We strongly encourage that all PA students become members. <https://lapa.mypanetwork.com>

National Commission on Certification of Physician Assistants (NCCPA)

The National Commission on Certification of Physician Assistants was formed in 1975 by the AAPA and other health professional associations in order to administer a national certifying examination to graduates of accredited PA programs. The initial examination (PANCE) and the recertification examination (PANRE) are designed to test the medical knowledge and clinical skills of PAs. The NCCPA website is a valuable source of information: <https://www.nccpa.net>

State Licensure

Physician Assistants perform medical services under physician supervision in 50 states, the Territory of Guam and the District of Columbia. The registration or licensure requirements for physician assistants vary from state to state, but generally include certain minimum qualifications, such as graduation from an approved physician assistant program and national certification. The regulatory authority for physician assistants in most states is the board of medical examiners, which handles the registration or licensing of physician assistants, issues regulations governing both physician and physician assistant practice, and enforces provisions of the medical practice and physician assistant practice laws.

A copy of the rules governing physician assistant practice in the state of Louisiana is available online at www.aapa.org. Specific information is also available through the Louisiana Board of Medical Examiners. www.lsbme.org.

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**APPENDIX A: PA STUDENT HANDBOOK AND THE PROGRAM TECHNICAL
STANDARDS ACKNOWLEDGEMENT**

Physician Assistant Student:

Address:

City:

State:

Zip Code:

Phone:

E-Mail:

I acknowledge that I have received and understand the PA Student Handbook and Policy Manual and agree to adhere to all policies, procedures, and requirements as set forth within the preceding document. I further acknowledge that I have read the Program Technical Standards and I hereby declare that I possess the abilities outlined in the standards as stated in the preceding document.

Signature:

Date:

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APPENDIX B: EXCUSED ABSENCE REQUEST

All request for excused absences must be reviewed by the Director of Didactic Education or Director of Clinical Education and, in some instances, by the Program Director. Approval is not guaranteed. However, if approval is granted there may be consequences for the student including but not limited to delayed progression and graduation, course incompleteness or failure requiring a repeat, or program dismissal. It is the student's responsibility to discuss the request and consequences with the appropriate Director.

This form must be completed no more than two days following an unexpected emergency event (*illness, accident*)

Physician Assistant Student:

Address:

City: **State:** **Zip:**

Phone:

E-mail:

Dates of Absence:

Reason

Documentation

Notes

Approved: **Denied:** **Date:**

**Director of Didactic Education/
Director of Clinical Education Signature:**

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**APPENDIX C: PERMISSION TO RELEASE IMMUNIZATION AND
BACKGROUND INFORMATION**

Physician Assistant Student:

Address:

City:

State:

Zip Code:

Phone:

E-Mail:

I, , give the Xavier University of Louisiana Physician Assistant Studies Program permission to release my Immunization and TB Records, Drug Screen Results and Criminal Background Check to other institutions for the purpose of securing clinical rotations. I understand that if I choose not to give permission, the program may not be able to secure clinical rotations for me. The permission will be enforced through the duration of my enrollment as a student at Xavier University of Louisiana. I may withdraw my permission at any time in writing to the Director of Clinical Education.

I allow release of my information as stated above:

Signature:

Date:

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APPENDIX D: PA STUDENT SELF-EVALUATION OF PROFESSIONALISM

This form will be used to allow the student to self-evaluate demonstration of defined professional behaviors. It is to be completed by the student and reviewed with their Academic Advisor each semester during the didactic and clinical years. The student’s Advisor will review the form with the student, noting any areas that need improvement. The student and Advisor will discuss strategies to remedy any deficient categories or concerns and agree upon a date or time frame to reevaluate these areas. The form will be reviewed by the Program Director and Academic Progression Committee regularly and as needed for significant professionalism issues. Refer to the Student Handbook for details of remediation and student progress in the Professional Phase.

Physician Assistant Student: _____

Advisor: _____ **Semester:** _____ **Year:** _____

Date Form Completed: _____

Professionalism/Behavioral Categories	ACCEPTABLE		UNACCEPTABLE	
	Always	Usually	Sometimes	Consistently
Professional Appearance (professional dress, grooming, hygiene)				
Attendance/Punctuality				
Personal Accountability/Preparedness (class, group work, labs)				
Assignment Timeliness/Completeness				
Communication Effectiveness (peers, lecturers, faculty, preceptors)				
Respect/Professional Relationships (peers, lecturers, faculty, preceptors)				
Teamwork/Cooperativeness				
Respect for Appropriate Personal Boundaries				
Responsiveness to Feedback/Constructive criticism				
Concern for the Welfare of Patients/Others (Empathy)				
Recognizes Own Limitations				
Self-Confidence				
Maturity and Self-Control				
Motivation, Initiative, Academic Curiosity				
Adaptability to Stressful/Changing Circumstances				
Reliability, Honesty, Trustworthiness (Integrity)				
Sensitivity to Diversity (culture, age, gender, disability)				
Overall Attitude (must give examples or describe incident)				

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Category:

Student Comments (optional)

Student Signature:

Faculty Comments (optional)

Reviewed by Academic Advisor:

Time frame/Date for Re-evaluation of above:



APPENDIX E: STUDENT INCIDENT REPORT

Physician Assistant Student:

Address:

City: State: Zip Code:

Phone:

E-Mail:

Date of Incident: Time of Incident:

Semester: Course: Location:

Student's Account of Incident

Signature:

Date:

(please have the site preceptor complete the second page of this form)

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Comments by Instructor or Preceptor

Signature of Instructor or Preceptor:

Title:

Date of Report:

Site Name:

Site Address:

Site Telephone Number:



APPENDIX F: ACADEMIC WARNING FORM

DATE OF REPORT:

I,

(Print Name)

hereby acknowledge that I have met with the course director (or designee) in

(Course Title)

due to receiving a failing score on a written or skills examination in the course. I also acknowledge that I have received a remediation plan for the examination as determined by the course director, and understand that the plan must be completed to the satisfaction of the course director in the time designated.

EXAM GRADE:

COURSE WEIGHTED AVERAGE:

Student Signature:

Date:

Course Director (or appointee):

Date:

Advisor:

Date:

(Copy to Course Director, Advisor, and Student)

(Original to PA Program file)



APPENDIX G: ACADEMIC WARNING FORM – PROFESSIONALISM

DATE OF REPORT:

I,

hereby acknowledge that I have met with the course director (or designee) in

due to a breach of professionalism. I also acknowledge that I have received a plan for improvement related to professional conduct as determined the course director, and I understand that the plan must be completed to the satisfaction of the course director in the time designated.

Student Signature: **Date:**

Course Director (or Appointee): **Date:**

Advisor: **Date:**

(Copy to Course Director, Advisor, and Student)

(Original to PA Program File)



APPENDIX H: ACADEMIC DISHONESTY REPORT

A. Indicate whether this report involves an Official Warning or Formal Charges

OFFICIAL WARNING

I, the undersigned, have discussed with my instructor the nature of an infraction of the Academic Dishonesty Policy. Based on this discussion, I understand that I will receive an Official Warning which will become a part of my confidential disciplinary file. There may also be additional sanctions if issued a warning. I also understand that it may be used as evidence should charges of academic dishonesty be filed against me in the future. (Student and Instructor sign and date on the lines provided.)

FORMAL CHARGES

I, the undersigned, have been charged with academic dishonesty and have discussed the charge(s) with my instructor.

Specific Charge: Plagiarism/Cheating/Collusion/Fabrication-Fraud/Obtaining an Unfair Advantage (reference the PA Program Student Handbook Academic Integrity Policy). Circle the applicable charge(s).

B. Based upon this discussion, I plead: (Check one of the following :)

Student is required to enter, on the report, a plea of either "Responsible" or "Not Responsible" with two business days.

- RESPONSIBLE.** I realize that by entering this plea, I do hereby waive all rights to contest these charges and accept the penalty to be imposed by the College of Pharmacy Board of Professional and Ethical Conduct (BPEC). I understand that if this is determined to be a second offense, I will be required to go before the Office of the Dean of the College of Pharmacy for a hearing and possible additional sanction.

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By pleading responsible, I accept the following sanction(s):

- _____ Grade reduction on assignment;
- _____ "0" on assignment;
- _____ Grade reduction for course;
- _____ Course failure for academic dishonesty
- _____ Other

NOT RESPONSIBLE. I realize that by entering this plea, I must file, in writing and within two days, my intention to contest these charges. A plea of Not Responsible means that the student is going to appeal the allegation and the BPEC recommended penalty. This plea requires that a written explanation be filed with the Dean of the College of Pharmacy within two days of the date of the plea. The written explanation should include all of the circumstances and the grounds for contesting the charges. A student who wishes to appeal the actions of the University Hearing Committee must do so in writing to the Vice President of Student Affairs. All appeals must be submitted within 48 hours of official notification of the BPEC or University's decision.

Student's Name (please print):

Signature:

Instructor's Name (please print):

Signature:

Witness:

(Not required when an Official Warning is Issued)

Date:



APPENDIX I: ACADEMIC DISHONESTY REPORT

Student:

ID#:

Instructor:

Course:

Date of Infraction:

Specific Charge (Plagiarism/Cheating)

In the space provided below, and/or on attached sheet(s), please describe as thoroughly as possible the nature of the infraction, how you discovered the infraction, and what evidence (including the names of eyewitnesses) you have located supporting your charges. Be certain to include your assessment of the severity of the infraction and the importance (percentage of course grade, etc.) of the assignment in which you believe dishonesty occurred. Because this statement may be reviewed by the BPEC, it should be as detailed and accurate as possible.

Both pages of the ACADEMIC DISHONESTY REPORT, with all signatures, must be forwarded to the Program Director of The Physician Assistant Program.



APPENDIX J: REMEDIATION FORM A
(Complete at time of Initial remediation meeting)

Student:

Faculty:

Course: **Date:**

Clinical Evaluation **Written Exam** **Practical Exam**

Reason for Remediation

Areas of Core Knowledge Deficits

Describe Remediation Plan

You must fulfill terms of the remediation plan within the specified in the Student Handbook under Remediation or face actions to include but not limited to dismissal

Student Signature: **Date:**
Signifies agreement with remediation plan

Faculty/Course Director Signature: **Date:**

Advisor Signature: **Date:**

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APPENDIX 11: REMEDIATION FORM B

(Complete after first remediation attempt)

Student:

Faculty:

Course: **Date:**

INITIAL REMEDIATION REQUIRED FOR: Clinical Evaluation Written Exam Practical Exam

Describe Remediation Outcomes

Please Check One: Remediation Successful *Remediation NOT Successful

***Provide Explanatory Notes**

Student Signature: **Date:**

Required only if student fails initial remediation attempt

Faculty/Course Director Signature: **Date:**

Advisor Signature: **Date:**

If initial remediation attempt is unsuccessful, notify APC committee chair, and if indicated complete Remediation Form C.



APPENDIX K: REMEDIATION FORM C

Student:

Faculty:

Course: **Date:**

INITIAL REMEDIATION REQUIRED FOR: Clinical Evaluation Written Exam Practical Exam

Describe Remediation Outcomes

Please Check One: Remediation Successful *Remediation NOT Successful

***Provide Explanatory Notes**

Student Signature: **Date:**

Required only if student fails initial remediation attempt

Faculty/Course Director Signature: **Date:**

Advisor Signature: **Date:**



APPENDIX L: ACADEMIC PROBATION FORM

1. Identify Individual Circumstances

What prevented you from achieving a passing grade? (Check all that apply.)

- Personal Problems (family issues, death or illness of a family member)
- Physiological or Physical Health Issues (personal injury, illness, anxiety, depression, etc.)
- Knowledge of material, study patterns/habits, organization and time management

2. Identify Possible Resources (Check all that apply)

- Student Health Services – 504-520-7396 healthservices@xula.edu
- Student Counseling Appointment-504-520-7315 Counseling@xula.edu
- Evaluation with a Medical Provider

3. Identify Academic Strengths and Weakness

What are you doing well?

What do you need to improve upon?

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4. APC Review and Response

Date of Evaluation

Plan for Future Success (required Actions by Student)

Complete evaluation as below within 21 days:

- Student Health Services
- Individual Counseling
- Evaluation with a Medical Provider

Additional Requirements

Consequences for Additional Failure

Subsequent failure of a Didactic Exam or End of Rotation Exam during the program will result in automatic dismissal from the program.

I, , agree to the terms of the APC Review and to the requirements outlined as the conditions to remain in the PA Program.

Student:

Date:

Student's Advisor:

APC Chair:

Program Director of PA Program:



APPENDIX M: Exposure Policy and Protocol

In the event that a student is exposed to a known, unknown or potentially infectious source, e.g. needle stick, laceration/abrasion, bite, ingestion, inhalation/droplets, splash or other exposure to bodily fluids, the following procedure is to be followed without delay:

BLOODBORNE AND AIRBORNE EXPOSURE POLICY AND PROTOCOL

- 1) Remove yourself from the immediate area to begin decontamination procedures. Clean the wound and surrounding area with soap and water (for needle stick or other exposures with open skin) or flush eyes, nose, mouth with copious amounts of water (for a splash to face).
- 2) Inform your preceptor, immediate supervisor, and/or other staff members of the exposure and injury (if applicable). The clinical staff should alert the infection control/blood exposure contact person. If the clinical staff or contact person has questions about the course of action or evaluation of exposure risk, have them contact the PA Program Director of Clinical Education or Program Director directly.
- 3) Immediately contact the Director of Clinical Education via cell phone. If unable to reach the Director of Clinical Education, contact the Program Director. You must make voice contact; voice mail is not sufficient notification.
- 4) Complete the Bloodborne Pathogens Exposure Report and the Source Individual's Consent or Refusal form. (See the Forms section at the end of this handbook)
- 5) If your Clinical Site has an Exposure Protocol in place, follow all policies and procedures outlined. This may entail you being seen in the Emergency Department or Employee Health for initial screening labs and treatment.
- 6) If there is no protocol in place or if there is any confusion or inconsistency regarding procedures, inform your preceptor that you have been instructed by the PA program to leave the Clinical Site immediately to seek prompt medical evaluation, screening, and treatment. You will then proceed directly to the nearest Emergency Department for further evaluation and treatment if travel time is less than 2 hours. For remote sites, other sites may be utilized as discussed with the Director of Clinical Education and the PA faculty.
- 7) Inform the Director of Clinical Education when you have completed the above steps to determine when you should return to your Clinical Site.
- 8) Follow-up after initial decontamination, labs/screening, and treatments must be made. This may be with the Clinical Site (if Site protocols were followed), the Campus Health Center, or your PCP as appropriate.

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APPENDIX N: BLOODBORNE PATHOGENS EXPOSURE REPORT

In case of exposure to bloodborne pathogens, complete this form and submit a copy to the evaluating and treating facility provider and retain a copy for the program Clinical Coordinator.

Date of Incident Exposure: ____/____/____ Time of Incident Exposure: _____ am/pm
Date of Report: ____/____/____ Time of Report: _____ am/pm

Exposed Individual's Information:

Name (Last, First, M.I.): _____

Sex: (circle one) MALE FEMALE Xavier University I.D. Number: _____

Address: _____ City, State Zip: _____

Date of Birth: ____/____/____ Telephone _____ Number: _____

Status at time of exposure: (circle one) EMPLOYEE STUDENT FACULTY OTHER

If Other, please describe: _____

Has the Exposed Individual been immunized against Hepatitis B Virus? (circle one) YES NO

Dates of Immunization (if known): (1) __/__/__ (2) __/__/__ (3) __/__/__

Place (Facility/Dept.) where incident exposure occurred:

Name of individual in charge of area where exposure occurred:

Individual in charge role: Clinical Preceptor Supervisor Clinical Staff

Site Preceptor/Supervisor/Staff Contact Phone:

List any witnesses present:

Name: _____

Name: _____

Role/Title: _____

Role/Title: _____

Phone: _____

Phone: _____

Exposure to: (circle all that apply)

Blood/blood products

Vaginal secretions

Pleural fluid

Body fluid with visible blood

Seminal fluid

Amniotic fluid

Body fluid without visible blood

Cerebrospinal fluid

Pericardial fluid

Solution with visible blood

Synovial fluid

Peritoneal fluid



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Solution without visible blood Other: _____

Mechanism of Exposure: (Check all that apply)

___ Needlestick/sharps accident

Device Type: Device Brand:

___ Human Bite with or without open wound

___ Contact with mucous membranes (eyes, mouth, nose) – includes inhalation

___ Contact with skin (circle all that apply) broken, chapped, abraded, dermatitis, prolonged contact, extensive contact

Anatomical location of injury/exposure:

Personal protective equipment in use at time of exposure:

Severity of Exposure:

How much fluid (approx.)?

How long was exposure?

Describe any injuries:

Estimated time interval from exposure until medical evaluation: min hrs

Source of Exposure:

Name (please print): _____

Address: _____ Date of Birth: ____/____/____

Medical Record #: _____

Telephone Number: _____

Primary Care/Attending Physician: _____

Diagnosis: _____

***** {Complete the Source Individual Consent/Refusal form} *****

Is a blood sample from the source available? Yes No

Is the source individual's HBV/HCV antigen/antibody status known? Yes No

Status:

Is the source individual's HIV antibody status known? Yes No

Status:



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Source Risk Factors: (as documented in medical record or patient interview)

- Yes No Unknown Known HIV Positive
- Yes No Unknown Known homosexual, bisexual, prostitute, or sexual contact with same
- Yes No Unknown Known IV drug user or history of same
- Yes No Unknown Received blood transfusion 1977 - 1985
- Yes No Unknown Currently taking Zidovudine (AZT), Lamivudine (3TC), and/or Indinavir (IDV)
- Yes No Unknown History of Hepatitis B, past, present or carrier
- Yes No Unknown History of Hepatitis C, past, present or carrier
- Yes No Unknown History of hemophilia, kidney, dialysis, transplant
- Yes No Unknown Currently elevated liver enzymes
- Yes No Unknown Current fever, lymphadenopathy, rash, malaise, GI or neuro symptoms
- Yes No Unknown Traveled outside of the United States
If yes, when and to which countries:

Activity Leading to Exposure: (Circle all that apply)

- Giving Injection Handling waste
- products Recapping needle Handling lab specimen
- Discarding needle Controlling bleeding
- Handling IV line Performing invasive procedure
- Handling disposal box Other
- Cleaning blood spill

Actions Taken after the Exposure: (Check when completed)

- Area washed with soap and water or other cleanser
- Did the injury bleed freely? (circle one) YES NO
- Was topical antiseptic applied? (circle one) YES NO
- Areas flushed (if applicable)
- Site Preceptor/Supervisor notified
- Infection / Exposure Control Officer notified
- Exposed Individual referred for medical evaluation/treatment
 - Site/Facility (ED, Employee Health, Occupational Health, etc.)
 - Off---Site affiliated location (Occupational Health, Clinic, etc.) Name of location
 - School affiliated facility (Ochsner Medical Center ED)
 - Other facility
- School/Program faculty notified: Clinical Coordinator Program Director
- Follow---up made for re---evaluation of lab studies, clinical condition
- Clinical Site made aware of approximate date of return

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Narrative Description of the Incident/Exposure:

Nature and Scope of any Personal Injury:

Person Completing Form:

Name Title/Capacity

Signature Telephone

Date: ___/___/___

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**APPENDIX O: SOURCE INDIVIDUAL'S CONSENT OR REFUSAL FOR HIV,
HBV, AND HCV INFECTIVITY TESTING**

Source Individual is the person whose blood or body fluids provided the source of this exposure. *Exposed Individual* is the person who has been exposed to the Source Individual's blood or body fluids.

Exposed Individual's Information

Name (Please Print):

Telephone Number:

Date of Exposure:

Source Individual's Statement of Understanding

- I understand that employers/educational programs are required by law to attempt to obtain consent for HIV, HBV, and HCV infectivity testing each time an employee is exposed to the blood or bodily fluids of any individual.
- I understand that a Xavier University employee or student has been accidentally exposed to my blood or bodily fluids and that testing for HIV, HBV, and HCV infectivity is requested.
- I am not required to give my consent, but if I do, my blood will be tested for these viruses at no expense to me.
- I have been informed that the test to detect whether or not I have HIV antibodies is not completely reliable. This test can produce a false positive result when an HIV antibody is not present and that follow-up tests may be necessary.
- I understand that the results of these tests will be kept confidential and will only be released to medical personnel directly responsible for my care and treatment, to the exposed health care worker for his or her medical benefit only and to others only as required by law.

Consent or Refusal & Signature

I hereby *consent* to:

HIV Testing _____

HBV Testing _____

HCV Testing _____

I hereby *refuse* consent to:

HIV Testing _____

HBV Testing _____

HCV Testing _____

Source Individual Information

Name (please print): _____

Signature: _____ Date Signed: ____/____/____

Medical Record #: _____

Relationship to Source Individual (if minor or other than Source): _____

Telephone Number: _____

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APPENDIX P: LIST OF REQUIRED BOOKS

The required textbooks for each class are different. Please refer to the applicable list in the following pages. Students may purchase their books anywhere. Please be careful if you buy books from other sources. Check to see that you have the correct edition and access to any available on-line resources. The book list changes yearly and is based on the evaluations by students, faculty and curriculum of the Physician Assistant Program. It is helpful to preorder your books at <https://xula.bncollege.com>

PLEASE NOTE BOOKS AND PRICES MAY BE SUBJECT TO CHANGE WITHOUT NOTICE.

- Morton DA, Foreman KB, Albertine KH. *The Big Picture: Gross Anatomy*. Current ed. New York, NY: McGraw-Hill.
- Kibble JD, Halsey CR. *Medical Physiology: The Big Picture*. Current ed. New York, NY: McGraw-Hill.
- Hammer GD, McPhee SJ. *Pathophysiology of Disease: An Introduction to Clinical Medicine*. Current ed. New York, NY: McGraw-Hill.
- Lichtman MA, Shafer MS, Felgar RE, Wang N. *Lichtman's Atlas of Hematology*. Current ed. New York, NY: McGraw-Hill.
- Le T, Hwang W, Pike L. *First Aid for the Basic Sciences: General Principles*. Current ed. New York, NY: McGraw-Hill.
- Jameson JL, Fauci AS, Kasper DL, Hauser SL, Longo DL, Loscalzo J. *Harrison's Principles of Internal Medicine*. Current ed. New York, NY: McGraw-Hill.
- Papadakis MA, McPhee SJ, Rabow MW. *CURRENT Medical Diagnosis & Treatment 2019*. Current ed. New York, NY: McGraw-Hill.
- Usatine RP, Smith MA, Chumley HS, Mayeaux EJ Jr. *The Color Atlas of Family Medicine*. Current ed. New York, NY: McGraw-Hill.
- Kaushansky K, Lichtman MA, Prchal JT, Levi MM, Press OW, Burns LJ, Caligiuri M. *Williams Hematology*. Current ed. New York, NY: McGraw-Hill.
- Kantarijan HM, Wolff RA. *The MD Anderson Manual of Medical Oncology*. Current ed. New York, NY: McGraw-Hill.
- Wolff K, Johnson RA, Saavedra A, Roh EK. *Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology*. Current ed. New York, NY: McGraw-Hill.
- Lechner AJ, Matuschak GM, Brink DS. *Respiratory: An Integrated Approach to Disease*. Current ed. New York, NY: McGraw-Hill.
- Wilbur JK, Graber MA, Ray BE. *Graber and Wilbur's Family Medicine Examination & Board Review*. Current ed. New York, NY: McGraw-Hill.
- South-Paul JE, Matheny SC, Lewis EL. *CURRENT Diagnosis & Treatment: Family Medicine*. Current ed. New York, NY: McGraw-Hill.
- Papadakis MA, McPhee SJ, Rabow MW. *CURRENT Medical Diagnosis & Treatment 2019*. Current ed. New York, NY: McGraw-Hill.
- Crawford MH. *CURRENT Diagnosis & Treatment: Cardiology*. Current ed. New York, NY: McGraw-Hill.
- Simon RP, Aminoff MJ, Greenberg DA. *Clinical Neurology*. Current ed. New York, NY: McGraw-Hill.
- Gardner DG, Shoback D. *Greenspan's Basic & Clinical Endocrinology*. Current ed. New York, NY: McGraw-Hill.
- Greenberger NJ, Blumberg RS, Burakoff R. *CURRENT Diagnosis & Treatment: Gastroenterology, Hepatology, and Endoscopy*. Current ed. New York, NY: McGraw-Hill.

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- Klausner JD, Hook EW III. *CURRENT Diagnosis & Treatment of Sexually Transmitted Diseases*. Current ed. New York, NY: McGraw-Hill.
- Stone CK, Humphries RL. *CURRENT Diagnosis & Treatment: Emergency Medicine*. Current ed. New York, NY: McGraw-Hill.
- Knoop KJ, Stack LB, Storrow AB, Thurman RJ. *The Atlas of Emergency Medicine*. Current ed. New York, NY: McGraw-Hill.
- Ebert MH, Loosen PT, Nurcombe B, Leckman JF. *CURRENT Diagnosis & Treatment: Psychiatry*. Current ed. New York, NY: McGraw-Hill.
- Cunningham FG, Leveno KJ, Bloom SL, Spong CY, Dashe JS, Hoffman BL, Casey BM, Sheffield JS. *Williams Obstetrics*. Current ed. New York, NY: McGraw-Hill.
- Williams BA, Chang A, Ahalt C, Chen H, Conant R, Landefeld CS, Ritchie C, Yukawa M. *CURRENT Diagnosis & Treatment: Geriatrics*. Current ed. New York, NY: McGraw-Hill.
- Kane RL, Ouslander JG, Resnick B, Malone ML. *Essentials of Clinical Geriatrics*. Current ed. New York, NY: McGraw-Hill.
- Nicoll D, Lu CM, McPhee SJ. *Guide to Diagnostic Tests*. Current ed. New York, NY: McGraw-Hill.
- Laposata M. *Laboratory Medicine: The Diagnosis of Disease in the Clinical Laboratory*. Current ed. New York, NY: McGraw-Hill.
- Herring W. *Learning Radiology: Recognizing the Basics*. Current ed. Philadelphia, PA: Elsevier Saunders.
- Thaler MS. *The Only EKG Book You'll Ever Need*. Current ed. Philadelphia, PA: Wolters Kluwer Health. *
- Brunton LL, Hilal-Dandan R, Knollmann BC. *Goodman & Gilman's: The Pharmacological Basis of Therapeutics*. Current ed. New York, NY: McGraw-Hill.
- Trevor AJ, Katzung BG, Kruidering-Hall M. *Katzung & Trevor's Pharmacology: Examination & Board Review*. Current ed. New York, NY: McGraw-Hill.
- Stringer JL. *Basic Concepts in Pharmacology: What You Need to Know for Each Drug Class*. Current ed. New York, NY: McGraw-Hill.
- Katzung BG. *Basic & Clinical Pharmacology*. Current ed. New York, NY: McGraw-Hill.
- Stringer JL. *Basic Concepts in Pharmacology: What You Need to Know for Each Drug Class*. Current ed. New York, NY: McGraw-Hill.
- Katzung BG. *Basic & Clinical Pharmacology*. Current ed. New York, NY: McGraw-Hill.
- Fortin AH VI, Dwamena FC, Frankel RM, Smith RC. *Smith's Patient-Centered Interviewing: An Evidence-Based Method*. Current ed. New York, NY: McGraw-Hill.
- Henderson MC, Tierney LM Jr, Smetana GW. *The Patient History: An Evidence-Based Approach to Differential Diagnosis*. Current ed. New York, NY: McGraw-Hill.
- LeBlond RF, Brown DD, Suneja M, Szot JF. *DeGowin's Diagnostic Examination*. Current ed. New York, NY: McGraw-Hill.
- Bickley L. *Bates' Guide to Physical Examination and History Taking*. 12th ed. Philadelphia, PA: Lippincott, Williams & Wilkins; 2017.
- Fortin AH VI, Dwamena FC, Frankel RM, Smith RC. *Smith's Patient-Centered Interviewing: An Evidence-Based Method*. Current ed. New York, NY: McGraw-Hill.
- Henderson MC, Tierney LM Jr, Smetana GW. *The Patient History: An Evidence-Based Approach to Differential Diagnosis*. Current ed. New York, NY: McGraw-Hill.
- LeBlond RF, Brown DD, Suneja M, Szot JF. *DeGowin's Diagnostic Examination*. Current ed. New York, NY: McGraw-Hill.
- Bickley L. *Bates' Guide to Physical Examination and History Taking*. 12th ed. Philadelphia, PA: Lippincott, Williams & Wilkins; 2017. *
- Bodenheimer T, Grumbach K. *Understanding Health Policy: A Clinical Approach*. Current ed. New York, NY: McGraw-Hill.
- Greenberg RS. *Medical Epidemiology: Population Health and Effective Health Care*. Current ed. New York, NY: McGraw-Hill.

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- Feldman MD, Christensen JF, Satterfield JM. *Behavioral Medicine: A Guide for Clinical Practice*. Current ed. New York, NY: McGraw-Hill.
- Jonsen AR, Siegler M, Winslade WJ. *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*. Current ed. New York, NY: McGraw-Hill.
- Bodenheimer T, Grumbach K. *Understanding Health Policy: A Clinical Approach*. Current ed. New York, NY: McGraw-Hill.
- Feldman MD, Christensen JF, Satterfield JM. *Behavioral Medicine: A Guide for Clinical Practice*. Current ed. New York, NY: McGraw-Hill.
- Jonsen AR, Siegler M, Winslade WJ. *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*. Current ed. New York, NY: McGraw-Hill.
- Sorrells K. *Intercultural Communication: Globalization and Social Justice*. Current ed. Los Angeles: Sage. *
- King TE, Wheeler MB. *Medical Management of Vulnerable and Underserved Patients: Principles, Practice, and Populations*. Current ed. New York, NY: McGraw-Hill.
- Aday LA. *At risk in America: The health and health care needs of vulnerable populations in the United States*. Current ed. San Francisco, CA: Jossey-Bass. *
- LaVeist TA, Isaac LA. *Race, ethnicity, and health*. Current ed. San Francisco, CA: Jossey-Bass.
- Mosser G, Begun JW. *Understanding Teamwork in Health Care*. Current ed. New York, NY: McGraw-Hill.
- Moriates C, Arora V, Shah N. *Understanding Value-Based Healthcare*. Current ed. New York, NY: McGraw-Hill.
- Ballweg R. *Physician Assistant: A Guide to Clinical Practice*. Current ed. Philadelphia, PA: Elsevier. *
- Hooker RS, Cawley JF, Everett CM. *Physician Assistants, Policy and Practice*. Current ed. Philadelphia, PA: F.A. Davis. *
- Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB. *Designing Clinical Research*. Current ed. Philadelphia, PA: Lippincott, Williams, & Wilkins. *
- Parker SH. *The Practice and Process of Health Education in Health Promotion*. Current ed. Dubuque, IA: Kendall Hunt Publishing Company.
- U.S. Department of Health and Human Services. *Healthy People 2020*. <http://www.healthypeople.gov/2020>.
- Dehn R, Asprey D. *Essential Clinical Procedures*. Current ed. Philadelphia, PA: Elsevier Saunders. *
- American Heart Association. *Advanced Cardiovascular Life Support (ACLS) Provider Manual*. Current ed. Channing Bete Company.
- American Heart Association. *Basic Life Support (BLS) Provider Manual*. Current ed. Channing Bete Company.
- American Heart Association. *Pediatric Advanced Life Support (PALS) Provider Manual*. Current ed. Channing Bete Company.

*These textbooks are not available through the XULA Library.

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Textbook List – Clinical Phase

The following websites are required and available online and through the University

- AccessMedicine.com—On-line access to textbooks, images, self-assessment, diagnostic tools and videos: <https://accessmedicine.mhmedical.com/>
- UpToDate.com —Online evidence-based clinical decision support resource: <http://www.uptodate.com/home>
- Medscape_Drug, OTCs, and Herbals – Online drug and disease information resource: <http://reference.medscape.com/drugs>
- US Preventive Services Task Force – Online independent panel of primary care providers recommendations for Primary Care clinicians and health systems: <http://www.ahrq.gov/professionals/clinicians-providers/guidelines-recommendations/uspstfix.html>
- National Guidelines Clearinghouse – A public resource for evidence-based clinical practice guidelines: <http://guidelines.gov>
- Additional articles and handouts may be assigned. If articles are assigned, students will be informed and provided with a paper or electronic copy of the article or a web link to its location