Student Handbook

LSUHSC-NO Master of Physician Assistant Studies



INTRODUCTION AND PURPOSE **4**

DISCLAIMER **4**

SECTION I: PHYSICIAN ASSISTANT PROGRAM STRUCTURE **5**

PA Program Vision 5
PA Program Mission 5
PA Program Goals 5
PA Program Core Faculty 5
PA Program Staff 6
Faculty Structure 6
School of Allied Health Organizational Chart 7
PA Program Required Competencies 8
Essential Functions and Technical Standards 9
Program Overview 11
Didactic Phase *12*
Clinical Phase *12*
Program Curriculum *12*
Academic Calendar 12

SECTION II: PA PROGRAM ACADEMIC POLICIES **13**

Academic Advising 13
Advanced Placement 13
Accommodations 13
Academic Standing and GPA 14
PA Program Grading Scale 14
Grade Rounding 15
Grade Appeals 15
Student Remediation 15
Remediation Process – Didactic Phase *16*
Remediation Process – Clinical Phase *17*
Remediation Process - Professionalism *21*
Academic Progression and Promotion 19
Didactic Phase Progression *19*
Clinical Phase Progression *20*
Requirements For Graduation *20*
Academic Status 20
Academic Probation *20*
Academic Dismissal *21*
Student Attendance 21
General Attendance *21*
Attendance for Examination and Testing *22*
Zoom Policy *23*
Testing Policy 23

Didactic Year Policy *23*
Clinical Year Testing Policy: *27*
ACADEMIC INTEGRITY 28
Honor Code *26*
STUDENT CONDUCT AND BEHAVIOR - POLICIES AND PROCEDURES 27
STUDENT LEAVE POLICY 27
Leave of Absence *27*
Withdrawal *28*

SECTION III: PROFESSIONAL BEHAVIORS AND STUDENT CODE OF CONDUCT 29

DRESS CODE 29
HISTORY AND PHYSICAL LAB DRESS CODE 29
CLINICAL DRESS CODE 30
ENFORCEMENT 30
COMPUTER AND ELECTRONIC DEVICE USAGE 30
Campus Computers *30*
Laptop Computer Use *31*
Email Use *31*
Social Media *32*
Recordings *33*
Cell Phones *33*
Use of Laboratory Space, Classrooms, and Study Rooms *33*
SUBSTANCE USE 34
CRIMINAL ACTIVITY 34

SECTION IV: GENERAL PROGRAM AND UNIVERSITY POLICIES 35

EMPLOYMENT 35
TUITION AND FEES 35
TEXTBOOKS AND SUPPLIES 35
Textbooks *35*
Equipment and Instruments *35*
FINANCIAL AID 36
COURSE EVALUATION 36
OFFICE OF STUDENT AFFAIRS 36
OFFICE OF ACADEMIC AFFAIRS 36
CAMPUS ASSISTANCE PROGRAM 36
STUDENT RECORDS 37
COMPLAINTS WITHIN & OUTSIDE OF DUE PROCESS 45

SECTION V: DISCRIMINATION AND SEXUAL HARASSMENT 39

NON-DISCRIMINATION POLICY AND SEXUAL HARASSMENT 39

SECTION VI: STUDENT HEALTH AND SAFETY POLICIES 40

STUDENT HEALTH 40

Compliance Training 40
CPR Requirements 40
Immunizations and Health Screening 40
Drug Screening 41
Criminal Background Check 42
Risk Management 42
Campus Safety and Security 43
Campus Emergencies 43
Parking 43
Inclement Weather 43
ACKNOWLEDGMENT OF RECEIPT OF STUDENT HANDBOOK 44
APPENDIX A – LSUHSC-NOPA PROGRAM STUDENT HONOR CODE PLEDGE 46
APPENDIX B – AAPA GUIDELINES FOR ETHICAL CONDUCT FOR THE PHYSICIAN ASSISTANT PROFESSION 47

Introduction and Purpose

This Student Handbook serves as a reference for physician assistant students and others seeking information concerning the policies, rules, expectations, and regulations of the LSUHSC-NO PA Program. These policies and procedures are designed to maximize student success and help students maintain the high academic and professional standards necessary to become a physician assistant.

Failure to read the PA Program Student Handbook, the School of Allied Health Professions (SAHP) Student Handbook, and the LSUHSC-NO General Catalog/Bulletin does not excuse the student from compliance with the policies described in these publications. **In the event that policies or procedures differ from those published in University publications, the PA Program Student Handbook supersedes all other publications.**

Students may access the School of Allied Health Professions Student Handbook and the General Catalog/Bulletin using the links below:

http://catalog.lsuhsc.edu/
SAHP Student Handbook

Disclaimer

This Handbook reflects the current policies and procedures of the LSUHSC-NO PA Program. However, these policies and procedures are subject to amendment or change without prior notice. The University and the Program reserve the right to modify policies, procedures, and programs as necessary. Minor changes will be posted directly to the Handbook. When major changes occur, notification will be sent to all PA students.

Additional policies and procedures specific to the clinical portion of the curriculum can be found in the Clinical Student Handbook.

It is the responsibility of each student enrolled in the LSUHSC-NO PA Program to understand and abide by the regulations and policies contained within this Handbook and other LSUHSC-NO publications. Additional details may also be found in Chancellor's Memorandum 56. The link is listed below:

http://www.lsuhsc.edu/administration/cm/cm-56.pdf

Section I: Physician Assistant Program Structure

PA Program Vision

The LSUHSC-NO PA Program will be a leader in the education of competent, compassionate, healthcare providers providing access to care for the people of Louisiana.

PA Program Mission

The Mission of the LSUHSC-NO PA Program is to recruit and educate individuals of the highest quality to provide evidence-based, patient-centered healthcare to the people of Louisiana.

PA Program Goals

- Recruit highly qualified applicants for enrollment as students in the LSUHSC-NO PA Program.
- Achieve a graduation rate of 90% or higher for students entering the LSUHSC-NO PA Program.
- Maintain a high five-year first-time pass rate at or above the national average on the Physician Assistant National Certification Examination (PANCE).
- Maintain accreditation-continuing status.
- Educate high quality healthcare providers who obtain licensure to practice in Louisiana.

PA Program Core Faculty

Brittany Booth, DMSc, MMS, PA-C
Department Head and Program Director
Assistant Professor
Office Location: Human Development Center (HDC) 208
E-mail: bboot1@lsuhsc.edu
Office: 504-556-3432

Stephanie Eschete, MPAS, PA-C
Admissions Coordinator/Assistant Professor
Office Location: Human Development Center (HDC) 219
E-mail: sogwyn@lsuhsc.edu
Office: 504-556-3408

Brittany Hall, EdD, MMS, PA-C
Clinical Coordinator/Assistant Professor
Office Location: Human Development Center (HDC) 221
E-mail: bgowl1@lsuhsc.edu
Office: 504-556-3422

Madison Rovira, MPAS, PA-C
Assistant Professor
Office Location: Human Development Center (HDC) 207
Email: mbelou@lsuhsc.edu

Office: 504-556-3431

Amber Weydert, MMS, PA-C
Assistant Professor
Office Location: Human Development Center (HDC) 222
E-mail: aweyde@lsuhsc.edu
Office: 504-556-3423

Emily Jones, MPAS, PA-C
Assistant Professor
Office Location: Human Development Center (HDC) 223
E-mail: ecall4@lsuhsc.edu
Office: 504-556-3425

Jacquelyn Brady, MPAS, PA-C
Assistant Professor
Office Location: Human Development Center (HDC) 220
E-mail: jdola1@lsuhsc.edu
Office: 504-556-3424

Peter DeBlieux, MD
Medical Director and Clinical Professor
Office Location: Human Development Center (HDC) 220

PA Program Staff

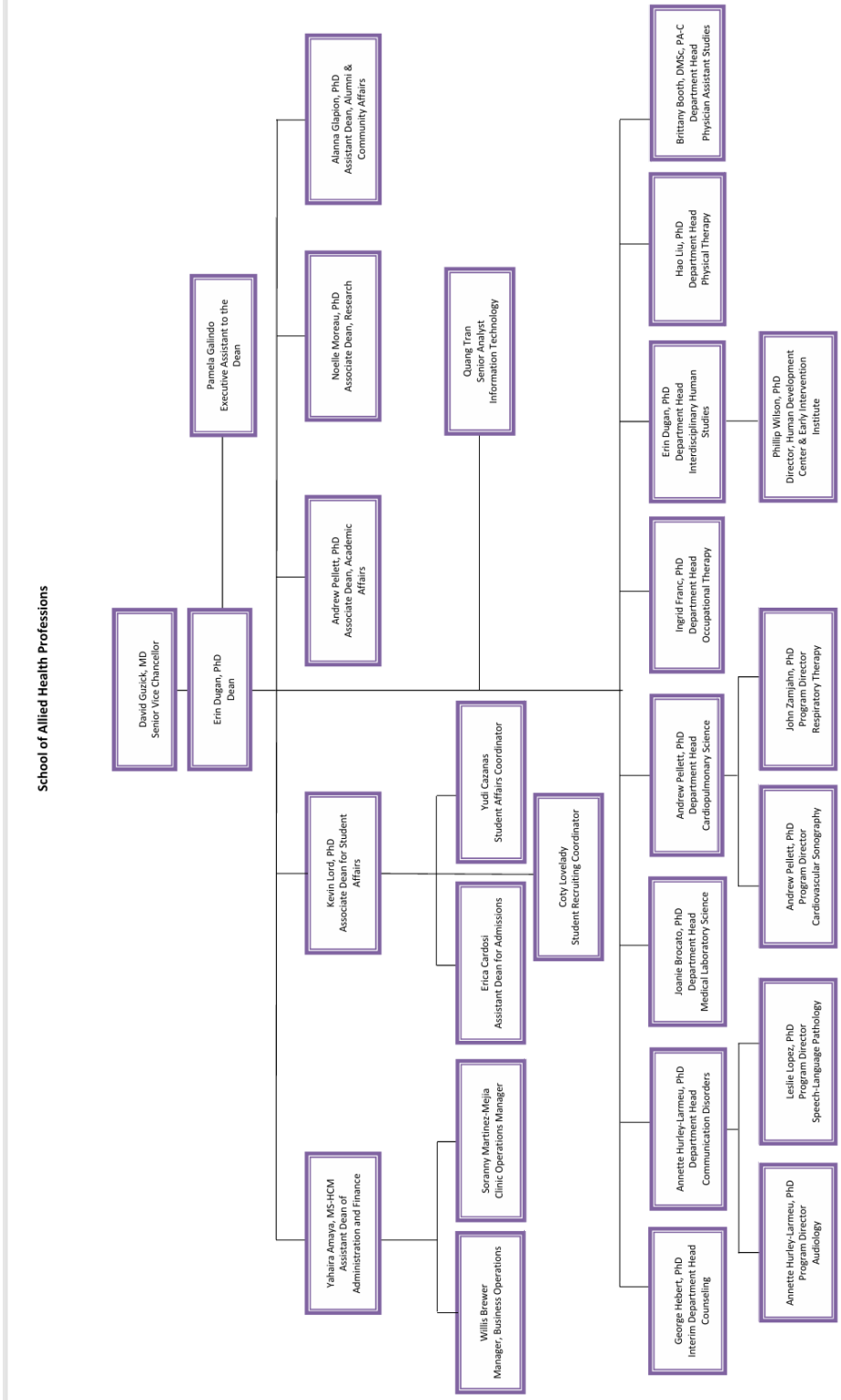
Mykell Venable, MBA
Program Coordinator
Office Location: Human Development Center (HDC) 209
E-mail: mvena1@lsuhsc.edu
Office: 504-556-3420

Faculty Structure

The PA faculty are led by the Program Director, who is ultimately responsible for the day-to-day operations of the Program and adherence to the ARC-PA accreditation standards. In addition to providing instruction, the PA faculty are involved in the following:

- Reviewing, interviewing, and approving applicants for admission
- Creating and revising policies and procedures
- Evaluating students' progression through the Program
- Reviewing, revising, and creating Program curriculum
- Mentoring and advising PA students
- Reviewing and approving of students' readiness for graduation
- Discussing students who fail to meet Program expectations or requirements that may result in disciplinary actions

School of Allied Health Organizational Chart



PA Program Required Competencies

The PA profession defines the specific knowledge, skills, attitudes, and educational experiences required for physician assistants to acquire and demonstrate professional competencies. The LSUHSC-NO PA Program developed the competencies listed below based on the Program's mission and vision, in conjunction with standards published by the National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and the Physician Assistant Education Association (PAEA).

Patient-Centered Practice Knowledge	PC 1.01	Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests	Interpersonal Skills, medical knowledge
	PC 1.02	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment	Clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge
	PC 1.03	Develop and carry out patient management plans	Clinical reasoning and problem-solving abilities
	PC 1.04	Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.	Clinical and technical skills, interpersonal skills, professional behaviors
	PC 1.05	Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes	Professional behaviors, interpersonal skills, medical knowledge
	PC 1.06	Performs essential procedures appropriate for newly graduated physician assistant	Clinical and technical skills
Society and Population Health	PC 2.01	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations	Medical knowledge
	PC 2.02	Apply principles of social-behavioral sciences to provision of patient care, health equity, including assessment of the impact of the social drivers of health on disease, care-seeking, care-compliance, and barriers to and attitudes toward care.	Clinical reasoning and problem-solving abilities
Health Literacy and Communication	PC 3.01	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds	Interpersonal skills
	PC 3.02	Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies	Professional behaviors
Professional, Legal, and Finance of Health System and Practice	PC 4.01	Identify strengths, deficiencies, and limits in one's knowledge and expertise	Professional behaviors
	PC 4.02	Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.	Professional behaviors, interpersonal skills
	PC 4.03	Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations.	Clinical and technical skills, professional behaviors
	PC 4.04	Appreciate the value of the collaborative physician and PA relationship.	Professional behaviors

Essential Functions and Technical Standards

Medical education requires that the accumulation of knowledge be accompanied by the acquisition of skills and professional attitudes and behavior. Allied health school faculties have a responsibility to society to matriculate and graduate the best possible physician assistants, and thus admission to the PA Program is offered to those who present the highest qualifications for the study and practice of medicine. Technical standards presented in this document are prerequisite for admission, progression, and graduation from LSU Health – New Orleans School of Allied Health in New Orleans. To accomplish its mission LSUHSC-NO PA Program has developed a curriculum consisting of core courses and clerkships, required rotations, and elective rotations. The faculty and administration of the school have developed essential functions with which all students must comply independently in order to satisfy PA Program curriculum demands. All core courses in the curriculum are required so that students can develop the essential knowledge and skills necessary to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

The LSUHSC-NO PA Program maintains a strong institutional commitment to equal education opportunities for qualified students with disabilities who apply for admissions to the Program or who are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodations will allow the fulfillment of the complete curriculum. In compliance with the Americans with Disabilities Act LSUHSC-NOhas determined that certain technical standards must be met by prospective candidates and students. A candidate for the Master of Physician Assistant Studies degree must possess aptitude, abilities, and skills in the five areas discussed below as advised by the Special Advisory Panel on Technical Standards for Medical School Admissions convened by the AAMC. (memorandum 79-4).

The Technical Standards listed are identical to the technical standards required of students matriculating in the LSUHSC-NO School of Medicine and conform to these standards. This description defines the capabilities that are necessary for an individual to successfully complete the LSUHSC-NO PA Program curricula.

Observation:

The individual must be able to observe demonstrations and participate in experiments of science, including but not limited: to dissection of cadavers, examination of specimens in anatomy, pathology and neuroanatomy laboratories, physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues. PA students must be capable of viewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from patients.

Communication:

Students should be able to communicate with patients in order to elicit information, detect changes in mood, activity and to establish therapeutic relationships. Students should be able to communicate effectively and sensitively with patients and all members of the health care team both in person, in writing and possibly through telecommunication.

Motor Function and Coordination:
Individuals must possess the capacity to perform physical examinations and diagnostic maneuvers. Individuals must be able to perform motor activities required in providing general and emergency treatment to patients, such as cardiopulmonary resuscitation, administering intravenous medication, applying pressure to stop bleeding, opening obstructed airways, suturing simple wounds, and performing routine obstetrical maneuvers.

Intellectual Abilities: Conceptual, Integrative and Quantitative:
Individuals must have sufficient cognitive abilities and effective learning techniques to assimilate detailed and complex information presented in the PA school curriculum. Individuals must be able to learn through a variety of modalities including classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports and use of computer and information technology. Individuals must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information by multiple mechanisms. Problem solving, a critical skill demanded of physician assistants, may require all of these intellectual abilities. Individuals must meet applicable safety standards for the environment and follow universal precaution procedures.

Behavioral and Social Attributes:
Individuals must possess the emotional health required for the appropriate use of their intellectual and mental abilities, including logical thinking, good judgment, impulse control, empathy, interest, and motivation. These abilities should be sufficient to assure the development and maintenance of therapeutic relationships with patients and those who care for them. Individuals must be able to maintain emotional health despite stress, uncertainty, and physically taxing workloads and to adapt to changing situations while handling the responsibilities associated with medical education and patient care. Individuals must accept responsibility for learning, exercising good judgment and promptly completing all responsibilities attendant to the diagnosis and care of patients.

The technical standards outlined above must be met with or without accommodation. Students who, after review of these technical standards, determine that they require reasonable accommodation to fully engage in the Program should contact the Office of Disability Services at (504) 568-2211 or ods@lsuhsc.edu to confidentially discuss their accommodation needs. Given the clinical nature of our Programs, time may be needed to create and implement the accommodations. Accommodations are never retroactive; therefore, timely requests are encouraged.

LSUHSC-NO PA Program will consider for admission, progression, and graduation individuals who demonstrate the knowledge and the ability to perform or learn to perform the skills described in this document. Individuals will be assessed not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the requirements of the school's curriculum and to graduate as skilled and effective practitioners of medicine.

Program Overview

The LSUHSC-NO PA Program is a 29-month, full time, professional program designed to prepare qualified candidates for healthcare service. PAs are highly qualified healthcare providers who are prepared through an extremely rigorous academic and clinical curriculum to practice medicine in partnership with physicians.

The PA educational program is modeled on the medical school curriculum, and the course of study is focused and intense. The training PAs receive prepares them to work as part of a physician-led team committed to providing comprehensive healthcare.

The Program focuses on preparing healthcare providers who will augment and extend healthcare provided by physicians. The Program emphasizes the unique physician-physician assistant team concept of providing accessible, affordable, quality healthcare.

Didactic Phase

The 17-month didactic phase of the curriculum emphasizes human structure and function, physiologic systems governing body function, pathological and behavioral alterations causing clinical manifestations of illness, and therapeutic principles underlying the management of illness and injury. The Program offers learning opportunities in clinical genetics, culture and diversity, ethics, and health promotion and disease prevention.

Both discipline-specific and interdisciplinary learning experiences are provided, with medical and allied health professions students participating in traditional and team-based formats. These experiences define the shared knowledge base necessary for entry-level practice.

The curriculum also addresses the role of PAs, the importance of cultural beliefs, and alternative care practices in care outcomes through courses such as PA Professional Practice, Clinical Practice Issues, and Culture and Diversity. Critical thinking, reasoning, and problem-solving are integral to the curriculum and are introduced in courses such as Differential Diagnosis, Physical Diagnosis and the Clinical Medicine lecture series.

Students are prepared for the development and writing of their Master's Project, a graduation requirement, through courses such as Research Methods and Capstone Project.

Faculty from the PA Program and LSUHSC-NO's basic science and clinical faculties collaborate in presenting these didactic experiences.

Clinical Phase

The 12-month clinical rotation phase of the curriculum provides in-depth instruction in the evaluation and management of disease and injury alongside medical students, residents, allied health practitioners and faculty in emergency medicine, internal medicine (inpatient and outpatient), family medicine, obstetrics and gynecology, pediatrics, psychiatry and behavioral medicine, and surgery.

The training experiences are used to prepare PA students to deliver health care services to diverse patient populations of all ages with a range of acute and chronic medical and surgical conditions.

Students will have the opportunity to train in state-of-the-art urban medical centers, rural hospitals and clinics and in private offices of a variety of health care providers.

Program Curriculum

The Program curriculum can be found at the following link:

https://alliedhealth.lsuhsc.edu/pa/curriculum.aspx

Academic Calendar

The academic calendar for the PA Program may be different from that published in the General Catalog/Bulletin or on the SAHP website and is, therefore, provided to students by the Program.

Section II: PA Program Academic Policies

Academic Advising

The objective of academic advising is to foster the students' professional, academic and clinical development. All students are assigned an academic advisor. During the first semester of the Program, the advisor will meet with advisees to inform them of the advising process, and then again at the end of the semester. In addition to regularly scheduled meetings at least once a semester, students are encouraged to meet with their advisor more frequently if they are having academic challenges. It is the student's responsibility to schedule meetings with their advisor. Faculty may not provide medical care or medical advice to students, therefore other support services will be recommended for matters regarding a student's physical, psychological, and emotional health.

The faculty will record notes from each advising session to include major topic areas discussed, deficiencies noted, and description of the action plan devised to assist the student in meeting desired outcomes. The student and the faculty advisor will sign the advising notes. These notes will then be placed in the student record.

Academic advising is designed to be vertically progressive through the course of the curriculum. General advisement begins with such topics as transition to adult learning and differences between undergraduate and graduate education. Over time, there are greater discussions about such topics as readiness for clinical practice and professional development, including faculty and student self-assessment. Student-specific advisement topics will usually include discussion of current course grades and overall GPA, study habits, test-taking skills, and any other aspects of PA education that are particularly difficult for the student. It is critical that any weaknesses or academic problems be identified proactively, and interventions initiated to maximize each student's opportunity for success.

Student advising forms will be made available to students. The student is responsible for completing and sending the corresponding advising forms to their faculty advisor at least 2 days prior to the scheduled advising meeting.

Advanced Placement

The PA Program will not accept transfer of coursework taken by an applicant in any other program. No prerequisite course will be waived. Previous health care experience is required, but no credit for PA courses is granted for that experience.

Accommodations

The LSUHSC-NO School of Allied Health Professions commits to provide for the needs of admitted and enrolled students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) by providing reasonable accommodations to such students. Reasonable accommodation will be provided for students with disabilities on an individual and flexible basis. It is the responsibility of students, however, to review the technical standards for the Program and make their needs known.

It is the responsibility of the student who requires accommodations to notify the course instructor as soon as possible at the beginning of each course so that arrangements can occur in a timely manner. The PA Program does not disseminate accommodation letters to any faculty or instructors on the student's behalf.

The procedure for obtaining accommodations can be found in the SAHP Student Handbook on page 27 and 28 and the LSUHSC-NO website link noted below.

SAHP Student Handbook
https://alliedhealth.lsuhsc.edu/admin/studentswithdisabilities.aspx

Academic Standing and GPA

All students will be notified of their academic standing at the end of each academic semester by the Office of the Registrar. The grade point average is derived by dividing the total number of quality points by the total number of hours attempted.

An A has the value of 4 quality points, B=3 quality points, C=2 quality points, D=1 quality point, and F=no quality points. Thus, a 2.0 ratio is equivalent to a C average.

For more information on academic standing and GPA calculations, please read the SAHP Student Handbook (page 14) from the link noted below.

SAHP Student Handbook

PA Program Grading Scale

The LSUHSC-NO PA Program holds students to the highest standards of professional knowledge acquisition. To assure excellence in the provision of healthcare, the Program adheres to the following course grading standards:

"A" is given to all students whose quality of performance is considered to be excellent and who have demonstrated a degree of understanding and ability which is considered above the level of adequacy required for passing status.

"B" signifies that all work in a given course has been completed at a level above the minimal requirement but below that of "A".

"C" is indicative that minimal requirements for completion of the course work have been met**.**

"F" is the grade assigned to students who are inadequate in meeting the minimum course requirements and have demonstrated a degree of deficiency which makes them ineligible to be promoted, or to continue in the Program.

A grade of temporary significance which may be issued by the Program, but which is not recorded on the student's permanent record is "**I**"(Incomplete).

The I grade is recorded for a student whose work is satisfactory but, for reasons beyond the student's control, is incomplete at the time grades for the course are reported.

An I grade will be converted to F unless it is removed during the next regular semester in which the student is in residence in the LSU System prior to the deadline for adding courses for credit as noted in the "Calendar".

Letter grades are assigned on the basis of the following distribution:

90 - 100% A
80 - 89.99% B
70 - 79.99% C
<70% F

Grade Rounding

The Program adheres strictly to a no rounding of grades. There will be no rounding of individual components of a course grade or the average of the final grade.

Grade Appeals

The Program follows the SAHP policy and procedure for grade appeals. The process is outlined in the SAHP Student Handbook on page 15.

SAHP Student Handbook

Student Remediation

At the graduate level, and in the interest of patient and public safety, students are expected to complete all graded elements with a grade of "70" or higher and maintain a 3.0 semester and cumulative GPA. The goal of remediation is to help the student to master the material, not improve the numerical grade. **Therefore, remediation of any activity will not change the numerical grade of the exam, assignment, or activity.**

The remediation process is designed to help faculty identify and assist students who may experience academic or professional difficulty. The process is pro-active, with the goal of identifying at-risk students as early as possible. The LSUHSC-NO PA Program uses the following process to identify and remediate students deemed at-risk:

At-Risk Student Identification
Evaluation of Root Causes
Remediation Plan Development
Remediation Plan Implementation
Remediation Plan Evaluation

- At-Risk Student Identification
    - The student is expected to be proactive and notify the instructor/coordinator AND faculty advisor when there are knowledge deficits.

    - The instructor, coordinator or faculty advisor will identify the at-risk student through weekly review of exam grades or advisory sessions.
    - The faculty remediation coordinator will be notified of at-risk students to track and document the process.
- Evaluation and Assessment
    - The student, with assistance from the instructor or course coordinator, will do an assessment for root causes.
    - Referrals to campus assistant programs may be encouraged or required.
- Plan Development
    - The student is required to submit a detailed remediation plan. This plan is a self-assessment of strengths, weaknesses, and opportunities for improvement (time management, study skills and techniques, etc) for the subsequent exam and comprehensive final exam.
    - The student will submit the plan to the instructor and/or course coordinator for review, feedback and approval.
    - All remediation plans must be forwarded to the faculty remediation coordinator to be placed in the student's academic file within the Program.
- Plan Implementation
    - The student will complete the remediation plan within the indicated timeline.
- Plan Evaluation
    - Depending on the remediation needed, the student should be prepared for an additional assessment to determine competency. The instructor, course coordinator or remediation coordinator will prepare the additional assessment. The student must achieve a grade of 70% on any remediation activities.
    - The faculty remediation coordinator will track the progress of the student and place all documentation in the student's academic file housed within the Program.

Remediation Process – Didactic Phase

The PA Program will adhere to the following policies regarding remediation in the didactic phase of the Program:

Examinations

The PA Program gives examinations based on body systems. Failure of any examination demonstrates a significant lack of knowledge and skills needed to progress to the clinical phase or entry level PA practice. Students **MUST** pass all examinations with a 70%. Failure to do so will result in the inability to progress to the next sequence of the curriculum.

- Using the remediation process previously described the student who performs less than 70% on an examination will complete the remediation plan within the timeframe provided by the course director with approval of the remediation coordinator. At the end of the agreed timeframe, the student will be given a second examination.
- If the student is unable to successfully pass a second examination with a grade of 70%, the student has one additional attempt to pass the exam. The student will be given

additional time to prepare for the third examination. Failure to pass the third examination with a grade of 70% will result in student dismissal from the Program.

- Depending on the timing of the repeat examinations, this may occur after the course is completed. In that event, an "incomplete" will be given until the remediation process is successfully completed. SAHP policies regarding an "I" letter grade will be followed should the student fail to complete required remediation.
- Students may complete this remediation process for a maximum of two examinations per semester per didactic course.

The Program recognizes that it may be mathematically possible for a student to earn less than a 70% on one or more exams and still earn a B or C in the course as course grades are calculated by averaging multiple exams, assignments, homework, case studies, etc. Therefore, the Program will limit remediation to 2 examinations per course. A student who receives a grade below 70% on three examinations in any one course will be dismissed from the Program.

Assignments/Class Activities/Quizzes

Activities outside of examinations (e.g. assignments, class activities or quizzes) are remediated at the discretion of the course director. Any student who receives a grade below 70% will meet with the instructor or course coordinator for feedback and determination if remediation is needed.

Remediation Process – Clinical Phase

The PA Program will adhere to the following policies regarding remediation in the clinical phase of the Program:

End of Rotation Examinations

The PA Program utilizes the Physician Assistant Education Association (PAEA) assessments for end of rotation examinations (EOR). Failure of any EOR demonstrates a significant lack of knowledge and skills needed for entry level PA practice. Students **MUST** pass all examinations with a 70%. Failure to do so will result in the inability to progress to the next phase of the curriculum.

- Using the remediation process previously described, the student will be given two weeks to complete the defined remediation plan. At the end of the two-week period, the student will be given a second EOR examination.
  - In the interim, an "incomplete" will be given in course of the failed EOR. Students will be required to make up any course work that is delayed due to remediation. It should be noted that any delays in progression due to remediation can result in a delayed graduation date. SAHP policies regarding an "I" letter grade will be followed should the student fail to complete required remediation.
- If the student is unable to successfully pass a second examination with a grade of 70%, the student has one additional attempt to pass the exam. When a third attempt is required, the student will withdraw from the current clerkship and be given an additional two weeks to study and prepare for the third examination. Failure to pass

the third examination with a grade of at least 70% will result in student dismissal from the Program.

- Failure of a 3rd EOR examination at any point will result in dismissal from the Program.

**The Program carries the financial burden for the initial PAEA EOR examination. Any student requiring remediation will be responsible for the cost of the additional PAEA EOR examinations.

The Program recognizes that it may be mathematically possible for a student to earn less than a 70% on one or more exams and still earn a B or C in the course as course grades are calculated by averaging multiple exams, preceptor evaluations, assignments, homework, case studies, etc. Therefore, the Program will limit remediation to two EOR examinations. A student who receives a grade below 70% on three EOR examinations will be dismissed from the Program.

Preceptor Evaluations

All clinical preceptors are asked to evaluate students by completing a student evaluation form. A student who receives less than 70% on the preceptor evaluation will remediate the clinical experience of the clerkship. The clinical coordinator will reach out to the preceptor to gain more information to help guide student remediation efforts. This information will be shared with the remediation coordinator who will develop a remediation plan. The student will receive an "incomplete" for the course until all remediation efforts are complete. The student will be allowed to remediate the failed preceptor evaluation once by repeating the clinical experience of the clerkship. If the student receives less than 70% on the second preceptor evaluation, the student will be dismissed from the Program. Students may complete this remediation process for a failed preceptor evaluation for a maximum of one rotation. Failure of a second preceptor evaluation will result in dismissal from the Program.

OSCEs (Pre-Summative OSCEs)

Students are expected to complete all Observed Structured Clinical Experiences (OSCE) with an overall grade of 70%. A student performing below expectations will meet with the instructor or course director for feedback. A remediation activity will be given to the student to ensure competency is obtained. This activity is at the discretion of the instructor or course director and could include, but is not limited to, a repeat OSCE, oral presentation, written assignment, physical exam assessment or critical thinking activity. The student will remediate until successful completion is achieved.

Summative Examination

All students are required to take and pass a summative examination within the last four months of the Program. The summative examination could include multiple choice assessments, OSCEs, clinical and technical skill assessments and other written assignments. Students must score a 70% or higher on each section assessed during OSCEs. In addition, students must complete skills checkoffs with a minimum grade of 70%. For the end of curriculum examination, students must earn a minimum of "satisfactory" as calculated by PAEA Exam Driver. Failure to meet these benchmarks will initiate the remediation process. Students will be given time to prepare for a

second examination attempt. Failure to meet these benchmarks will initiate the remediation process. Students will be given time to prepare for a second examination attempt. Failure to pass the 2nd examination will result in Program dismissal.

**The Program carries the financial burden for the initial summative examination. Any student requiring remediation will be responsible for the cost of the additional summative examinations.

Remediation Process - Professionalism

Professionalism is a core competency required for successful practice as a PA. It encompasses adherence to ethical principles, effective communication, respect for others, and appropriate conduct. Any breach of professionalism will be addressed through the outlined remediation process.

If a student displays unprofessional behavior, the incident will be reviewed by the course director or clinical coordinator, who will assess the severity and impact of the behavior. Based on this assessment, a remediation plan will be formulated. The student will receive specific feedback and guidance on how to address the deficiency, which may include seeking services from the Campus Assistance Program (CAP), targeted workshops, frequent advising sessions, and reflective assignments.

The remediation plan will be created and outlined by either the course director, clinical coordinator or faculty advisor. Should the student repeat unprofessional behavior, more severe disciplinary actions may be considered, adhering to the SAHP policies regarding student conduct and disciplinary procedures.

Academic Progression and Promotion

At the start of each course, students will be informed, in writing, of the standard performance expected by the course director of that course (syllabus). The standard of performance includes how grades are derived, and a description of the student's responsibilities in the course such as attendance at classes, laboratories, and other course activities. A current syllabus outlining these requirements will be filed with the Program Coordinator for placement on the shared Program drive.

Didactic Phase Progression

To progress through each of the didactic semesters and to progress to the clinical phase, students must:

- Take all courses in order, and, in sequence indicated on the curriculum plan.
- Successfully complete all course requirements (and remediation requirements) before the start of the next semester.
- Pass all didactic courses with a C or higher.
- Earn no more than 12 hours of C in the Program.
- Maintain a cumulative GPA of 3.0 or higher.
- Not earn a GPA below 3.0 for two consecutive semesters.
- Adhere to professionalism standards and policies outlined in the PA Program Handbook.

- Meet and maintain compliance with the Technical Standards.
- Maintain compliance with all Health and Safety requirements.

Clinical Phase Progression

To progress through each of the clinical semesters, students must:

- Complete 10 clinical rotations (7 core, 3 electives).
- Successfully complete all course requirements (and remediation requirements) before the start of the next clinical semester.
- Pass all clinical courses with a grade of C or higher.
- Earn no more than 12 hours of C in the Program.
- Maintain a cumulative GPA of 3.0 or higher.
- Not earn a GPA below 3.0 for two consecutive semesters.
- Adhere to professionalism standards and policies outlined in the PA Program Handbook.
- Meet and maintain compliance with the Technical Standards.
- Maintain compliance with all Health and Safety requirements.

Requirements For Graduation

To be eligible for graduation, the PA Program requires that the PA student must:

- Obtain a minimum cumulative GPA of 3.0.
- Not earn a GPA below 3.0 for two consecutive semesters.
- Successfully complete all didactic and clinical phase course requirements (and remediation activities) with a grade of C or higher.
- Earn no more than 12 hours of C in the Program.
- Successfully complete a summative examination administered within 4 months of graduation.
- Successfully complete all requirements for the Capstone (Master's) project.
- Demonstrate ethical, professional, behavioral and personal characteristics requisite to practicing as a Physician Assistant.
- Receive approval and recommendation by the core faculty of the PA Program for conferring of the degree, Master of Physician Assistant Studies.

The University has requirements for graduation which can be found at the weblink below:

Graduation - Louisiana State University Health Sciences Center at New Orleans

Students unable to fulfill the requirements by the day of graduation will not be permitted to participate in the commencement ceremony without permission of the Program Director and the Dean of the SAHP. Students will not be considered graduates of the LSUHSC-NO PA Program until they have successfully completed all the above requirements.

Students must complete the Program within 41 months of matriculation.

Academic Status

Academic Probation

A PA student will be placed on academic probation if the semester or cumulative GPA falls below

a 3.0 while enrolled in the Program.

In this event, the Program Director, on the recommendation of the PA Program Promotion Committee, will begin the process of academic probation. The Program Director will notify the student in writing. To be removed from academic probation, a student must raise the semester and cumulative GPA to a 3.0 within the following academic semester.

Academic Dismissal

A PA student will be dismissed from the Program in the following circumstances:

- The student's cumulative or semester GPA falls below a 3.0 for two consecutive semesters.
- The student earns greater than 12 hours of C credit while enrolled in the Program.
- The student earns the final grade of F in any course.
- The student fails 3 examinations in any one course within the curriculum's didactic phase.
- The student fails a 2nd remediation attempt on any didactic or clinical examination.
- The student fails three EOR examinations within the clinical phase of the curriculum.
- A student fails two preceptor evaluations.
- The student fails a second examination attempt on the summative assessment.

If the PA Program Promotion Committee concludes that a student should be dismissed because the student has failed to meet academic requirements satisfactorily, a recommendation for dismissal will be sent to the Dean of the School of Allied Health Professions.

Student Attendance – Didactic

General Attendance

As stated in the LSUHSC-NO Catalog, "Students are expected to attend all scheduled lectures, labs, and IPE in each course. Determination of the number of absences which may be interpreted as excessive, rests with the department, and is subject to approval by the dean."'

An absence occurs when a student misses all or part of any one scheduled class or lab session. Approval of an excused absence is by the director of the course in which the absence occurred. All absences should be reported to the course directors via email, as soon as possible. Absences will be categorized as: Excused or unexcused. The definitions are outlined below. Regardless of the reason for the absence, the student who is going to be absent or tardy from a class, laboratory session, or other mandatory activity shall notify the instructor prior to that class or lab. The student remains responsible for learning the material missed. **Approval for absence from courses taught outside the Department (pharmacology, physiology, etc.) must be obtained from the Director of Didactic Education.**

Excused:

a. **Emergent Absence**: The course director should be notified as soon as possible.
    i. Illness: Your illness will be excused. An excuse from your medical provider must be submitted. Serious illness of a family member may be an acceptable reason for leave depending on the circumstances.

ii. Bereavement Leave: The death of immediate family members which includes spouse, child, parents, grandparents, or siblings will be excused. Funeral leave for non-immediate family members may be acceptable depending on the circumstances. Students should notify the course director, student advisor, and Director of Didactic Education for approval of bereavement absence via email prior to the absence. Appropriate documentation should be submitted to the Director of Didactic Education, course director and student advisor when requested.
iii. Accident: If you are involved in an accident, you must present documentation.

b. **Non-emergent Absence**: Course directors must be asked about these absences prior to the start of the semester. Leave requests will be denied if any tests, quizzes, projects, patient laboratories, student presentations, etc., are scheduled on the day for which leave is requested. Course Directors have the authority to deem any non-emergent absence as unexcused, even if notification is given prior to the start of the semester.
    i. Wedding: Requests for leave may be considered if the student is part of the wedding ceremony. Requests of this type must be made in writing or via e-mail prior to the start of the semester. Course directors may not approve these requests.
    ii. Scheduled healthcare appointments of a routine nature: these types of appointments should be scheduled outside of regular class time. If an acceptable appointment is not available, the student should discuss scheduling options with the course director to find a reasonable solution.
    iii. Professional leave: at the discretion of the principal faculty, students may be allowed to attend professional meetings if participating in the meeting.

Unexcused:

- Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Determination of the number of absences, which may be interpreted as excessive, rests with the department.
- Promptness and attendance are mandatory for all classes and laboratory sessions. This includes any activity conducted virtually.
- Tardy means the student arrives after the class or laboratory session has started. When a student comes to class more than fifteen minutes after the class has started, the student shall write and send an email with an explanation to the mailbox of the course director by the end of the day. The instructor can then decide whether it constitutes an excused/unexcused absence.
- Any unexcused absence will result in a 1% deduction in the overall course grade.

Attendance for Examination and Testing

Attendance at all scheduled examinations is mandatory. A student who is unable to take any required examination MUST notify (by phone or in person) the course director (and the

Director of Didactic Education in cases of courses taught outside the Department) **AT ONCE**. The reason for your absence must subsequently be submitted in an email to the Director of Didactic Education and course director. **A student who does not appear for a regularly scheduled examination will not be allowed to take that exam. At the discretion of the department, a written or oral make-up exam may be given as a substitute.**

Before a make-up examination will be given, a student absent from an examination because of illness must have in writing, from his/her physician, an explanation of the illness that justifies his/her absence on the exam day. Students must submit written documentation from his/her health care provider stating the absence was justified the day of the examination.

All make-up examinations must be taken no later than one week after the student returns to class, or as scheduled by the course director. Absence from an examination for any other reason must be excused by the course director before the time of the scheduled examination. Unexcused absence from an examination will result in a grade of zero for that exam.

- Absolutely no communication of any type between students will be allowed during an examination.
- Each student must complete the examination prior to leaving the room.
- The student will be permitted to have at his/her desk only those materials necessary for completing the examination.
- Unprofessional conduct of any kind, including cheating on examinations, plagiarism, cheating in any class exercise or unprofessional conduct in classes, laboratories or in the clinical setting will subject the offending student to disciplinary action. This action may include dismissal from the Program.
- Students will only access exams specific to the course in which the student is participating. Accessing examinations of courses the student is not enrolled in is grounds for dismissal from the Program. This behavior is considered unprofessional and academically dishonest.

Clinical Year attendance policies can be found in the Clinical Handbook.

Zoom Policy

For any lecture or meeting that occurs via Zoom, students are expected to conduct themselves in the same way they would conduct themselves during an in-person class. Students should be seated with their cameras on for the duration of the class. Students who conduct themselves in any manner that is inconsistent with in-person class expectations or who have their camera's off during class will be considered absent**.** Depending on the behavior, the student could lose points in the professionalism portion of the course grade. If the behavior is severe, the student may be reported for misconduct to the Office of the Associate Dean of Academic Affairs.

Testing Policy

Didactic Year Policy

When possible, all exams will occur in a low distraction room such as the 3rd floor testing center. Exam times, dates, and locations will be provided to the students via the semester schedule or syllabus. Majority of exams will occur via Lockdown Browser through Moodle.

Exams will consist of any combination of the following: multiple choice, short answer, True/ False, matching, and essays.

Prior to the exam:

- Students will check in the classroom associated with the course.
- All personal items (backpacks, purses, keys, computers, tablets, electronic items, and any other item) will be left in the classrooms on the 2nd floor to be monitored by PA faculty/ staff.
- Phones and smart watches will be collected in the classroom with other personal items but held separately in a wall hanging pocket with a number.
    - Each student will be assigned a number to hold their phone and smart watch. This numbering system will be displayed on the wall hanging pocket.
- After a student has deposited all items in the classroom and wall hanging pocket, they may proceed to the testing area with only a pen or pencil.
- The exam will start promptly at the time listed.
- Food and drinks are not allowed in testing areas.
    - If a student wishes to keep a personal beverage <u>outside</u> of the testing area for use during an exam, they may. Tests/ quizzes/ exams in Moodle do not have the ability to pause their exam for this break.
- Upon entering the testing area, please refrain from talking.
- A blank paper will be provided as scratch for each student. If applicable a laminated lab reference will be provided as well.
- The exams will start promptly at the assigned time and end promptly at the exact time regardless of when a student arrives. To ensure that the student has ALL time allotted to them during an exam, the student should arrive **prior** to the exam starting and be seated at the testing terminal 5 minutes before the start time. Students who arrive after the start time, or do not "enter" the exam via Moodle at the start will not be provided additional time to take the exam.

During the exam:

- No questions will be answered before, during, or after the exam.
- All challenges must be submitted immediately after the exam on the cover sheet provided.
- The faculty proctor will provide a "cover" sheet of paper after the exam has started.
- The use of mobile phones, smart watches or other electronic devices is strictly prohibited. Any student found with any of these devices will be subject to violation of the Honor Code and academic misconduct. Prior to entering the testing area, students will leave all personal belongings in the agreed upon area. Cell phones, smart watches, and other electronic devices are not allowed in the testing areas.

After the exam:

- Once a student submits the exam, he or she should promptly and quietly leave the testing area.

- Before exiting the testing area, all cover sheets and lab reference sheets must be labeled and turned into the exam proctor. **Failure to return your cover sheet will result in a 10% grade reduction.**
    - Do not throw away your cover sheet.
- Grades for exams may be automatically released or delayed pending course director preference.

Clinical Year Policy

All exams will occur in a low distraction test environment. Exam times, dates, and locations will be provided to students via the semester schedule or syllabus. All exams will be administered via PAEA's testing platform.

Prior to the exam:

- All personal items (backpacks, purses, keys, computers, tablets, electronic items, and any other item) will be left in the agreed upon classroom on the 2nd floor to be monitored by PA faculty/ staff.
- Phones and smart watches will be collected in the classroom with other personal items but held separately in a wall hanging pocket with a number.
    - Each student will be assigned a number to hold their phone and smart watch. This numbering system will be displayed on the wall hanging pocket.
- After a student has deposited all items in the classroom and wall hanging pocket, they may proceed to the testing area with only a pen or pencil.
- The exam will start promptly at the time listed.
- Food and drinks are not allowed in testing areas.
    - If a student needs access to food or drink during the exam, they may access these items outside of the testing area. PAEA End of Rotation Exams allow a break in between the 60 question exams.
- Upon entering the testing area, please provide Clinical Documents to the Clinical Coordinators.
- A labeled paper with exam codes will be provided to each student.
- There is no talking or questions in the testing areas before the exams.
- The exams will start promptly at the assigned time and end promptly at the exact time regardless of when a student arrives. To ensure that the student has ALL time allotted to them during an exam, the student should arrive **prior** to the exam starting, and be seated at the testing terminal 5 minutes before the start time.
- To ensure that the student has ALL time allotted to them during an exam, the student should arrive, be seated in the terminal, and logged in before the start time. Students who arrive after the start time may not be allowed to start the exam.

During the exam:

- No questions will be answered before, during, or after the exam.
- The use of mobile phones, smart watches or other electronic devices is strictly prohibited. Possession or use of these devices during an exam is a violation of the Honor Code and considered academic misconduct. Prior to entering the testing area, students

will leave all personal belongings in the agreed upon area. Cell phones, smart watches, and other electronic devices are not allowed in the testing areas.

After the exam:

- Once a student submits the exam, he or she should immediately leave the testing area.
- Before exiting the testing area, all cover sheets and lab reference sheets must be labeled and turned into the exam proctor. **Grades will not be released until all cover sheets are returned.**
    - Do not throw away your cover sheet.
- Grades will be released to the students at the discretion of the course director.

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at LSU Health New Orleans.

Honor Code

The health care professions require women and men of superb character who lead lives that exemplify high standards of ethical conduct. A shared commitment to maintaining those standards, embodied in an Honor Code, creates an atmosphere in which community members can develop professional skills and strengthen ethical principles.

The Honor Code demands that community members tell the truth, live honestly, advance on individual merit, and demonstrate respect for others in the academic, clinical and research communities.

The central purpose of the Honor Code is to sustain and protect an environment of mutual respect and trust in which students have the freedom necessary to develop their intellectual and personal potential. To support the community of trust, students and faculty must accept individual responsibility and apply themselves to developing a collegial atmosphere. The intent of the Honor Code is not merely to prevent students from lying, and stealing or to punish those who violate its principles. Rather, participation in the Honor Code assures the LSUHSC-NO community that the integrity of its members is unquestioned and accepted by those in the academic, clinical and research communities. Participation in the Honor Code confers upon students the responsibility to respect and protect the integrity of LSU Health New Orleans.

All students are obligated to support the Honor Code and report any violation to the Course

Director. Each student will sign the Honor Code located in the PA Student Handbook (Appendix A). Violations of the honor code will be referred to the SAHP Associate Dean for Academic Affairs for disciplinary action and could result in dismissal from the PA Program.

In addition, the PA Program abides by the Code of Ethics of the American Academy of Physician Assistants (see Appendix B).

Student Conduct and Behavior - Policies and Procedures

The LSUHSC-NO PA Program follows the SAHP Student Conduct and Behavior policy and procedures. This policy can be found in the SAHP Student Handbook on page 17.

SAHP Student Handbook

Student Leave Policy/Deceleration

Deceleration is defined as a loss of a student from the entering cohort who remains matriculated in the PA Program. It represents a documented change in the student's progression through the curriculum.

Circumstances for Deceleration

- **Medical or Personal Leave:** Students in good standing may decelerate at any point in the Program for a documented medical/sick or personal leave. Approval is subject to the discretion of the Dean and may be granted for illness or other appropriate reasons (see Leave of Absence section below).
- **Clinical Phase Remediation:** During the clinical phase, deceleration may occur if a student is required to remediate the clinical experience portion of a course, such as when performance standards are not met on a preceptor evaluation. Repeating a clinical experience may delay progression and extend the overall Program timeline.

Academic Planning and Program Completion

Upon approval of deceleration, the student will be provided with an individualized academic plan outlining the revised curriculum sequence, timeline, and expectations for successful Program completion. The content and sequence of the curriculum will not be altered; only the timeline for completion may be modified.

Leave of Absence

A leave of absence for a short period of several weeks up to one year may be granted to a student in good standing, subject to the discretion of the dean, because of illness or other appropriate reasons. Students taking short-term leaves of absence of less than one week must make acceptable arrangements with the faculty involved for completion of course work and other assignments which will be missed. Leave of absence of a longer duration may be granted to students in good standing for reasons of a personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the dean before beginning a leave of absence. The University policy governing the processing of leave of absence are applicable.

Withdrawal

Students who are considering withdrawing from the Program should first meet with their faculty advisor. If the student still wishes to proceed, they will then meet with the Program Director to confirm the decision. Once the decision is confirmed, the student will submit the withdrawal request in writing to the Program Director. The Program Director will notify the SAHP Office of Student Affairs, which will complete the change in academic state paperwork and send to the registrar.

Students are permitted to withdraw from the PA Program at any time. Students who withdraw are still subject to the registrar's timelines for receiving a "W" or a letter grade on official transcripts. If a student who has voluntarily withdrawn wishes to be considered for readmission to the Program, they must file an application for readmission through CASPA in the following application cycle. This application will be considered with all *other applicants* in the applicant pool.

Section III: Professional Behaviors and Student Code of Conduct

Dress Code

Students are required to wear attire which conforms to the image of the professional physician assistant. The Health Sciences Center, and specifically the PA Program, is a patient-care setting where patients, other professionals, and the general public form an impression of us which is based on our appearance and conduct.

Being neatly dressed and well-groomed is exemplary of professional behavior and is required at all times. This includes any activity conducted virtually, e.g. Zoom. Safety and comfort concerns for both the patient and clinician also drive the need for dress modifications in the professional setting.

The trunk region MUST be covered at all times. This includes classroom and clinical situations.

Students are not permitted to wear shorts, cut-offs, hats, jeans, capris, clothing with rips/tears, halter tops, t-shirts, flip-flops, sandals, short skirts, jeans, or warm-up style (athletic wear, sweat, yoga) pants, or leggings, or tights in the classroom during normal working hours.

Faculty members may require specific dress for a specific class related to activities during class that supersede departmental dress code. Instructors will inform students of specific dress codes and subsequent enforcement policies for those classes. Uniform attire MUST be CLEAN.

Specific requirements: Clothing should allow for free movement during patient care and should not be constricting of movement.

- **Jewelry-** Watches, engagement, wedding, and class rings are permissible.
  - Earrings- No more than 2 pair per ear. No dangling or overly large ear wear permitted.
  - No excessive jewelry.
  - No other visible body piercing permitted.
- **Nails-** Well groomed, clean. In clinical settings, no artificial nails or polish permitted.
- **Tattoos/Body art-** Students may not exhibit tattoos at any time.
- **Perfume/Scents-** No excessive use of personal scents, after shave, shampoo, etc. is permitted.
- **Hair-** should be neatly groomed, clean and arranged in a manner that permits optimal patient care.
- Facial hair must be neatly groomed and clean at all times.

LSU New Orleans student ID- must be worn at all times. This includes classroom and clinical situations.

History and Physical Lab Dress Code

Students will be required to wear loose fitting t-shirts and shorts for use in the lab. Female students will also need wear a sports bra. Athletic shoes will be required for this lab.

Students should obtain several sets of lab clothes so that one set is at school at all times. The lab instructor may have other specific instructions for lab attire in a specific lab (e.g., must wear low, closed and stable shoes, etc.).

Students in lab attire should remain in the laboratory except when going to and from the dressing room or student lounge.

Students should not go into the reception room or stand in the halls while dressed in laboratory attire. Students may come to school or leave school in their lab clothes if the lab session begins or ends the day. If the lab ends the morning session and then begins the afternoon session and students wish to go to the cafeteria, they may keep their lab clothes on as long as they are appropriately covered. Lab attire needs to be covered any time the student leaves the floor with the attire on.

On days when students are on campus but not in the SAHP or in the PA department (e.g., studying at the library) they may dress in casual but appropriate clothes (e.g., jeans, sweat pants, etc.).

Clinical Dress Code

This applies to dress to be worn during clinical work or during class visits to different clinical settings. Appropriate clinical attire consists of LSUHSC-NO PA Program polo shirts, cotton twill, full length slacks, and flat shoes with closed heels and toes.

The students are responsible for contacting their clinical instructors in advance for any other dress requirements that clinic might have (e.g., lab coats, neckties, scrubs, etc.). Any specific clinic dress code requirements supersede the PA Program dress code while at that facility.

A white student (short) coat must be worn at all times in the clinical setting with the proper LSUHSC-NO PA Program badge and ID. The coat must be clean, pressed, free of stains, rip, tears. Open-toed shoes are not allowed in patient care areas.

Enforcement

Clinical preceptors, faculty, or other clinical supervisors reserve the right to ask a student who is inappropriately attired to leave and return appropriately dressed. If subsequent dress code violations occur, the student will meet with the Program Director.

Computer and Electronic Device Usage

Campus Computers

Computers in the computer rooms MUST be used carefully and with courtesy for all students. The following are rules for using departmental, school, or university computers:

- The person to use a computer last is responsible for appropriately logging out or shutting it down before he/she leaves the department.
- No food or drinks may be near the computers.
- No one may change the programs or layout of the computer without written approval of

the program director or business manager.

- No one may load or download any programs without written approval of the program director.
- No one should be using the computer who has not been trained in its specific use.
- Only professional uses of the Internet or other programs will be allowed.
- E-mail sending/receiving is allowed. However, if you want to keep your mail you must save it to your own device or print it out, and erase it from the hard drive.

Laptop Computer Use

Computers may be used in the classroom or laboratories for school class-related activities only. **Students found to be using their computers during class for non-class related activities will be excused from the classroom and reported to the program director's office, dean's office, and/or appropriate designee.**

In addition, students should not communicate (e-mail, instant message, blog, etc.) with others (including professors) during class time or review other lectures or materials other than that being covered in the class in which they are participating. Students found doing so will be excused from the classroom.

Students failing to comply with this policy will be reported to the dean's office, program director and/or appropriate designee for disciplinary action (including the respective promotions committee) and may be subject to dismissal from continuing their education at the SAHP. It may also be the decision of the promotions committee, course director, or faculty member to prohibit the student from utilizing their laptop during designated classes for a specified period of time.

Email Use

While faculty, students, and staff are strongly encouraged to sign up for and use e-mail, its use must be related to Health Sciences Center business communications.

The use of electronic mail should be consistent with the instructional, research, public service, and administrative goals and mission of the Health Sciences Center. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost to the Health Sciences Center.

Prohibited use of E-mail:

- Personal use that creates a direct cost for the Health Sciences Center is prohibited.
- The Health Sciences Center's electronic mail resources shall not be used for personal monetary gain or for commercial purposes that are not directly related to Health Sciences Center business.
- Sending copies of documents or including the work of others in electronic mail communications in violation of any law, including copyright laws, is prohibited**.**
- "Snooping" (i.e., obtaining or attempting to access) the files or electronic mail of others, or capturing or attempting to capture and "open" the electronic mail of others, except as required in order for authorized employees to diagnose and correct delivery problems, is prohibited.

- Use of electronic mail to harass or intimidate others, threaten, or to interfere with the ability of others to conduct Health Sciences Center business is prohibited.
- Use of electronic mail systems for any purpose that is restricted or prohibited by laws or regulations is prohibited.
- Unauthorized "Spoofing" (i.e., constructing an electronic mail communication so it appears to be from someone else) is prohibited.
- "Spamming" (i.e., sending unsolicited E-mail to lists of people you do not know) is prohibited. Bulk mailing is almost always considered Spam and places considerable stress on the E-mail system. Bulk mailings can be selectively used for Health Sciences Center related information but must be approved at a level appropriate to the scope of the mailing and the mailing must be handled in such a way that the E-mail systems are not adversely impacted. For example, it would be appropriate that a mailing to all of the School of Allied Health Professions be approved by the Dean's office. The mailing would be carried out in such a way as to avoid causing damage or disruption to the mail system. Authorized bulk mailings will be identified by the inclusion of the statement: "This message has been authorized by LSU Health Sciences Center administration for mass distribution as a service to our faculty, staff, and students."
- Sending or forwarding chain-letters is prohibited. Most E-mail messages that ask you to forward it on to others fall into this category, including virus warnings.

Violation of this policy in any part may be sufficient grounds for disciplinary action and/or termination. Disciplinary action may include dismissal of computer privileges on an individual basis, or in extreme cases, dismissal from the Program.

Social Media

The PA Program's primary concern regarding social media outlets is the safety of students as well as the integrity of the university, program and its community. There is no such thing as an "anonymous" post. Where your connection to LSUHSC-NO is apparent, make it clear that you are speaking for yourself and not on behalf of LSU Health New Orleans.

Making postings "private" does not preclude others copying and pasting comments on public websites. "Private" postings that become public are still subject to sanctions described in the School's Conduct Code.

Do not share information in a way that may violate any laws or regulations (e.g, HIPAA). Disclosing information about patients without written permission of the patient and the LSUHSC-NO administration, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.

Avoid posting personal information like addresses, cell phone numbers, etc. Do not post explicit pictures. Do not post negative references to your classmates, faculty, instructors, staff or patients,

Logos and pictures posted on the University's website are copyrighted and cannot be used without university permission.

Posting of unprofessional content or private information about LSU Health New Orleans, university programs, patients, students, PA profession or faculty online in any website, blog, social site or forum is prohibited. Doing so is a breach of professional behavior and ethics, and in some cases, may be illegal. Incidents will be referred to the SAHP Associate Dean of Academic Affairs for disciplinary action which could result in dismissal from the PA Program.

The School of Allied Heath Professions and the PA Program maintains a presence on social media. The LSUHSC-NO PA Program follows all rules and regulations put forth in the section titled "Social Media" in the School of Allied Health Student Handbook.

Recordings

Students recording of classroom lectures, meetings, advising appointments or interactions with clinical preceptors by any means is NOT permitted unless written permission is given.

Cell Phones

Due to the disruptive nature of cell phones and pagers, all cell phones and pagers must be turned off or kept in the silent/quiet mode during all class periods and during all patient care times (observations, clinical internships). Cell phones should not be kept out or on a student's desk. Cell phones usage maybe used in the classroom for audience participation. In this event, students may use their cell-phone for the activity but should stow them away immediately after.

If you are expecting an emergency- type call, place cell phone/pager on the silent mode. Leave the room before answering it. Also, prior to the beginning of class, inform the faculty that you may be leaving the room due to a potential emergency call.

Cell phones are not to be utilized in any form or purpose during an examination. If you are expecting an emergency phone call during an examination, inform the proctor of the exam and you may leave your phone with the proctor on silent or vibrate to receive the call. At this point you may leave your exam with the proctor and leave the room to use your cell phone. Your exam will be returned to you upon re-entering the examination room.

Use of Laboratory Space, Classrooms, and Study Rooms

The laboratory, study areas and physical examination equipment and classrooms in the PA Program are available to faculty, staff, and students for educational purposes. Those classes which are scheduled to meet or use these areas have priority. If these areas appear vacant, those persons wishing to use the area must first obtain permission from the Department.

All persons who use laboratory space, classrooms or study rooms must maintain the appearance of the space and return any items to their original location after use.

No eating or drinking is allowed in the lab or in the classrooms. No eating is allowed during lectures or other classroom or laboratory activities. This includes any activity conducted virtually, e.g. Zoom. No storage of food or drink is allowed on shelves, countertops, or cabinets.

Eating and drinking in the Human Development Center is restricted to the student lounge and areas without carpeting.

All students using the lab must be dressed appropriately according to the LSUHSC-NO PA Program Student Handbook.

Substance Use

LSUHSC-NO PA Program will not tolerate the use of illegal drugs or the abuse of alcohol. Students are required to submit to a drug test prior to entering the Program, before the start of clinical rotations, and may be tested periodically at random, or for cause/suspicion. Additionally, some prescription drugs may interfere with cognitive and motor skills. As such, students taking such medications may be in violation of Program Technical Standards and may be required to take a medical leave of absence and/or be dismissed from the Program. The university policy on substance abuse can be found below.

CM-38 – Substance Abuse Policy (lsuhsc.edu)

Criminal Activity

Any PA student who is arrested is obligated to self-report this to the Program Director. Students must report any criminal charges within 48 hours of occurrence.

Failure to self-report an arrest or criminal charges during any phase of the Program will result in the student's dismissal from the Program. Should a student be arrested or convicted of a crime prior to the time he/she is prepared to enter the profession, the criminal record may have further implications for the student's eligibility to practice. Students should be aware of state and federal or professional restrictions barring the practice of individuals with criminal records.

Graduation from the LSUHSC-NO PA Program does not guarantee eligibility to sit for the Physician Assistant National Certifying exam or state PA licensure.

SECTION IV: General Program and University Policies

Employment

Due to the requirements of the PA curriculum, it is unwise for students to expect to meet their expenses by outside work. The school does not specifically forbid such additional duties but does definitely discourage them.

The Program, furthermore, reserves the right to indicate that such work be discontinued, if in opinion of the faculty, it interferes with the satisfactory completion of prescribed academic activities.

Students enrolled in the Program cannot substitute for practicing physician assistants or provide unsupervised services common to a certified PA while at any learning or employment site. Students are not staff, and therefore employee policies do not apply, nor may the student earn a salary for their services as a physician assistant student or work in the PA Program in any other capacity.

Students cannot substitute as instructional faculty while in the role of a physician assistant student. Students must not serve as clinical or administrative staff during clinical rotations.

Tuition and Fees

Information regarding the tuition and schedule for the PA Program are provided on the Program website and in the LSUHSC-NO Academic Catalog/Bulletin. **Tuition and fees are subject to change**.

Textbooks and Supplies

Textbooks

Each semester, the LSUHSC-NO Bookstore (located on campus), will have a list of required and recommended textbooks for courses. This information is also noted in the course syllabi (posted on Moodle and distributed first day of class). Students must obtain the required texts. Many of these textbooks can be found on the library website in electronic form.

Equipment and Instruments

Each student will be required to have a basic set of equipment and supplies, in addition to bringing protective apparel to classes and rotation assignments, e.g., eyewear, aprons, gloves, masks, etc. The LSUHSC-NO Bookstore has sufficient quantities of the required items. The bookstore is an excellent resource for purchasing items because of their location on campus and their repair/replacement policies.

The Program will discuss equipment purchase with you during orientation. Please do not purchase any equipment prior to enrollment.
Students will need the following supplies:

- Short white lab jackets
- Penlight
- a tape measure

- a reflex hammer
- a stethoscope
- a sphygmomanometer
- Other items may be required in specific courses
- Otoscope/ophthalmoscope
- Program scrubs

Financial Aid

The Student Financial Aid Office administers grants, loans, scholarships, and part-time employment. Students interested in receiving financial aid should contact this Office well in advance of their expected enrollment. Each student's need for aid will be evaluated on information supplied and in accordance with Financial Aid Policy of the university. Representatives of the office are available for consultation with all candidates for admission and with students.

Awards from aid programs funded by the federal or state government are administered according to laws and regulations governing those programs. Priority is given to students with the greatest documented need whose completed applications are received by the appropriate deadline.

More information on financial aid can be found at the link below.

Student Financial Aid Office

Course Evaluation

Each semester, students have an opportunity to provide feedback on each course in which they are enrolled and the instructors that participated in the course. Invitation and reminder messages are sent to students during the evaluation period, typically the 3 weeks preceding the date when course grades are submitted to the Registrar's Office.

Office of Student Affairs

The primary goal of the Office of Student Affairs is to maintain academic student records beginning with the admissions process and concluding with the graduation process. For more information about the Office of Student Affairs, please see

SAHP Office of Student Affairs

Office of Academic Affairs

The Office of Academic Affairs is responsible for a variety of areas including student academic accommodation, student emergency loans, student justice, student grade appeals and student conduct. For more information about the Office of Academic Affairs, please see

SAHP Office of Academic Affairs

Campus Assistance Program

The mission of the LSUHSC-NO Campus Assistance Program (CAP) is to support the mental, emotional, and physical well-being of students, faculty, staff, and immediate family members in order to promote the overall health and effectiveness of the LSUHSC-NO community.

The Campus Assistance Program is a free and confidential service provided by the University to assist students, faculty, staff, residents, and their immediate family members in resolving personal, academic, emotional, or work-related concerns. Faculty, staff, or residents who are enrolled or employed with LSU Health programs in other cities are also eligible for CAP services.

Students may voluntarily access CAP services at any time. Faculty advisors, course directors, principal faculty, or the Program Director may also recommend or immediately refer students to CAP when personal, emotional, academic, or other concerns are identified that may impact student well-being or progression in the PA Program. Referrals are intended to ensure students receive timely access to supportive services and resources.

A counselor is on call 24 hours a day to assist in times of crisis. Students requiring immediate assistance may contact the counselor on call by following the instructions on the CAP main line at (504) 568-8888. Additional information regarding CAP services, scheduling procedures, and access instructions is available on the CAP website at: Contacting CAP.

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records.

Students have the right to review information from their academic record. Any student who wishes to review information from his/her educational file shall submit a written request to the custodian of student records in the appropriate office. The custodian shall, within 45 days, grant the request in writing by notifying the student of the time and place at which the record may be reviewed.

In the LSUHSC-NO SAHP, the custodian of student records is the Director of the Office of Student Affairs. For review of student departmental records, the department head is to be contacted. He/she will advise the student of the official custodian. The Registrar is to be contacted directly for educational records maintained in thatoffice.

More information on FERPA can be found at the link below.
https://www.lsuhsc.edu/registrar/ferpa.aspx

Student General Complaints

Student complaints and concerns will be addressed by the department in a number of ways. The process for handling student complaints or concerns is determined by whether the complaint is from an entire class or from an individual student.

Informal Complaints

The process for addressing informal student complaints or concerns depends on whether the complaint is from an individual student or an entire class.

For Individual Student Complaints:

1. The student should report the complaint to their faculty advisor.
2. The faculty advisor may either suggest options for resolving the complaint or forward it to the appropriate faculty member or department head.
3. If the student feels uncomfortable reporting the complaint to their faculty advisor, they should direct the complaint to the department head.

For Class-Wide Complaints (defined as greater than 50% of the class):

1. The class should report the complaint to their class president.
2. The class president may suggest options for resolving the complaint or forward it to a PA faculty member.
3. If the class president feels uncomfortable reporting the complaint to a PA faculty member, they should report it directly to the department head.
4. The department head will discuss the complaint directly with the relevant party within 14 days to work toward a resolution. If the complaint remains unresolved after the department head's involvement, or if the complaint is against the department head, the student can submit a formal complaint through the LSU Cares website.

Note: Feedback regarding individual faculty members or courses should be submitted through student evaluations of teaching, which are available at the end of each course.

Formal Complaints

Students always have the option to file a formal complaint at any time via the LSU Cares website, even if they have already used the informal complaint process. Formal complaints can address a wide range of concerns, including: concerning behaviors, academic or non-academic misconduct, bias, discrimination, Title IX issues, ethics violations, or general concerns. The University Academic Affairs Department will review each complaint and direct it to the appropriate authority depending on its nature. Each complaint will be investigated, and a formal resolution will be determined.

SECTION V: Discrimination and Sexual Harassment

Non-discrimination Policy and Sexual Harassment

The Louisiana State University Health Sciences Center has a commitment to Equal Employment Opportunity policies and procedures in the recruitment, hiring, transfer, promotion, and other terms or conditions of employment without regard to race, color, religion, sex, national origin, age, handicap, marital status or veteran's status or other non-merit factor which cannot lawfully be used as the basis for an employment decision. The LSUHSC NO PA Program adheres to the University policies and procedures surrounding equal opportunities, sexual harassment, gender-based harassment and discrimination.

LSUHSC-NO policies on Non-discrimination can be found at the links below.

LSU Permanent Memorandum 55 (PM-55)
LSUHSC Chancellor's Memorandum 10 (CM-10)
LSU Permanent Memorandum 73 (PM-73)
LSUHSC Chancellor's Memorandum (CM-49)

SECTION VI: Student Health and Safety Policies

Student Health

Student Health Services is located close to the Nursing/Allied Health building, in the Seton Building at 478 S. Johnson Street, Room 307, accessible via the Walk to Wellness. Student health provides primary health care, mental health assistance, immunizations, and women's health exams. The student health website can be found at the link below:

Health Care Service - Student Health

Compliance Training

As part of enrollment in the Program, students are required to complete the compliance training modules in accordance with institution guidelines and federal/state laws and regulations. Compliance with such requirements is vital to the organization's operation and to avoid administrative sanctions ranging from stringent oversight to the suspension of Federal program funding and criminal/civil prosecution. Students are required to access the LSUHSC-NO online compliance training website, https://intranet.lsuhsc.edu/ctms/kds/ComplianceTrainingOnLine , and complete all modules in a timely manner. Failure to complete the compliance training modules can result in disciplinary action up to and including termination of enrollment.

CPR Requirements

All students entering the LSUHSC-NO PA Program must have American Heart Association BLS certification prior to matriculation. Students must complete the cognitive and skills evaluations in accordance with the curriculum of the American Heart Association Basic Life Support Program.

Note: Heart Saver CPR and Red Cross do NOT meet this requirement

Immunizations and Health Screening

Students must complete the personal information screening paperwork provided by the Office of Student Health prior to the start of the Program.

Students must maintain an up-to-date immunization record at all times.

To support student safety and preparedness for clinical education, the LSUHSC-NO Physician Assistant Program encourages all students to follow the Centers for Disease Control and Prevention (CDC) immunization guidelines for healthcare personnel. These recommendations are intended to protect students, patients, and colleagues during clinical training.

While the Program does not require immunizations, students are advised that many clinical rotation sites do have specific immunization and health clearance requirements. Students who are unable or unwilling to meet a clinical site's health requirements, including immunization recommendations, may be denied access to that site. The Program is under no obligation to secure alternate clinical placements for students in such cases, and inability to complete required rotations may delay or prevent graduation.

Students are strongly encouraged to review their immunization records and discuss any needed updates with their healthcare provider early in their training. Students may also consult LSUHSC

Student Health Services for guidance.

CDC-Recommended Immunizations for Healthcare Personnel

Hepatitis B

- Completion of a Hepatitis B vaccine series (2-dose or 3-dose series depending on vaccine type) followed by serologic testing 1–2 months after the final dose to confirm immunity.

Influenza

- 1 dose of the seasonal influenza vaccine annually.

MMR (Measles, Mumps, Rubella)

- 2 doses of MMR vaccine administered at least 28 days apart or laboratory evidence of immunity.

Varicella (Chickenpox)

- 2 doses of varicella vaccine administered at least 4 weeks apart, laboratory evidence of immunity, or documentation of prior disease.

Tetanus, Diphtheria, Pertussis (Tdap)

- 1 dose of Tdap if not previously received, followed by a Td or Tdap booster every 10 years.

COVID-19

- Healthcare personnel should remain up to date with current COVID-19 vaccination recommendations.

Meningococcal

- Recommended only for healthcare personnel with specific occupational exposure risks, including microbiologists routinely exposed to *Neisseria meningitidis*.

Polio (IPV)

- Completion of a primary IPV series for individuals not previously vaccinated. A single lifetime booster dose may be recommended for those at increased risk of exposure.

Tuberculosis (TB) Screening

- Baseline TB screening upon matriculation using either a TB blood test (IGRA) or tuberculin skin test (TST). Additional screening or testing will be performed based on exposure risk, symptoms, or clinical site requirements.

Important Notes:

The PA Program does not require immunizations or process exemption requests. However, clinical site requirements supersede Program policy.

Students are responsible for complying with health requirements of clinical sites, including immunizations and TB screening.

Failure to meet site-specific requirements may result in limited clinical placement options, and could impact progression or graduation from the Program.

Drug Screening

All students must sign consent and release forms to submit to a drug-screening test. All incoming students must be cleared before enrollment. PA students may be asked to obtain drug screens at various times during the didactic and clinical phase of the Program. **Students who fail a drug**

screen will be referred to the SAHP Associate Dean of Academic Affairs.

Use of prescription medications that impair judgement, cognition, or coordination are in direct violation of the Program's technical standards and may result in Program dismissal. **The drug screenings are student expenses.**

Criminal Background Check

PA students must successfully complete security background checks. The first background check must be completed prior to enrollment through a LSUHSC-NO approved provider. Applicants selected for matriculation will be notified of the specific details. Misdemeanors or felonies are still discoverable during a background check even if the record has been expunged. **Any omission or errors are considered falsification of the application, and this could result in negative clearance and dismissal from the Program.**

A negative clearance, however, will not necessarily preclude matriculation; but a conviction ofa felony offense may result in ineligibility to receive licensure in Louisiana. Cases are considered on an individual basis by the state licensing agency. **The background checks are student expenses.**

The SAHP drug screening and background check procedures can be found on page 31 of the SAHP Student Handbook.

SAHP Student Handbook

Risk Management

All students are required to have adequate health insurance coverage. The adequacy of a given health insurance plan is not determined by the Program. For questions regarding insurance coverage please refer to: http://www.lsuhsc.edu/orgs/studenthealth/insurance/

The PA Program does not provide disability coverage in the event of an accident while on clinical rotations. All students are personally responsible for health care costs associated with any injury sustained while enrolled in the clinical courses. Clinical students are at increased risk for injury or illness due to the nature of providing health care services in clinical/health care settings.

The university does cover malpractice liability insurance for students on rotation, as long as the student is functioning within the guidelines of the manual. The Program does not assume responsibility if the student is injured while on or away from clinical rotation.

Each student is responsible for acquiring professional liability insurance prior to any fieldwork experience; minimum limits of 1,000,000 per occurrence/$3,000,000 aggregate.

a. Student must provide proof of professional liability insurance to the clinical coordinator prior to the beginning of the clinical year.
b. Student must maintain professional liability insurance for the entire duration of their clinical year.

If a student is exposed to blood borne pathogens via needle stick or mucous membranes while on

rotations, neither the Program nor the rotation site are liable to assume the responsibility for the accident. The student should check with his/her insurance company or as to the coverage provided for accidental exposure. Exposure while on LSUHSC-NO campus will be evaluated according to procedures found in the subsequent section. Other facilities have different procedures and should be followed. It is the student's responsibility to insure he/she is managed in the most appropriate manner. The LSUHSC-NO Needle Stick procedure can be found here: Needestick Injury - LSUHSC-NO

In addition, LSUHSC-NO Blood Borne Pathogen Control Plan can be found here: https://www.lsuhsc.edu/admin/pfm/ehs/docs/EHS300.04%20-%20Bloodborne%20Pathogens%20Exposure%20Control%20Plan.pdf

Campus Safety and Security

LSUHSC-NO police are available to escort students between the university buildings and student parking lots. However, students are asked to make arrangements ahead of time. For example, if you are studying late in the library and anticipate leaving at 10:00 p.m., call the escort number one half hour prior to the anticipated departure. An LSU New Orleans police officer will escort you to and from your car upon request by calling the following number: (504) 568-8999. The campus police website can be found at the link below.

https://www.lsuhsc.edu/administration/vcacsa/campuspolice_contact.aspx
PHONE: (504) 568-8999

Campus Emergencies

In the event of an emergency situation, LSUHSC-NO administration has the capability to transmit pertinent information through websites, telephone, e-mail and text messaging to the entire spectrum of students, faculty and staff. The entire policy regarding emergencies should be reviewed. The policy can be found in the link below.

http://911.lsuhsc.edu/eas/

Parking

Students who will be commuting and parking on campus will need to register with the LSUHSC-NO Parking Office. Students must follow all parking policies and procedures. Please visit the parking office website located below for more information.

Parking Services (lsuhsc.edu)

Inclement Weather

The PA Program follows all university procedures when inclement weather occurs. Please see CM-51 regarding weather-related emergency procedures.

CM-51 – Policy on Weather Related Emergency Procedures for LSUHSC-New Orleans

Acknowledgment of Receipt of Student Handbook

I have read the *Student Handbook* of the LSUHSC-NO PA Program AND the *School of Allied Health POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*, and the Departmental Technical Standards. I understand and agree to abide by the regulations as stated.

CONSENT for laboratories: As a student in the PA Program, I understand that I will be required to participate in laboratory activities on multiple occasions in order to complete course work. These activities will usually be performed by fellow students after demonstration by an instructor or may be performed on me as a subject by an instructor.

I also understand that, if I have any condition for which the activity would be contraindicated, e.g., chronic illness, injury, pregnancy, etc., I must inform the respective faculty member and not put myself or others at risk.

Signature _____ Date _____

Students will not be considered officially enrolled until this sheet is signed and placed in their files

OPTIONAL:

Due to the highly specialized nature of the profession, there are occasions when interested persons, e.g., clinical instructors, prospective employers, etc., need information (e.g., academic and clinical strengths and weaknesses) concerning students.

In order to expedite this process, I,_____(name), give my consent to allow faculty of the department to release either in writing or verbally, any information regarding my performance as a student.

Signature _____ Date _____

OPTIONAL: CONSENT FOR PHOTOGRAPHY, INTERVIEW, AND/OR RECORDING

I,_____, hereby grant permission to LSUHSC-NO to photograph, video tape, record, or interview me for print or broadcast media use, for use in LSU Health Sciences Center publications, or for use in teaching by LSUHSC-NO faculty.

I hereby transfer to LSUHSC-NOall rights and claims I have, or in the future may acquire, with respect to such photographs, video recordings, audio recordings, and/or written materials, agreeing that same shall be the sole and absolute property of LSU Health New Orleans. I hereby relieve and release LSUHSC-NO from any and all claims whatsoever, and for any and all kinds of remuneration for use of such materials.

Signature _____Date_____

Appendix A – LSUHSC-NO PA Program Student Honor Code Pledge

The honor code pledge articulates the Physician Assistant (PA) Program's expectations in establishing and maintaining the highest standards in academic work and professional behavior. See the PA Program's Student Handbook for further information on academic integrity.

Students pledge individually and collectively they will not cheat, plagiarize, or copy another student's examination, lab report, or any other work that is used by the Program as a basis for grading.

Students further pledge individually and collectively that they will not copy, distribute, make available, or utilize in any manner testing materials from prior year examinations. Students pledge to actively support and will participate in maintaining the honor code by ensuring that all uphold the spirit and letter of the honor code.

Students pledge to report any suspected violations of the honor code to the instructor, and cooperate with the PA Program Director investigation and hearings.

Faculty pledge to uphold the honor code; participate on investigation committees and hearings as requested by the university; and ensure that the pledge is fully written and signed (see pledge below). Faculty will provide an academic environment that minimizes temptation to violate the honor code.

Violations: Suspected violations of the honor code will be brought to the attention of the instructor, and if deemed appropriate the PA Program Director and the SAHP Associate Dean for Academic Affairs for further investigation.

Violations of the honor code will be deemed a serious academic violation of professional behavior.

Tolerance is a violation of the honor code; a student who is aware that the academic integrity of the school and PA Program is being compromised and neglects to report this is in violation of the honor code.

Pledge: I pledge on my honor that I have and will continue to abide by the honor code regarding the completion of all tests, homework assignments, lab reports, and computer projects without the aid of others.

Student Name (print) _____

Student Signature _____

Date _____

Appendix B – AAPA Guidelines for Ethical Conduct For the Physician Assistant Profession

Introduction

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. Economic pressures of the health care system, social pressures of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by attempting to describe ways in which those tenets apply. Each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations.

Four main bioethical principles broadly guided the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice.

Autonomy, strictly speaking, means self-rule. Patients have the right to make Autonomous decisions and choices, and physician assistants should respect these decisions and choices.

Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance.

Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient. Justice means that patients in similar circumstances should receive similar care.

Justice also applies to norms for the fair distribution of resources, risks, and costs. Physician assistants are expected to behave both legally and morally.

They should know and understand the laws governing their practice. PAs are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a health care professional.

Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere, possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

The following sections discuss ethical conduct of PAs in their professional interactions with patients, physicians, colleagues, other health professionals, and the public. The "Statement of

Values" within this document defines the fundamental values that the PA profession strives to uphold.

These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential ethical responsibilities, and PAs should not regard them as comprehensive.

Statement of Values of the Physician Assistant Profession

- Physician assistants hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- Physician assistants uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- Physician assistants recognize and promote the value of diversity.
- Physician assistants treat equally all persons who seek their care.
- Physician assistants hold in confidence the information shared in the course of practicing medicine.
- Physician assistants assess their personal capabilities and limitations, striving always to improve their medical practice.
- Physician assistants actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- Physician assistants work with other members of the health care team to provide compassionate and effective care of patients.
- Physician assistants use their knowledge and experience to contribute to an improved community.
- Physician assistants respect their professional relationship with physicians.
- Physician assistants share and expand knowledge within the profession.

The PA and the Patient

PA Role and Responsibilities

PA practice flows out of a unique relationship that involves the PA, the physician, and the patient. The individual patient–PA relationship is based on mutual respect and an agreement to work together regarding medical care. In addition, PAs practice medicine with physician supervision; therefore, the care that a PA provides is an extension of the care of the supervising physician. The patient–PA relationship is also a patient–PA–physician relationship.

The principal value of the PA profession is to respect the health, safety, welfare, and dignity of all human beings. This concept is the foundation of the patient–PA relationship. PAs have an ethical obligation to see that each of their patients receives appropriate care. PAs should be sensitive to the beliefs and expectations of the patient. PAs should recognize that each patient is unique and has an ethical right to self-determination.

PAs are professionally and ethically committed to providing nondiscriminatory care to all patients. While PAs are not expected to ignore their own personal values, scientific or ethical standards, or the law, they should not allow their personal beliefs to restrict patient access to care. A PA has an

ethical duty to offer each patient the full range of information on relevant options for their health care. If personal moral, religious, or ethical beliefs prevent a PA from offering the full range of treatments available or care the patient desires, the PA has an ethical duty to refer a patient to another qualified provider.

That referral should not restrict a patient's access to care. PAs are obligated to care for patients in emergency situations and to responsibly transfer patients if they cannot care for them.
PAs should always act in the best interests of their patients and as advocates when necessary. PAs should actively resist policies that restrict free exchange of medical information.

For example, a PA should not withhold information about treatment options simply because the option is not covered by insurance. PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient's best interests.

The PA and Diversity
The PA should respect the culture, values, beliefs, and expectations of the patient.

Nondiscrimination
PAs should not discriminate against classes or categories of patients in the delivery of needed health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic, or national origin, political beliefs, nature of illness, disability, socioeconomic status, or sexual orientation.

Initiation and Discontinuation of Care
In the absence of a preexisting patient–PA relationship, the PA is under no ethical obligation to care for a person unless no other provider is available. A PA is morally bound to provide care in emergency situations and to arrange proper follow-up. PAs should keep in mind that contracts with health insurance plans might define a legal obligation to provide care to certain patients.

A PA and supervising physician may discontinue their professional relationship with an established patient as long as proper procedures are followed. The PA and physician should provide the patient with adequate notice, offer to transfer records, and arrange for continuity of care if the patient has an ongoing medical condition.

Discontinuation of the professional relationship should be undertaken only after a serious attempt has been made to clarify and understand the expectations and concerns of all involved parties.
If the patient decides to terminate the relationship, they are entitled to access appropriate information contained within their medical record.

Informed Consent
PAs have a duty to protect and foster an individual patient's free and informed choices. The doctrine of informed consent means that a PA provides adequate information that is comprehendible to a competent patient or patient surrogate. At a minimum, this should include

the nature of the medical condition, the objectives of the proposed treatment, treatment options, possible outcomes, and the risks involved. PAs should be committed to the concept of shared decision making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.

In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision making. The PA should also understand consent laws pertaining to emancipated or mature minors. (See the section on ***Confidentiality***.)

When the person giving consent is a patient's surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient's best interests and personal preferences, if known. If the PA believes the surrogate's choices do not reflect the patient's wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

Confidentiality

PAs should maintain confidentiality. By maintaining confidentiality, PAs respect patient privacy and help to prevent discrimination based on medical conditions. If patients are confident that their privacy is protected, they are more likely to seek medical care and more likely to discuss their problems candidly.

In cases of adolescent patients, family support is important but should be balanced with the patient's need for confidentiality and the PA's obligation to respect their emerging autonomy. Adolescents may not be of age to make independent decisions about their health, but providers should respect that they soon will be. To the extent they can, PAs should allow these emerging adults to participate as fully as possible in decisions about their care. It is important that PAs be familiar with and understand the laws and regulations in their jurisdictions that relate to the confidentiality rights of adolescent patients. (See the section on *Informed Consent*.)

Any communication about a patient conducted in a manner that violates confidentiality is unethical. Because written, electronic, and verbal information may be intercepted or overheard, the PA should always be aware of anyone who might be monitoring communication about a patient.

PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Computerized record keeping and electronic data transmission present unique challenges that can make the maintenance of patient confidentiality difficult. PAs should advocate for policies and procedures that secure the confidentiality of patient information.

The Patient and the Medical Record

PAs have an obligation to keep information in the patient's medical record confidential.

Information should be released only with the written permission of the patient or the patient's legally authorized representative. Specific exceptions to this general rule may exist (e.g., workers compensation, communicable disease, HIV, knife/gunshot wounds, abuse, and substance abuse).

It is important that a PA be familiar with and understand the laws and regulations in his or her jurisdiction that relate to the release of information. For example, stringent legal restrictions on release of genetic test results and mental health records often exist.

Both ethically and legally, a patient has certain rights to know the information contained in his or her medical record. While the chart is legally the property of the practice or the institution, the information in the chart is the property of the patient. Most states have laws that provide patients access to their medical records. The PA should know the laws and facilitate patient access to the information.

Disclosure

A physician assistant should disclose to his or her supervising physician information about errors made in the course of caring for a patient. The supervising physician and PA should disclose the error to the patient if such information is significant to the patient's interests and well-being. Errors do not always constitute improper, negligent or unethical behavior, but failure to disclose them may.

Care of Family Members and Co-workers

Treating oneself, co-workers, close friends, family members, or students whom the physician assistant supervises or teaches may be unethical or create conflicts of interest. PAs should be aware that their judgment might be less than objective in cases involving friends, family members, students, and colleagues and that providing —curbside care might sway the individual from establishing an ongoing relationship with a provider.

If it becomes necessary to treat a family member or close associate, a formal patient-provider relationship should be established, and the PA should consider transferring the patient's care to another provider as soon as it is practical. If a close associate requests care, the PA may wish to assist by helping them find an appropriate provider.

There may be exceptions to this guideline, for example, when a PA runs an employee health center or works in occupational medicine. Even in those situations, PAs should be sure they do not provide informal treatment, but provide appropriate medical care in a formally established patient-provider relationship.

Genetic Testing

Evaluating the risk of disease and performing diagnostic genetic tests raise significant ethical concerns. Physician assistants should be knowledgeable about the benefits and risks of genetic tests. Testing should be undertaken only after the patient's informed consent is obtained. If PAs order or conduct the tests, they should assure that appropriate pre-and post-test counseling is provided.

PAs should be sure that patients understand the potential consequences of undergoing genetic tests from impact on patients themselves, possible implications for other family members, and potential use of the information by insurance companies or others who might have access to the information. Because of the potential for discrimination by insurers, employers, or others, PAs should be particularly aware of the need for confidentiality concerning genetic test results.

Reproductive Decision Making

Patients have a right to access the full range of reproductive health care services, including fertility treatments, contraception, sterilization, and abortion. Physician assistants have an ethical obligation to provide balanced and unbiased clinical information about reproductive health care.

When the PA's personal values conflict with providing full disclosure or providing certain services such as sterilization or abortion, the PA need not become involved in that aspect of the patient's care. By referring the patient to a qualified provider, the PA fulfills their ethical obligation to ensure the patient access to all legal options.

End of Life

Among the ethical principles that are fundamental to providing compassionate care at the end of life, the most essential is recognizing that dying is a personal experience and part of the life cycle.

PAs should provide patients with the opportunity to plan for end of life care. Advance directives, living wills, durable power of attorney, and organ donation should be discussed during routine patient visits.

PAs should assure terminally-ill patients that their dignity is a priority and that relief of physical and mental suffering is paramount. PAs should exhibit non-judgmental attitudes and should assure their terminally-ill patients that they will not be abandoned.

To the extent possible, patient or surrogate preferences should be honored, using the most appropriate measures consistent with their choices, including alternative and non-traditional treatments. PAs should explain palliative and hospice care and facilitate patient access to those services.

End of life care should include assessment and management of psychological, social, and spiritual or religious needs. While respecting patients' wishes for particular treatments when possible, PAs also must weigh their ethical responsibility, in consultation with supervising physicians, to withhold futile treatments and to help patients understand such medical decisions.

PAs should involve the physician in all near-death planning. The PA should only withdraw life support with the supervising physician's agreement and in accordance with the policies of the health care institution.

The PA and Individual Professionalism

Conflict of Interest

Physician assistants should place service to patients before personal material gain and should avoid undue influence on their clinical judgment. Trust can be undermined by even the

appearance of improper influence. Examples of excessive or undue influence on clinical judgment can take several forms. These may include financial incentives, pharmaceutical or other industry gifts, and business arrangements involving referrals. PAs should disclose any actual or potential conflict of interest to their patients.

Acceptance of gifts, trips, hospitality, or other items is discouraged. Before accepting a gift or financial arrangement, PAs might consider the guidelines of the Royal College of Physicians, —*Would I be willing to have this arrangement generally known?|| *or of the American College of Physicians-American Society of Internal Medicine, —*What would the public or my patients think of this arrangement?*

Professional Identity
Physician assistants should not misrepresent directly or indirectly, their skills, training, professional credentials, or identity. Physician assistants should uphold the dignity of the PA profession and accept its ethical values.

Competency
Physician assistants should commit themselves to providing competent medical care and extend to each patient the full measure of their professional ability as dedicated, empathetic health care providers. PAs should also strive to maintain and increase the quality of their health care knowledge, cultural sensitivity, and cultural competence through individual study and continuing education.

Sexual Relationships
It is unethical for PAs to become sexually involved with patients. It also may be unethical for PAs to become sexually involved with former patients or key third parties. Key third parties are individuals who have influence over the patient. These might include spouses or partners, parents, guardians, or surrogates.

Such relationships generally are unethical because of the PA's position of authority and the inherent imbalance of knowledge, expertise, and status. Issues such as dependence, trust, transference, and inequalities of power may lead to increased vulnerability on the part of the current or former patients or key third parties.

Gender Discrimination and Sexual Harassment
It is unethical for physician assistants to engage in or condone any form of gender discrimination. Gender discrimination is defined as any behavior, action, or policy that adversely affects an individual or group of individuals due to disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

It is unethical for PAs to engage in or condone any form of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

Such conduct has the purpose or effect of interfering with an individual's work or academic

performance or creating an intimidating, hostile or offensive work or academic environment, or accepting or rejecting such conduct affects or may be perceived to affect professional decisions concerning an individual, or submission to such conduct is made either explicitly or implicitly a term or condition of an individual's training or professional position.

The PA and Other Professionals

Team Practice

Physician assistants should be committed to working collegially with other members of the health care team to assure integrated, well-managed, and effective care of patients. PAs should strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

Illegal and Unethical Conduct

Physician assistants should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession. They should report illegal or unethical conduct by health care professionals to the appropriate authorities.

Impairment

Physician assistants have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. —Impaired means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol. PAs should be able to recognize impairment in physician supervisors, PAs, and other health care providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

PA-Physician Relationship

Supervision should include ongoing communication between the physician and the physician assistant regarding patient care. The PA should consult the supervising physician whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another health care professional.

Complementary and Alternative Medicine

When a patient asks about an alternative therapy, the PA has an ethical obligation to gain a basic understanding of the alternative therapy being considered or being used and how the treatment will affect the patient. If the treatment would harm the patient, the PA should work diligently to dissuade the patient from using it, advise other treatment, and perhaps consider transferring the patient to another provider.

The PA and the Health Care System

Workplace Actions

Physician assistants may face difficult personal decisions to withhold medical services when workplace actions (e.g., strikes, sick-outs, slowdowns, etc.) occur. The potential harm to patients should be carefully weighed against the potential improvements to working conditions and, ultimately, patient care that could result. In general, PAs should individually and collectively work to find alternatives to such actions in addressing workplace concerns.

Managed Care
The focus of managed care organizations on cost containment and resource allocation can present particular ethical challenges to clinicians. When practicing in managed care systems, physician assistants should always act in the best interests of their patients and as an advocate when necessary.

PAs should actively resist managed care policies that restrict free exchange of medical information. For example, a PA should not withhold information about treatment options simply because the option is not covered by a particular managed care organization. PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient's best interests.

PAs as Educators
All physician assistants have a responsibility to share knowledge and information with patients, other health professionals, students, and the public. The ethical duty to teach includes effective communication with patients so that they will have the information necessary to participate in their health care and wellness.

PAs and Research
The most important ethical principle in research is honesty. This includes assuring subjects' informed consent, following treatment protocols, and accurately reporting findings. Fraud and dishonesty in research should be reported so that the appropriate authorities can take action. Physician assistants involved in research must be aware of potential conflicts of interest. The patient's welfare takes precedence over the desired research outcome.

Any conflict of interest should be disclosed. In scientific writing, PAs should report information honestly and accurately. Sources of funding for the research must be included in the published reports.

Plagiarism is unethical. **Incorporating the words of others, either verbatim or by paraphrasing, without appropriate attribution is unethical and may have legal consequences**. When submitting a document for publication, any previous publication of any portion of the document must be fully disclosed.

PAs as Expert Witnesses
The physician assistant expert witness should testify to what he or she believes to be the truth. The PA's review of medical facts should be thorough, fair, and impartial. The PA expert witness should be fairly compensated for time spent preparing, appearing, and testifying. The PA should not accept a contingency fee based on the outcome of a case in which testimony is given or derive personal, financial, or professional favor in addition to compensation.

<u>The PA and Society</u>
Lawfulness
Physician assistants have the dual duty to respect the law and to work for positive change to laws

that will enhance the health and well-being of the community.

Executions
Physician assistants, as health care professionals, should not participate in executions because to do so would violate the ethical principle of beneficence.

Access to Care/Resource Allocation
Physician assistants have a responsibility to use health care resources in an appropriate and efficient manner so that all patients have access to needed health care. Resource allocation should be based on societal needs and policies, not the circumstances of an individual patient- PA encounter. PAs participating in policy decisions about resource allocation should consider medical need, cost-effectiveness, efficacy, and equitable distribution of benefits and burdens in society.

Community Well Being
PAs should work for the health, well-being, and the best interest of both the patient and the community. Sometimes there is a dynamic moral tension between the well-being of the community in general and the individual patient. Conflict between an individual patient's best interest and the common good is not always easily resolved. In general, PAs should be committed to upholding and enhancing community values, be aware of the needs of the community, and use the knowledge and experience acquired as professionals to contribute to an improved community.

Conclusion
The American Academy of Physician Assistants recognizes its responsibility to aid the PA profession as it strives to provide high quality, accessible health care. PAs wrote these guidelines for themselves and other PAs. The ultimate goal is to honor patients and earn their trust while providing the best and most appropriate care possible. At the same time, PAs must understand their personal values and beliefs and recognize the ways in which those values and beliefs can impact the care they provide.