



Lewis Katz School of Medicine

PHYSICIAN ASSISTANT PROGRAM
Student Handbook
2017-2018

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THE PURPOSE OF THIS HANDBOOK

The faculty and administration of the Lewis Katz School of Medicine (LKSOM) at Temple University Physician Assistant Program developed this handbook to provide the student with specific guidelines, rights, and responsibilities regarding the Physician Assistant (PA) Program. This handbook is designed to supplement rather than supplant existing University policies and procedures, including those set forth in the Graduate School of the University. Every student is required to be familiar with University policies, which can be located and reviewed within the Temple University Graduate School Bulletin (see <http://www.temple.edu/grad>). Students are responsible for knowing and complying with all applicable policies of Temple University Graduate School and the Physician Assistant Program.

Any questions regarding policies contained within this manual should be directed to the PA Director of Student Affairs. Although every effort has been made to make this handbook as complete and up-to-date as possible, circumstances may occur which the handbook does not cover. The handbook may also be altered due to changes in the program policy. Students will be notified of any changes or additions to this handbook.

When the handbook does not cover a specific circumstance, or the interpretation of a policy is ambiguous, the Program Director will make the necessary decision or interpretation. If students have questions regarding interpretation of policy, they should discuss them with the Program Director.

Please note that if there is any conflict between the specific policies and procedures set forth in this handbook and Temple University Graduate School's policies and procedures, the policies and procedures in this handbook shall be controlling. We hope you find this manual helpful and wish you success in your studies here at Temple.

Equal Opportunity Compliance

Temple University is committed to a policy of equal opportunity for all in every aspect of its operations, including employment, service, and educational programs. The University has pledged not to discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, veteran status and genetic information.

Values of the PA Profession

As healthcare practitioners, physician assistants have a responsibility to conduct themselves ethically in their interactions with patients, colleagues, other health professionals, and society. The following “Statement of Values” was drafted and adopted in 2008 and reaffirmed in 2013 by the American Academy of Physician Assistants (AAPA). These values provide a foundation upon which our profession’s ethical guidelines are built. All students who matriculate into Lewis Katz School of Medicine Physician Assistant Program are expected to adopt and practice these values throughout their academic and professional careers.

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.

DIRECTORY

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PA PROGRAM INFORMATION

Mission / Vision Statement and Goals

Lewis Katz School of Medicine Physician Assistant Program Mission Statement

The Lewis Katz School of Medicine (LKSOM) Physician Assistant Program will develop physician assistants who are recognized as leaders, educators, and innovators in the delivery of high-quality health care that is accessible, affordable, compassionate, and respectful of cultural diversity to all patients, especially those within our communities.

Physician Assistant Program Vision

The LKSOM Physician Assistant Program will become a recognized leader in physician assistant education and training and a respected innovator in the research and delivery of inter-professional, culturally appropriate and patient-centered healthcare.

Physician Assistant Program Goals

1. Admit highly qualified students representing diverse backgrounds.
2. Prepare compassionate and highly trained physician assistants to become leaders in healthcare.
3. Train physician assistants to develop and use an evidence-based approach to deliver the highest quality patient-centered health care.
4. Develop the skills needed as effective life-long learners.
5. Cultivate collaborative patient care through integrated inter-professional training experiences.
6. Foster high individual and professional ethical standards.
7. Promote cultural awareness in the provision of care to a diverse society.

The Physician Assistant Program is also dedicated to fulfilling the mission, vision and goals of Temple University and the Lewis Katz School of Medicine.

Lewis Katz School of Medicine at Temple University Mission Statement

LKSOM is dedicated to excellence in education, research and patient care, achieved by faculty, staff and learners who represent and serve our diverse society.

The School provides:

- Education that is patient-centered, instilling in learners the School's ethic of human service and lifelong learning.
- Research that advances and integrates basic and clinical science.
- Patient care that is administered with compassion and understanding, utilizing contemporary knowledge and techniques.

Accreditation Status

Lewis Katz School of Medicine (LKSOM) Physician Assistant Program was awarded accreditation – provisional from the Accreditation Review Commission on Education for Physician Assistants (ARC-PA) in April 2016.

The ARC-PA has granted **Accreditation-Provisional** status to the **Lewis Katz School of Medicine at Temple University Physician Assistant Program** sponsored by Temple University.

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

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

A program must be accredited during all or part of the time a student is enrolled for that student to be considered a graduate of an “accredited program”. Only graduates of an accredited program are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) prepared by and administered by the National Commission on Certification of Physician Assistants (NCCPA).

The website for the ARC-PA is www.arc-pa.org.

Administrative Organization of the Physician Assistant Program

The program director, faculty, and the administrative staff conduct the day-to-day operations of the program. The program faculty are responsible for class selection, curriculum design and development, student and course evaluation, student advising, and other matters relevant to the program.

It is important to the faculty of LKSOM Physician Assistant program that there is continual and open communication between students, faculty and staff. It is our intention, therefore, that all department personnel be available for student consultation. The PA faculty is responsible for:

- Developing the mission statement for the program.
- Selecting applicants for admission to the PA program.
- Providing student instruction.
- Evaluating PA student performance.
- Giving academic counseling to PA students.
- Assuring the availability of remedial instruction.
- Designing, implementing, coordinating and evaluating curriculum.
- Administrating and evaluating the program.

In addition to the core faculty of the program and the full time basic science and clinical faculty of the Lewis Katz School of Medicine, the LKSOM Physician Assistant Program will engage a number of highly qualified part-time and adjunct faculty to provide their expertise to the students' education and experience. Using a highly collaborative and interdisciplinary approach to teaching serves to extend the benefit of their experience to the students in the Physician Assistant Program.

Temple's History

Temple University was founded in 1884 by the Rev. Russell H. Conwell, clergyman, educator, and author of the famed oration, "Acres of Diamonds." It was Pastor Conwell's mission to make quality education available to all intellectually capable people, regardless of ability to pay. This has remained one of Temple's major goals over the years.

Temple University's medical department (it was not yet a school) opened its doors to students on September 16, 1901. Temple was the first coeducational medical college in Pennsylvania (the University of Pennsylvania and Jefferson medical college did not accept women until 1913 and 1961, respectively). The curriculum was held during evenings and weekends to accommodate working people. Classes were held initially in College Hall, next to Conwell's Baptist Temple Church, and clinical instruction was given at the Samaritan Hospital, farther north on Broad Street, also founded by Russell Conwell, in 1892. Anatomical dissections were performed in the barn behind Samaritan Hospital, where the horses that pulled the Samaritan ambulance were stabled.

The original medical faculty numbered 20 with 35 students enrolled during the first year. In 1904, two men who had entered with advanced standing, Frederick C. Lehman and Frank E. Watkins, became its first graduates. Two years later two women, Sara Allen and Mary E. Shepard, became the first women to receive MD degrees. Six years later, Agnes Berry Montier

became the first African American woman to earn the MD degree at Temple. Dr. Montier practiced general medicine in Philadelphia until her death in 1961.

In 1907, to meet medical licensure requirements, the “night school” was discontinued and a day program instituted. During that year, the medical school joined the dental and pharmacy schools in buildings located at 18th and Buttonwood Streets. In 1929, Samaritan Hospital was renamed Temple University Hospital and ground was broken for a building dedicated to medical education across Broad Street that opened in the following year. Dr. William N. Parkinson, a 1911 graduate, became dean and served admirably in that position for 30 years. With the opening of the new building in 1930, each medical class was increased to 100 students.

The next new building to be built for the school, the Medical Research Building, opened in 1963. Following that, with a grant from the foundation of the same name, we opened the Kresge Science Hall in 1969. The spectacular building that now serves as home base for the school, the MERB (medical education and research building) opened in 2009. This state-of-the-art building supports research and education in modern and dynamic ways--and came to be in large part because of the hard work and monetary donations of faculty and alumni--testament to the Temple community’s commitment to education and service.

Temple medical school awarded its first PhD degrees in 1954. Its MD/PhD program was founded in 1985. Residency training programs were instituted in the 1930s.

The medical school formed its first formal educational affiliation in 1928 with the Jewish Hospital of Philadelphia, now Albert Einstein Medical Center. This and subsequent affiliations opened doors for more variety of instruction and investigation. In recent years, the school established clinical campuses across the Commonwealth of Pennsylvania, with Geisinger Health System, St. Luke’s Hospital, and the Western Pennsylvania Hospital. Throughout the school’s history, innovative faculty members--many with national and international recognition--have brought luster to the school through their teaching, research and practice in the ever-expanding medical orbit.

In 1999, Temple developed an educational affiliation with Fox Chase Cancer Center, an NCI-designated Cancer Center with one of the best reputations in the country. In 2011, the relationship was expanded, making Fox Chase a full member of the Temple University Health System.

On October 13, 2015, the School of Medicine was renamed the Lewis Katz School of Medicine (LKSOM) at Temple University in honor the late university alumnus, trustee, and benefactor Lewis Katz.

The Lewis Katz School of Medicine at Temple University Today

Fully accredited by the Liaison Committee on Medical Education, the Lewis Katz School of Medicine employs 926 faculty, 1,700 volunteer faculty, and 1098 staff. Currently, 879 MD program students, 82 graduate students, and 20 physician assistant students are enrolled, along with 560 physicians in 34 residency and fellowship programs. Each year the school admits 210 medical students, 20 – 50 physician assistant students, and approximately 25 graduate students.

The School pursues three major interrelated missions:

- To provide an excellent student-centered education in medicine and the biomedical sciences to a diverse body of students, instilling in them an ethic of human service and lifelong learning, and preparing them for careers as clinicians, researchers and/or educators.
- To discover new knowledge that advances both medical science and clinical care; and
- To provide superb health care to people in our surrounding communities and beyond.

The School's degree programs are the MD Program, the PhD/MS in Biomedical Sciences; the MA in Urban Bioethics, the MD/PhD; the MD/MA in Urban Bioethics; the MD/MPH; the MD/MBA; the Physician Assistant Program (MMS). The school also offers a Post-Baccalaureate Program.

Temple University Hospital, the school's chief clinical training site, provides care for patients from throughout the region seeking advanced tertiary- and quaternary-level care. In addition, the hospital serves one of the most vulnerable populations in the nation, providing more free and under-reimbursed care than any other hospital in Pennsylvania. Thus, with experience in a variety of urban, suburban, and rural in- and out-patient settings, medical students learn to provide culturally competent, inter-professional care to a diverse population of patients with simple conditions as well as highly complex ones.

The Lewis Katz School of Medicine prizes not just technical excellence but diversity, equality and inclusion. It teaches the true art and science of "doctoring." Moreover, its educational strategic plan, "Improving Health through Innovation in Medical Education," keeps pace with new medical knowledge and with emerging trends in care delivery. The School's 11-story, 480,000 square-foot medical education and research building in Philadelphia features state-of-the-art facilities and technologies for medical education and research. Its specialized research centers focused on population health, metabolic disease, cancer, heart disease and other strategic priorities, the school conducts investigations to break new ground – and trains future generations of researchers to follow suit.

On October 13, 2015, Temple's medical school was officially dedicated as the Lewis Katz School of Medicine – a historic milestone in the school's history. The Lewis Katz School of Medicine is part of Temple University Health System, a \$1.6 billion enterprise. It is one of seven schools of medicine in Pennsylvania and, according to *U.S. News & World Report*, the fourth most-applied-to medical school in the United States. *U.S. News & World Report* also ranks it in the top third of all 156 medical schools in the United States, and the third highest-ranked in Pennsylvania.

Lewis Katz School of Medicine at Temple University Physician Assistant Program

Predictions of growing physician workforce shortages have led to innovation in medical practice design and the call for expert physician extenders. This need is most pressing in Temple's historically underserved urban community. When coupled with the Institute of Medicine's call for patient-centered, inter-professional education and care, Temple made the intuitive link between the education of the trainees who will practice in these teams and the eventual practice

setting. In 2014 Temple University gave approval for the development and implementation of a Physician Assistant program at the Lewis Katz School of Medicine (LKSOM). Plans were made to build on a history of excellence in medical education and develop and deliver a physician PA training program, which will lead to a Master of Medical Science (MMS) degree in Physician Assistant Studies.

It is Temple's commitment to this PA training program, housed within the Lewis Katz School of Medicine, that together with LKSOM's reputation for excellence in medical science, clinical education and unparalleled commitment to the urban, underserved community will yield uniquely trained, intensively clinical, and highly educated physician assistant graduates. The curricular design of the program brings medical students and physician assistant students together to learn, as they will practice. The MMS degree in Physician Assistant Studies is a full-time, 26 consecutive month program. It is divided into two major sections: the Preclinical Curriculum (over 14 months) and the Clinical Curriculum (over 12 months).

This MS program will serve to: train outstanding PAs who will enhance patient care in our North Philadelphia community and beyond; facilitate innovative curriculum with the use of inter-professional exercises; and utilize existing School of Medicine faculty, clinical training and physical plant resources.

The first cohort of students entering the program in June 2016 and will graduate in August 2018. Approximately 20 students will matriculate in the program in the first year, ultimately with a capacity for 50 students per year. Please see the accreditation status in this handbook for more information.

PHYSICIAN ASSISTANT PROGRAM EDUCATION

ACADEMICS: COMPETENCIES WITHIN AN INTEGRATED CURRICULUM

Introduction

Lewis Katz School of Medicine (LKSOM) Physician Assistant Program is dedicated to educating and training students to be excellent physician assistants who will be thoroughly prepared to meet the medical needs of a diverse patient population, including the local community, the State of Pennsylvania and beyond. The school places particular emphasis on attracting and graduating future physician assistants who will provide care to underserved populations. This tradition has been preserved and passed on by a faculty, which is dedicated to filling the medical needs of North Philadelphia and surrounding communities.

LKSOM PA Program is dedicated to enrolling students who exemplify academic excellence, and embody the passion, commitment and integrity to meet the highest standards in patient care and medical scholarship. Temple students represent the diversity of society; they are recent college graduates as well as those changing careers, and they come from a wide variety of cultural, socioeconomic, and geographic backgrounds. They also have demonstrated capacity for volunteerism, altruism, and a genuine desire to help those in need.

A LKSOM PA Program education provides a solid foundation in the fundamentals of basic science and clinical medicine. The curriculum is structured to ensure that students acquire the knowledge, clinical and life-long learning skills, and professional attributes essential to the

practice of medicine. The program is marked by an extensive “hands-on” experience in caring for patients.

In an effort to define PA competencies the National Commission on Certification of Physician Assistants (NCCPA), the ARC-PA, the American Academy of Physician Assistants (AAPA), and the Physician Assistant Education Association (PAEA) have developed a list of suggested clinical competencies for the PA profession. The competencies are based on the Accreditation Council for Graduate Medical Education (ACGME) model with areas specific to PA practice.

Lewis Katz School of Medicine Physician Assistant Program has chosen to use those same six areas in defining the competencies that its students must acquire prior to graduation from the PA Program. The learning objectives for physician assistant students, which may be found on the Physician Assistant Program’s web site, are listed in **APPENDIX A** under the appropriate type of competency.

Compact between Teachers and Learners of Medicine

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the physician assistant/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

Guiding Principles

DUTY Medical educators have a duty, not only to convey the knowledge and skills required for delivering the profession’s contemporary standard of care, but also to inculcate the values and attitudes required for preserving the medical profession’s social contract across generations.

INTEGRITY The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

RESPECT Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

Commitments of Faculty

- We pledge our utmost effort to ensure that all components of the educational program for students and residents are of high quality.
- As mentors for our student and resident colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.
- We respect all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student or resident.

- We pledge that students and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest; we monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure students’ and residents’ well-being.
- In nurturing both the intellectual and the personal development of students and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
- We do not tolerate any abuse or exploitation of students or residents.
- We encourage any student or resident who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

Commitments of Students

- We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.
- We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.
- We pledge to respect all faculty members and all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.
- As physician assistants in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.
- As physician assistants in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.
- In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents in meeting their professional obligations, as well.

PROGRAM CURRICULUM REQUIREMENTS

The curriculum is designed to be completed in 26 months. Students will begin in early June of the 1st year and will complete their studies 26 months later at the end of the 12-week summer session (approximately July 30th) to receive an August diploma. There are a total number of 117 credits for the program.

The curriculum is divided into 2 major sections, the preclinical didactic curriculum (approximately 14 months) and the clinical curriculum (approximately 12 months). The preclinical curriculum is further divided into 3 areas: overview courses, foundation courses, and essentials courses. The overview courses provide general information on a variety of topics related to the physician assistant practice and basic sciences. The fundamentals courses integrate physiology, pathophysiology, pharmacology, physical examination and relevant other topics including diagnostic procedures within each organ system. The essentials courses deal with diagnosis and management of patients from neonate to the elderly.

The clinical curriculum provides clinical clerkships in both the inpatient and outpatient setting in all areas of medicine that span the continuity of life. In addition, students have the opportunity to select two (2) elective clinical preceptorships.

Inter-professional education will occur periodically during the didactic year over the first 14 months, as well as on clinical clerkships working in teams with medical students, residents, and physicians in the second year. Listed below in Table 1 is an outline of the currently planned sequence of courses by semester and Table 2 provides a general description of each planned course. Year 1 classes will take place on the Health Science Center Campus, in the School of Medicine and TUH facilities. Year 2 classes (clinical clerkships) will take place in LKSOM and Temple Health sites in the Philadelphia and surrounding area.

The PA School Curriculum:

Summer I (11 weeks)	# Credits	Fall I (16 weeks)	# Credits
PA Practice I	1	PA Practice II	1
Anatomy	5	Foundations of Medical Science II	4
Introduction to Epidemiology/Biostatistics	2	Fundamentals of Hematology	3
Foundations of Medical Science I	4	Fundamentals of Cardiology	4
Introduction to Scientific Inquiry	1	Fundamentals of Pulmonology	4
Patient Assessment I	1	Fundamentals of Dermatology	2
		Fundamentals of EENT	2
		Patient Assessment II	1
Total Credits	14	Total Credits	20
Spring I (16 weeks)	# Credits	Summer II (12 weeks) /session I	# Credits
PA Practice III	1	PA Practice IV	1
Fundamentals of Nephrology	2	Essentials of Psychiatry	2
Fundamentals of Endocrinology	3	Essentials of Men's and Women's Health	4
Fundamentals of EENT	2	Essentials Across the Lifespan	4
Fundamentals of Neurology	2	Essentials of Surgery / Emergency Medicine	4
Fundamentals of Ortho/Rheumatology	3	Scholarly Clinical Research I	1
Fundamentals of Dermatology	2	Bioethics	2
Patient Assessment III	1	Patient Assessment IV	1
Total Credits	16		19

Fall II / Spring II – Required Clerkships	# Credits
Family Medicine	5
Internal Medicine	5
Emergency Medicine	5
Obstetrics/Gynecology	5
General Surgery	5
Behavioral Medicine	5
Pediatrics	5
	35
Summer III	# Credits
Scholarly Activity/ Clinical Research II	1
Elective I	5
Elective II	5
Comprehensive Review	2
Total Credits	13
TOTAL PROGRAM CREDITS	117

Independent Study

The independent study policy shall apply to students who begin coursework in one semester or academic year, but for extenuating circumstances receive grades of Incomplete and must complete the coursework in the next academic year. At the sole discretion of the Physician Assistant Program Director and the Associate Dean for Graduate Programs, the Office of Graduate Studies shall register a student who must complete his/her academic requirements in the following academic year, into Independent Study.

A student must submit an Independent Study Change of Status Form requesting Independent Study and state in detail the reason for the request.

Guidelines:

- Independent study for these students shall be limited to one academic year.
- The Office of Graduate Studies will register the student into Independent Study and post the appropriate special designation code.
- Independent Study registration shall: be reflected on the student's transcript; incur a nominal charge each semester (in lieu of tuition); incur the usual and customary fees, including but not limited to the student activities fee, technology fee, health fee, disability insurance fee, health insurance fee; permit the student to be considered as a full-time enrolled student in the MMS-PA Program.
- Following a one-year period, a student will no longer be eligible for financial aid.
- Extension may be granted by and at the sole discretion of the Program Director and Associate Dean for Graduate Studies.
- It is the student's responsibility to understand eligibility requirements and financial implications.

Religious Holiday Accommodation

The following policies regard examination conflicts with religious holidays:

- Each course will state its examination schedule and exemption policy, if any, the first day of class and in the course syllabus.
- Religious holidays will be considered, for purposes of examination, as excused absences.
- In so far as possible, all course directors will do their best to minimize conflict with religious holidays in the establishment of examination schedules.

INSTITUTE FOR CLINICAL STIMULATION AND PATIENT SAFETY

Lewis Katz School of Medicine at Temple University

William Maul Measey Institute for Clinical Simulation and Patient Safety

3500 N. Broad Street, Suite 350, Philadelphia, PA 19140

Tel (215) 707-9505 Fax (215) 707-9506

Student Electives and Groups Use of the Sim Institute for Educational Sessions

The Institute is happy to work with student electives and groups to provide learning opportunities for their members.

Scheduling Information

1. At least one physician assistant program faculty member must be present during the **entire** session.
2. Student group and elective sessions will be scheduled when space and equipment is available.
3. In unusual circumstances, a group may be contacted to reschedule a program.
4. Requests should be submitted for review at least 2 weeks prior to the desired date.
5. The student leader of the group should confirm faculty availability prior to contacting the Institute for scheduling. Please provide multiple dates/times for a session.
6. A single member of the group or elective should contact the Institute's administrator in written form. Please email the Institute's Professional and Technical Director, Jane Cripe, BSMT, at jcripe@temple.edu
7. The group coordinator will be asked to fill out a Program Request Form to complete the process.

Equipment/Supplies/Mannequins/trainers/space

1. The requested equipment/supplies/mannequins/trainers will be provided by the Institute if the component is part of the Institute's existing inventory.
2. The number of participants per session may be limited by the number of available mannequins.
3. The Institute classroom can accommodate a maximum of 25 participants.
4. The group coordinator should discuss needs with the Institute prior to finalizing the agenda.

Required Information

1. Contact information for person making the request.
2. Contact information for Faculty Instructor(s) participating in the session.
3. Name of Student Group/Elective

4. Session Agenda
5. Goals and Objectives for the session.
6. Number of students expected to participate in the program.
7. Date(s), Time(s) desired for the program.

Liability Coverage for Physician Assistant Students

Temple University administers its liability insurance program through the risk management and insurance department. The following addresses liability coverage for physician assistant students enrolled in the Lewis Katz School of Medicine Physician Assistant Program, as it relates to curricular and non-curricular activities.

Coverage during Curricular Program Activities

Temple University provides students with liability coverage for programs taken for curricular credit whether at Temple University Hospital, an affiliated institution, or while on an external rotation if they are registered as a student. Liability coverage is also provided when an external rotation is taken for curricular credit at an institution that is not affiliated. Further questions regarding student activities, summer work projects or volunteer activities should be directed to Office of Student Affairs. Further questions about curricular issues should be directed to the Physician Assistant Program office.

Coverage during Student Organization Activities

Temple University provides liability coverage to student organizations of a professional nature but not to social and/or sports organizations unless those social organizations are taking part in a professionally related activity like health screenings. Examples of professional student organizations include Student Council, TEAC, Temple Cares, Prevention Point, AMSA, and SNMA. Examples of social and/or sports organizations include Soccer and Basketball. The University liability program applies only to registered student organizations. Therefore, it is highly desirable for all student organizations to register with the Student Activities office located in the Student Faculty Center on the 2nd floor. Registration materials can be obtained there.

Any student organization undertaking an activity in the community must first obtain approval from the School of Medicine. The student organization is asked to consult with the Office of Student Affairs about the need for an informed consent waiver form. In general, any activity undertaken with minors (under 18 years of age) needs an individual informed consent waiver form to be signed by the participant's parent or legal guardian. The signed forms will be kept on file in the Office of Student Affairs. A student organization undertaking an approved group program in the community (such as training on self-breast examination with a church group) is required to routinely communicate to the group that the information is presented as community service information and not prescribed medical treatment. Only approved community activities will have liability coverage provided by Temple University. Liability alleged to result from non-approved community activities is not covered.

Coverage during Research/Volunteer Work Activities

Students working on research or as a medically related volunteer at Temple University Hospital or at an affiliated institution at the direction of Temple, whether in a paid or volunteer capacity, are provided coverage under the University's liability insurance policy. Examples of this include students working on a research project in a clinical department at Temple University Hospital or volunteering at Temple University Hospital.

GRADING AND PROMOTIONAL POLICIES, CANDIDATES FOR MMS-PA DEGREE

Preamble

The faculty and academic administrators of the Lewis Katz School of Medicine (LKSOM) Physician Assistant Program recognize their responsibility to assure that graduates of the program are intellectually, clinically, and ethically qualified and have the maturity and emotional stability to assume the professional responsibilities implicit in the receipt of the degree of Master of Medical Science in Physician Assistant Studies. Therefore, they have established these policies to guide themselves and their students in pursuing a level of academic and professional excellence required for the conferral of that degree. Specific procedures have been established to provide uniformity and equity of process in all situations requiring administrative action.

For purposes of this Policy, the term “course” shall include educational experiences identified as “courses” and “clerkships”.

Responsibility

Establishment v

The Dean of the School of Medicine and Vice-Provost of Temple University Graduate School approve all grading and promotional policies, as established and recommended by the physician assistant curriculum committee.

Implementation

1. Faculty

PA program faculty are responsible for implementing grading policies, regulations and procedures. They may do so as members of a department that administers courses or as members of an integrated course. For the courses for which they are responsible, faculty members:

- a. Establish standards to be met for attaining course credit and criteria for assigning specific grades
- b. Assign final grades for course work

2. The Associate Dean for Graduate Programs

The Associate Dean for Graduate Programs administers the promotional policies, regulations and procedures, as recommended by the physician assistant curriculum committee and approved by the Dean and the Vice-Provost.

3. Student Promotions, Appeals, and Grievance Committee

This committee is appointed by the Associate Dean for Graduate Programs upon approval of the LKSOM Dean and will consist of 6 faculty members (2 physician assistants, 2 basic science and 2 clinical faculty actively involved in the teaching of physician assistant students) and 2 physician assistant students in good academic standing.

4. The Student Disciplinary Committee

The student disciplinary committee a standing committee of the School of Medicine, in part appointed by the Dean and in part elected by the Medical Faculty Senate, makes recommendations to the Dean about disciplinary actions, based on non-academic (professionalism) issues. If the committee must meet at a time when it is impossible to convene a quorum, the Dean may appoint alternate members to the committee on an ad hoc basis.

Course Requirements and Sequencing

The curriculum of the program is divided into two distinct curricular segments, the didactic preclinical segment that runs from Summer I through Summer II and the clinical segment that runs from Fall II to Summer III, that must be satisfied in the prescribed sequence. All required courses, including the required number of approved elective courses in the clinical year, must be completed satisfactorily before a student can be recommended for graduation. A student may not repeat a course more than once, and no more than two distinct segments may be utilized to fulfill the requirements of either the didactic preclinical or the clinical segments of the curriculum. With the exception of combined degree programs, a student must complete the MMS-PA degree program in no more than four years (including independent study and leaves of absence). Extensions for good cause can be requested from the Associate Dean for Graduate and MD/PhD program and the Vice-Provost of the Graduate School. For the purposes of this regulation, repetition of a curricular semester shall be interpreted as utilization of one full segment.

All courses of a particular year must be completed satisfactorily before a student may begin any course of the ensuing curricular year. All students must successfully complete each summative exam prior to beginning the next semester.

Evaluation and Standing of Students

a. Grading

All courses, whether required or elective, must be graded according to the stated grading system. Final grades must be submitted in writing to the Office of Graduate Programs and made known to the students within four weeks of the completion of a course. If the final grade for a course is below **B-**, a special effort should be made to inform the Program Director promptly by phone or email and to submit that information in writing as soon as possible, preferably earlier than the standard four-week deadline. For clerkships in the Summer III, all grades must be submitted no later than one week before the date of graduation.

i. The Standard Grading System:

Final course letter grades are assigned according to the following grading scale:

A	4.00 (91.5-100)	C	2.00 (69.5-72.4)
A-	3.67 (89.5-91.4)	C-	1.67 (67.5-69.4)
B+	3.33 (85.5-89.4)	D+	1.33 (64.5-67.4)
B	3.00 (78.5-85.4)	D	1.00 (62.5-64.4)
B-	2.67 (74.5-78.4)	F	0.00 (below 62.4)
C+	2.33 (72.5-74.4)	I	Incomplete

ii. Fail (F):

When a student repeats a course as part of the requirement to repeat a curricular semester or a curricular year, the final grade recorded on the transcript for the repeated course shall be the actual grade earned. Both the original F and the subsequent grade earned by repeating the course will appear on the transcript.

iii. Incomplete (I):

Grades of Incomplete are assigned in accordance with Temple University Policy 02.10.13 (Incomplete Course Work Policy) and are applied at the school as described below:

- A course director, following consultation with the PA Director of Student Affairs and Program Director, may assign the grade of incomplete to indicate that a student has been unable to complete all of the course requirements for reason(s) beyond his/her control (e.g., death in the family, significant illness or injury, etc.).
- When the grade of incomplete is assigned to a course, the student must complete the course requirement before the beginning of the next academic semester unless the course director, with the concurrence of the Director of Student Affairs and the Program Director, shall have provided a specific alternative time period, not to exceed one year from the completion date of the course. The student will be informed in writing of the requirements for completion of the course, and timeline for completion.
- Once all course requirements have been attempted, the course director must assign a final grade in place of the incomplete grade. If the requirements for the incomplete course have not been met within the specified time limits, no agreement has been made to extend the time limit and the student has not withdrawn from school, a final grade of F will be assigned.

iv. **Withdrawn (W):**

If the student has withdrawn from school, the Program Director will assign a W (Withdrawn) grade to the student's record.

When written confirmation of a final grade for a second year course has not been received by one week prior to graduation from the school, the Program Director, acting at his/her own discretion, may assign and have duly recorded on the student's academic transcript a final grade of **P**.

b. The Credit (CR)/Fail (F) Grading System

The Credit/Fail grading system is applicable to independent study courses.

Appeal of a Grade

Students and course directors occasionally disagree on final course grades. Sometimes this is the result of a mathematical error on the part of the course director; an issue that can readily be resolved by the student taking the relevant exam to the course director or otherwise pointing out the error. The course director then acts to change the erroneous grade. Sometimes the student and the course director disagree on a substantive issue, such as the evaluation of an exam answer or the course letter grade. The student should first think through the grade and ensure that he/she can identify the nature of the disagreement clearly. The student should then make an appointment with the course director and discuss the issue. In this way almost all disagreements can be resolved.

The following procedure is for those more unusual cases in which further discussion cannot resolve the problem, and the student feels that his/her final grade was incorrectly awarded. The student should note that the appeal process is not a regrading of the course, but an examination of

whether proper procedures were followed in the awarding of the grade. These steps (listed below a-f) must be initiated by February 1st for a grade earned in the previous fall semester, by July 1st for a grade earned in the previous spring semester, and by September 1st for a grade earned in a previous summer session.

- a. The student should provide a written appeal statement to the course director outlining the basis of the appeal. This statement should contain all the pertinent information including steps already taken by the student. A copy should be submitted to the PA Program Director. The course director will consider the statement and respond in writing within 14 days to the student with a copy forwarded to the PA Program Director.
- b. If the student is not satisfied with the decision of the course director, the student should submit in writing a request for review by the PA Program Director within 30 days of the date of the response of the course director. At this time, the student may also submit any additional information for review by the Program Director.
- c. The course director will be offered the opportunity to provide any additional written information regarding the appeal to the Program Director.
- d. On the basis of the information provided, the Program Director will make a decision on the following basis:
 - Were the grading procedures used in the course clear and consistent for the course in general?
 - Did the instructor fairly apply the grading procedures in the case of the student who has filed an appeal?
- e. The Program Director will make a decision and notify the course director and the student of their decision. If the review finds that the procedures were clear and consistent and were applied fairly in the case of the student who has filed an appeal, this information will be given in writing to both the student and the instructor. If the review finds that the student was not fairly graded, the Program Director will contact the faculty member in question to request that the student's work be re-graded in a way that eliminates the unfairness. A third possibility is that the review may show some ambiguity about fairness and the Program Director may request further discussion between the student and instructor to resolve the issue. In the case where the program director is the course director, evaluation will be completed by the Director of Student Affairs.
- f. If the student is not satisfied with the results of the steps above, the student may file an appeal with the Associate Dean of Graduate Programs for review by the LKSOM graduate programs student performance committee only on procedural grounds.
- g. Final appeal only on procedural grounds would be with the Vice-Provost for Graduate Studies at Temple University.

d. Evaluation Other Than Grades

Clinical Clerkship Comprehension and Competence

At the conclusion of each clinical clerkship course, whether required or elective, a formal written narrative evaluation of each student's performance must be submitted to the Program Director by the clerkship director.

1. **Mid-course Evaluation:** The clerkship director, site director, or his/her designee must provide a mid-clerkship formative evaluation. Interim evaluative comments from the faculty directly to the student are required during all clerkships, and students are urged to share in the responsibility for seeing to it that such feedback occurs. Such interim evaluations should be given at the mid-point of each clerkship when faculty are urged to communicate to each student, either in writing or orally, information concerning the student's performance to date and, as appropriate, recommendations for improvement.
2. **Final Written Report:** Within four weeks of the conclusion of a clerkship, the clerkship director must submit to the Program Director a written narrative report for each student assigned to that clerkship. The narrative report must be approved by the course director and should address that student's attributes, including his/her fund of knowledge, level of comprehension, clinical skills, interpersonal relationships and professional behavior. The Program Director or her designee will review all reports and, should the report(s) on a particular student warrant action then that student will have a consultation with members of the Program's principal faculty. If any corrective actions are necessary, the student will be notified and given a timeline for completion of evaluation.

A single final grade must be submitted upon completion of each required and elective clerkship. If a clerkship comprises two distinct and significantly different experiences which might require different types of skills and attitudes (e.g., in-patient vs. out-patient experiences in the same discipline or in-patient experiences in the same discipline at two different institutions), separate written evaluations may be submitted for each distinct experience.

Statement on Fitness for Professional Responsibility

Professionalism is a core value of medicine, a major element forming the essence of a physician assistant. Its importance is equal to that of knowledge and technical skills, with all three elements essential to providing the expected quality of health care. Key professionalism competencies include character, integrity, honesty, personal motivation, responsibility, accountability, compassion, continued professional development, ability to work in teams, and respect for patients, teachers and colleagues. Physician assistants-in-training are expected to meet standards of professionalism, as described in the PA Program Competencies and Honor Code, both of which are accessible through the PA Program's website and the Student Handbook.

Meeting the standards of professionalism is an essential component in the assessment of physician assistant student performance in phases of the curriculum. Failure to meet standards of professionalism may result in a Fail grade in a course or clerkship, formal written report to the Program Director, counseling, referral to the Honor Board or student promotion, appeals, and grievance committee, or dismissal.

Accordingly, course and clerkship directors are encouraged to evaluate each student's professional attitudes and behaviors, and to submit to the PA Program Director a written report describing a student's professionalism. In addition, any faculty member may submit a written report describing any incident that might reflect either an unprofessional attitude or behavior or exceptional professionalism. All such reports are placed in the student's official PA Program file.

On receipt of a report reflecting an unprofessional attitude or behavior, the Program Director will meet with the student to discuss the concern, and following consultation with members of the Dean's staff, take appropriate action(s). If the Program Director receives a second report of unprofessional attitude or behavior for any student and concludes that some action is appropriate, the receipt of that second report will be reflected in the student's physician assistant student performance evaluation.

If the student disagrees with any decision reached by the Program Director, (s)he may within seven days of such notification appeal in writing to the Dean through the student promotion, appeals, and grievance committee. The process for the appeal and the standards upon which decisions are to be made are explained further on in this section.

Students who receive a commendation for exceptional professionalism are informed by the Program Director. Exemplary professionalism is identified in the student's physician assistant student performance evaluation.

Transition from the First to the Second Curricular Years

Students must successfully complete the summative and OSCE exams at the end of Summer II in order to progress to the clinical segment of the program and begin clerkships. At the discretion of the Program Director working with the Associate Dean for Graduate and MD/PhD Programs, students may be allowed to begin the first clerkship if it is necessary to remediate the Summative and OSCE Exam at the end of Summer II.

Remediation of Courses

Remediation is offered to any student who earns a final grade in a didactic course or clerkship below B-. No more than two courses per semester may be remediated. Remediation must be completed before the beginning of the next semester. Students who remediate a course can receive a grade no higher than B-. Students will work with the course director and their academic advisor to develop and execute a remediation plan.

Standing of Students

Students are placed into one of the following two categories based upon their academic performance:

1. **In Good Standing:**
 - Has completed satisfactorily the requirements of all courses of all previous semesters
 - Is passing all courses in which s/he is enrolled
 - Is not on probation for either academic or behavioral reasons
2. **Not in Good Standing:**
 - Has not fulfilled the requirements of one or more courses of a previous semester
 - Is not passing one or more courses in which s/he is enrolled
 - Is on academic or behavioral probation

Promotional Guidelines

- Students are required to maintain a GPA of 3.0 at the end of each semester

- Students may not have any course grade/clerkship grade of F
- Students may not have a total of more than 2 grades below B-, throughout their time in the program
- Student must pass both the summative exams at the end of Fall I and Spring I to progress into the next didactic semester.
- Students must pass both the summative and OSCE exams at the end of Summer II to progress to the clerkships.
- Students must pass the Comprehensive Review Course in Summer II to graduate.
- All summative and OSCE exams must receive a minimum grade of B- or better to progress.

Promotional Decisions

Most promotional decisions are based upon grades alone and are determined automatically and solely by the promotion guidelines. The Program Director is responsible for assessing the academic performance of each student and informing the student of his/her status and for assessing the fulfillment or non-fulfillment of conditions arising from probationary status. Promotional decisions based upon criteria other than grades are made by the PA Program Director. The Program Director is responsible to notify the students of their dismissal.

Appeal of Dismissal

Students who are dismissed due to an academic or non-academic reason may appeal this decision to the student promotion, appeals, and grievance committee of the PA Program. Students must write a letter to the chair of the student promotion, appeals, and grievance committee stating explaining their reasons for appeal including any extenuating circumstances along with a plan to insure future success. Regular meeting dates for the student promotion, appeals, and grievance committee will be posted yearly.

The student promotion, appeals, and grievance committee of the Physician Assistant Program will meet with the student, and will review the academic performance and any extenuating circumstance before making a recommendation to the Associate Dean for Graduate and MD/PhD Programs. If the student is not satisfied with the results of the steps above, the student may file an appeal with the Associate Dean of Graduate and MD/PhD programs for review by the LKSOM graduate programs student performance committee only on procedural grounds. Final appeal only on procedural grounds would be with the Vice-Provost for Graduate Studies at Temple University.

Probation

A. Academic

A student shall be placed on academic probation:

- When the student is required to repeat one or more semesters due to inadequate academic performance
- When a student returns from a leave of absence, which was entered with the student “not in good standing”

Once placed on academic probation, the student remains in that status as long as s/he remains matriculated at the program. A student on academic probation will be dismissed if s/he receives a final grade below B- for any course or clerkship while matriculated at the program.

B. Non-Academic

When, in narrative comments evaluating a student, faculty members express concern about a student's fitness to assume professional responsibilities, the Program Director may place a student on non-academic probation. In such instances, the Program Director states, in writing, the specific duration and conditions of the probationary status. The Program Director is responsible for monitoring the student's adherence to the conditions of the probation. Should the student violate those conditions, the Program Director may take further action(s).

At the sole discretion of the Program Director, students on either academic or non-academic probation may be restricted from scheduling clinical or research rotations at sites away from Temple's Broad Street campus.

Graduation

The Associate Dean of Graduate and MD/PhD Programs and the Vice-Provost of the Graduate School upon the recommendation of the Program Director make final decisions regarding graduation. The faculty and administration of the PA program base recommendations upon a comprehensive evaluation of each student's academic and professional performance and fitness for professional responsibility as determined.

SERVICES/GENERAL INFORMATION

Bookstore

Location: Student Faculty Center, 1st Floor

Hours: 8:30 am to 4:30 pm, Monday through Friday

Summer hours: 9:00 am to 4:00 pm, Monday through Friday

Phone: 215-707-3157

The Student Bookstore is operated by Barnes and Noble College Booksellers. The bookstore stocks all required books and supplies as well as Temple clothing, souvenirs and giftware. A limited assortment of jewelry, greeting cards, snack items and health-aids are also available. We are also your source for specialized clothing for fraternities, sororities, student organizations, and fund raising items.

Campus Safety Services

Campus Safety Services provides service to the Temple community 24 hours a day, 365 days a year.

Location: Health Science Center Campus
Parkinson Pavilion
Broad and Tioga Streets

Phone: 1-1234 (on campus)
215-204-1234 (non- campus)

Website: www.temple.edu/safety/

Twitter: @TU_Police

Campus Safety Services consists of a police division of more than 120 sworn professional police officers. In addition to police services, security personnel monitor access and provide assistance to staff and visitors. Security personnel patrol the campus and surrounding area on foot, on bikes and in vehicles.

Some of the campus safety features include:

- An integrated Computer Aided Dispatch (CAD) system directly linked to the Philadelphia Police Communication Center's CAD system
- 13 Code blue emergency phones on campus
- High intensity lighting to increase visibility on campus walkways
- Strategically placed security cameras

Safety reminders

- Use only the ATM's inside of TU facilities and put your money away before leaving the ATM area.
- Wear your Temple ID on your outer garment.
- Familiarize yourself with the emergency blue phones throughout the campus.
- Secure your belongings and area. Unattended items can easily be removed.
- Be alert to your surroundings. As "eyes and ears" for our department, your observations can reduce incidents. If you should see anything out of the ordinary or suspicious, call Temple Police immediately.
- Lock your car and keep all valuables out of sight. Utilize the campus parking lots.
- It is strongly recommended that students use the Allegheny Subway Station. Escorts are available at night to walk you to the station.
- Report all crimes to Temple Police.

Security Services

- After-hours escorts: Escorts are available to the bus stop, subway, train station, parking lots, and other campus buildings. Please call Temple Police to make arrangements. Be advised that there may be a wait so please plan ahead.
- Lost and Found: Items lost or found may be turned in or redeemed at the Campus Safety Services office in the Parkinson Pavilion. You may call (2-8285) to see if your item has been turned in.
- Crime Prevention programs: Available to all students, staff and employees. Self-defense, street smarts, and risk reduction programs are available upon request. Call Donna Gray at 215-204-5870.
- Annual Security and Fire Safety Report: The Department of Campus Safety Services compiles information to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Annually the report is published on the Campus Safety website to provide the Temple community with descriptions and statistics about

the department, emergency response and evacuation procedures, University policies, crime statistics, and other important information

Emergency Preparedness

TUready is Temple University's fully integrated, campus-wide, all-hazards emergency management program based on the framework of the four phases of emergency management: prevention/mitigation, preparedness, response, and recovery. TUready is intended to be comprehensive, sustainable, and flexible; taking into account the unique mission and characteristics of the university. Being prepared is the responsibility of every person in the community. It's up to you to play your integral role. This section contains more information for you to:

- Understand the emergency notification methods and register to receive TUalerts
- Review the evacuation procedures
- Know how to shelter-in-place when you hear the TUsiren

TUalert is used to communicate information regarding an incident that occurs on campus and is deemed **an emergency requiring immediate action** on the part of the campus community. This is an e-mail, a text message to registered mobile phones, and/or a voice message. Members of the Temple community who wish to have an emergency notification sent directly to their mobile phone must register their emergency information. If you have not already done so, please take a moment now to register to receive mobile phone text messaging. Follow the instructions on [How to Register](#).

TUsiren is used only to communicate information regarding an incident that occurs on or around campus that is deemed a **catastrophic and life-threatening situation** (e.g. severe weather or release of hazardous material). The siren will indicate the need for all to shelter-in-place, unless otherwise directed. In addition to sounding the siren, a **TUalert** will be sent out and incident updates will be posted to the university web site.

Evacuation Procedures:

[Campus Safety Services](#) (including Temple Police and Security Officers) and [Facilities Management](#) serve as the university's officials for emergency procedures and oversight. All of us are responsible for following their directives in the event of a test or actual incident.

An evacuation is implemented under conditions when it is no longer safe for students, faculty and staff to remain in a building or a specific area in a building. This requires occupants to move out and away from a building to a designated building area of refuge or out and away from a specific area within a building. Most commonly used when there is a suspected fire or hazardous material spill in a building.

If you discover a fire or smell smoke, sound the building fire alarm. Fire alarm pull stations are located at each exit. The Security Person stationed at the lobby desk will call campus police when an alarm is transmitted. Campus police will notify the Fire Department, without delay by dialing 9-1-1.

Procedures to Evacuate:

- When the fire alarm sounds, **LEAVE AT ONCE**. Close all doors behind you. Proceed into the fire exit and leave the building. After leaving the building keep moving for at least 200 feet and proceed to a safe area. Do not reenter until given permission by the Police or the Fire Department.
- **DO NOT USE ELEVATORS**. They will stop if power fails, causing occupants to become trapped. Elevator shaft ways are like chimneys. Smoke could enter the elevator shaft thereby asphyxiating the occupants trying to evacuate the building.
- Feel the door that leads from your office to the corridor before opening it. If it is hot or smoke is seeping in, do not open it. If you become trapped in your office and cannot reach the fire exit, keep the door closed and seal off any cracks. Use a phone in the office to call the Temple Police (215-204-1234) or the Fire Department (911) and give the location of your building, the floor you are on and the office number (or name if number does not apply).
- If the door feels cool, open cautiously. Be braced to slam it shut if the corridor is full of smoke or if you feel heat pressure against door. If corridor is clear, proceed with the escape plan.
- A responsible person or persons that work in the area of the disabled should be assigned to assist in the event of fire. These persons are taken into the fire exit and will remain on the landing. Once situated on the stair landing, call Temple Police (215-204-1234) or the Fire Department (911). Identify which stairway you are in and which floor you are located. Be sure to inform them if you require special equipment to descend the stairs. Responders will not be able to utilize a motorized wheelchair but may have access to evacuation chairs for mobility impaired occupants. The Fire Department will arrive to assist.
- If caught in smoke or heat, stay low where the air is better. Take short breaths (through nose) until you reach an area of refuge.

IMPORTANT: Keep all fire exit and corridor doors closed at all times. These doors are fire rated to keep smoke and heat from entering stairways and adjoining corridors. If at any time you observe these doors propped or tied open, please close them and report the location.

How to Shelter in Place

Shelter-in-place means to seek immediate shelter and remain there during an emergency rather than evacuate the area. Shelter-in-place will only be used when an evacuation is not safe. Certain events, such as hazardous materials contamination or severe weather, may necessitate the initiation of the university's shelter-in-place protocol. Notification to shelter-in-place may be made using all means of communication available.

Emergency Closing or Delayed Opening

Should it be necessary to close the Medical School and the PA program because of extremely severe weather or emergency conditions, the following procedure will be utilized:

- The medical school follows university policy regarding emergency closings or delayed openings.
- Closure will apply to all student education programs, with the exception of clerkships. **Students on clerkships should check with their individual clinical sites to determine if they need to report.**
- Announcement of the closure will be made over public radio utilizing the following code number: **101**
- For those in the categories that would be included in the school closing, please record the school number in an appropriate place to be available should you need it.

Athletic Facilities

Student Faculty Center

The Student Faculty Center (SFC) is located on the southwest corner of N. Broad and Ontario Streets on the Health Science Center (HSC) campus of Temple University. Operating hours are 6:30 am – 10 pm Monday through Thursday and 6:30 am – 8 pm Friday.

A recreation center, conference rooms, game room, bookstore, Starbucks Coffee shop, Student Health Services, and Student Financial Services are among the services offered. The SFC sponsors monthly coffee and bagel mornings and a variety of student entertainment with discounted tickets to shows, sporting events and recreation activities throughout the year.

Recreation Center

The 14,000 sq. ft. recreation center includes a weight room, separate cardio area, basketball court, racquetball court, and dance studio averaging over 3,200 people per month using the facility. This includes students, staff and faculty from all HSC schools and the Temple University Health System. The weight room has a wide selection of dumbbells and other free weights including a total of 7 benches. Workouts using the 15-piece select muscle group machines, free weights, bench press, and squat racks or try the kettle bells and plyoboxes. In addition, students can take part in fitness classes such as boot camp and step aerobics. The recreation center also sponsors multiple intramural sports throughout the year including basketball, indoor soccer, racquetball and table tennis. The recreation center is open during the fall and spring semesters from 6:30 am – 9:45 pm Monday through Thursday and 6:30 am – 7:45 pm on Friday. During the summer, the recreation center is open from 7:00 am – 6:45 pm. A valid Temple University ID is necessary to access and use any of the recreation center offerings.

Please visit <http://www.temple.edu/studentaffairs/studentcenters/sfc/reccenter.html> for more information.

SFC Activities and Operations Office

The SFC Activities and Operations Office plans the cultural, educational, recreational, and social programs for the HSC campus. Funds are derived from the General Activities Fee and are directly tied to the support of activities and sponsored events including shows in New York, ski trips, paintball, March Madness, Six Flags, discounted Sixers, Flyers and Phillies tickets, and the ever popular free coffee and bagel mornings throughout the academic year. Tickets usually go on sale 2-4 weeks before the event date. Make sure you continually check the website below for

updated information and join the SFC Facebook page. These funds are also used to collaborate with student organization run events such as the Babcock Surgical Social, Primary Care Week and the Lunar New Year as well as many others.

If you would like to be a part of the planning process, contact the Recreation Program Coordinator at 215-707-8442 or email sfc@temple.edu or visit our website:

<http://www.temple.edu/studentaffairs/studentcenters/sfc/programming.html> for additional information.

The SFC Activities and Operations Office also sponsors over 85 different HSC campus student organizations for the Medical, Dental, Pharmacy, and Podiatry Schools. Each year these organizations receive allocations to program events on and off campus. Please visit:

<http://www.temple.edu/studentaffairs/studentcenters/sfc/studentorgs.html> for more information.

STUDENT FINANCIAL SERVICES

Bursar's Office

The Bursar's Office is where students will pay their tuition bills and sign their student loan checks (if not electronically transferred by the lender). Main offices are listed below; however, your loan checks will only be available to sign at the Medical School Office – Health Science Center location.

Locations:

Health Sciences Center

Location: Kresge Building, First Floor

Hours: 9:30 am to 3:30 pm (Closed from 1:00 pm to 2:00 pm)

Phone: 215-707-3123

Main Campus

Location: Carnell Hall, Room 115

Hours: 8:30 am to 5:00 pm

Phone: 215-204-7269

Payment Methods

“Quick-Drop” Payment Box

Available at the Main Campus office location only. If you are paying by check, you may attach your check to your bill, place it in the envelope and insert into the box to avoid standing in line. Payments are processed daily and your canceled check will serve as your receipt.

Online Payment

Students also have the ability to pay their tuition and fees online via TUportal and TU Pay. Once you are logged into the TU Pay site, select the Make Payment option. You will then be able to make your payment by credit card or electronic check and your account will be updated in less than an hour. Credit card payments are subject to a 2.75% fee. No fee is charged for e-check payments.

Financial Aid Refund

If you are eligible for a financial aid refund, you can also sign up for direct deposit via

TUportal account. All you need is your bank account and routing information (for checking or savings account) and a temple.edu email address. Once your refund is processed, it will be deposited into your personal account within 48 hours.

Please visit the Bursar's Office website at www.temple.edu/bursar for more information.

Medical School / PA Program Financial Aid Coordinator

Financial Aid Coordinator

MERB Suite 329

3500 North Broad Street

Philadelphia, PA 19140

(215) 707-7846/0749 – General Questions

(215) 707-7846 – Appointments

sfsmed@temple.edu (e-mail)

<http://tuportal.temple.edu/Records/Billing/Financial Aid> – requires Temple account

Billing Inquiries

Bills are due in full and payable by the due date. Usually, this date is no later than the first day of the semester. All expected financial aid including loans for which an application has been submitted will appear on your billing account statement. If your bill is not paid by the due date, installment or late fees will be assessed. A financial counselor can review your bill with you, explain tuition payment plans, and assist with payment problems.

Financial Aid Applications and Awards

There are several different types of aid programs available to health professions students. The SFS Office recommends you make an appointment, either in person or for a phone consultation, to speak with the Medical School Financial Coordinator to discuss all of the options available to you. For all Lewis Katz School of Medicine aid programs, as well as loan programs such as the Federal Subsidized Stafford and Unsubsidized Stafford Loans, and alternative supplemental loan programs, the following must be completed each year:

Free Application for Federal Student Aid (FAFSA):

Students may file the FAFSA form online at www.fafsa.ed.gov. The deadline for completion for University based aid consideration for all new and returning students is March 1st preceding the next academic term. The information submitted allows need analysis to be done through a federally approved formula. **If you are applying for financial assistance through the School of Medicine, University-based programs or Title VII government programs, you must complete all student and parent sections on the FAFSA, regardless of your dependency status.**

Income Documentation:

If requested, signed photocopies of appropriate prior year federal 1040 tax return transcripts and W-2's must be submitted to the SFS Office as soon as they are available. Please visit www.IRS.gov website and click on "Order a Transcript" or call 1-800-908-9946. Use Form 4506-T to order a transcript or other return information free of charge. You can quickly request transcripts by using automated self-help service tools. If you need a copy of your return, use **Form 4506, Request for Copy of Tax Return**. There is a fee to get a copy of your return only, not a fee for a tax transcript. **Students applying**

for School of Medicine, University-based programs and Title VII programs are strongly encouraged to provide copies of their own and their parents' 1040 tax transcripts and W-2's. If a tax return is not required to be filed by either the student or parents a non-filer statement is necessary.

Guidelines for Awarding Lewis Katz School of Medicine-Physician Assistant Program Scholarship Monies to Physician Assistant Students

The Lewis Katz School of Medicine is committed to providing scholarship support to its physician assistant students. In consultation with Student Financial Services – Financial Coordinator Office, scholarship funds will be assigned to students by the Senior Associate Dean of Admissions and the Senior Associate Dean of Student Affairs. Grant and loan funds that are to be distributed based solely on financial data are to be distributed by Student Financial Services. The following guidelines will assure appropriate distribution of the scholarships:

1. Only students in good academic standing are assured eligibility for school scholarships. Any student who has a scholarship who is not in good academic standing may lose that scholarship. All students not in good academic standing holding scholarships will be reviewed by a scholarship committee appointed by the Associate Dean of Student Affairs in consultation with the Associate Dean of Medical Student Education and the Associate Dean of Admissions.
2. Students may be in good academic standing without successfully completing all coursework. Any student who has not successfully completed all academic requirements (even though s/he may be in good academic standing) is at risk of losing scholarship funding for the next academic year.
3. All scholarships with restrictions and limitations will be awarded in strict compliance to those restrictions and limitations. Where possible, academic success and financial need will be considered.
4. Each year a specific amount of scholarship funding will be designated for distribution to the incoming physician assistant class. This distribution will be done by the Associate Dean of Admissions and the Associate Dean of Student Affairs in consultation with Student Financial Services – Financial Coordinator Office. The criteria will combine academic credentials and financial need. The remaining scholarship funds are to be distributed among the second year students as follows:
 - a. The amounts given to each student will also be determined yearly by the Dean's Office and the Financial Coordinator Office of Student Financial Services.
 - b. Whenever possible, students funded for one year will continue to be funded unless there is no longer a significant financial need or s/he has not successfully completed all academic requirements (see paragraph 2, above).
 - c. Scholarships awarded to second year students who have not received scholarships previously will be based upon the student's academic performance, service, and financial need.

All questions about allocation of scholarships should be directed to the Senior Associate Dean of Student Affairs.

Debt Management Counseling Services

The Financial Coordinator - SFS Office is responsible for counseling student loan recipients about their rights and responsibilities for timely loan repayment, based on federal loan regulations and University policy. To achieve this goal, entrance interviews for new students to Temple University and exit interviews prior to graduation for those who receive Federal Student Loans are required. The exit interview consists of a discussion of your rights and responsibilities under each program and your obligations in repaying all loans. Completion of both of these requirements can be accomplished online at www.studentloans.gov. The Office also provides periodic online newsletters concerning debt management issues, budget analysis and federal regulations and policies.

Payment Plans

A medical school education is a huge financial investment for a student. There are two payment plans available to students to assist them in paying their tuition and fee charges. A financial counselor in the Financial Coordinator - SFS office can work with students in determining if a payment plan is right for them. A basic description of the two plans follows:

University Deferred Payment Plan

If you are unable to pay the full amount owed before the semester starts, or have demonstrated expected financial aid covering your charges, you will automatically be enrolled in the University's Deferred Payment Plan. Payment of 50% of the total amount due plus any prior semester term balances (less any anticipated financial aid) will be required plus a \$25.00 non-refundable deferred payment plan fee. (If you are enrolled or register within two weeks of the start of the semester the initial required payment will be 50%). The balance must be paid in two monthly installments (only one installment if you enroll during the later time period); on the second bill of the semester students will be billed for remaining account balance. The remaining balance will be accompanied by an additional \$20.00 non-refundable deferred payment plan fee. The University Deferred Payment Plan is interest free.

Temple Installment Payment Plan (TIPP)

This is an interest-free pre-payment plan administered by Higher Education Services, Inc. (HES) on behalf of Temple University. The plan allows up to 10 monthly payments starting in May towards current and future charges (five payments for fall semester and five for spring). Students can enroll to finance all or only a portion of tuition charges (minimum of \$1,000.00). There is a \$50.00 annual application fee and payments begin in May for the 10 month plan. Payments are made directly to HES. Please see TIPP brochure for more plan information via the Bursar Office website at: www.temple.edu/bursar.

Refund Policy

Students are eligible to receive a 100 percent refund of tuition costs for any withdrawal within the first two (2) weeks of the semester. There are no refunds of tuition and fees after that time, except as outlined in the University's Tuition Refund Policy for medical reasons or death. In addition, students who withdraw or take leave after the first two (2) weeks are responsible for payment of all tuition and fees.

Refund Requests

Refunds from financial assistance or other sources of aid are processed through the SFS Office. The SFS Office can assist you in checking on the status of your student loans, your estimated refund for living expenses, or to help you manage your budget. In the event you are issued a refund check by the University and it is lost, the SFS Office can also work with you to replace it.

Direct deposit of refunds is available via Temple Electronic Direct Deposit (TEDD) service and is strongly recommended to prevent lost checks and encourage timely refunds.

Emergency Refund Advances

The Temple University Office of Student Financial Services maintains an emergency refund advance fund. These funds are short-term loans as described below. Funding is limited. Students in need of emergency assistance should meet with the Financial Coordinator in the Medical School Office to see if they are eligible for an advance from the fund.

Emergency Refund Advances Policy

Recognizing the need to maintain an emergency refund fund for its students, the Lewis Katz School of Medicine establishes the following policy:

- The policies and procedures outlined below are undertaken in order to best serve the needs of all students, by assuring that adequate funds are available for those who need them.
- The Emergency Loan Program is administered by the Office of Student Financial Services.
- Except in the case of very unusual circumstances at the discretion of the Senior Associate Dean for Student Affairs, all students requesting an emergency refund must meet or talk with the Financial Coordinator in the Medical School at the Health Sciences Campus, in order to estimate the student's need in consideration of pending financial aid. The Financial Coordinator will recommend the appropriate loan amount to the student. At the discretion of the Financial Coordinator, the student may also be requested to review his/her budget in order to determine the reason for the financial short-fall and to address ways to avoid a similar situation in the future. Emergency refunds will be made available no earlier than 30 days before the start of the semester.

Third Party Billing

The SFS Office can assist you in coordinating your tuition payments and billing third parties if you are being sponsored by an outside agency. However, it remains your responsibility to cover your tuition bill.

In-School Deferment of Previous Loans

In order to defer a previous loan, a lending institution may request written verification of your enrollment. Contact Denise Green in the LKSOM Office of Student Records, 328 MERB, or by e-mail at dmg@temple.edu for assistance.

OFFICE OF STUDENT RECORDS

Location

The LKSOM Office of Graduate Studies is responsible for maintaining physician assistant students' academic records, processing loan deferment forms, replacing missing photo identification cards, and transmitting official documents.

Location: MERB room 1111

Phone: 215-707-2423

Student Records

Student records are stored on the Temple University database, Self-Service Banner (SSB). Self-Service Banner is Temple's interactive web-based student system that gives real-time access to most records. Students can use SSB to update address information and make payments with a credit card. It is also possible to view and print certain student records including the academic history in a composite format (similar to an unofficial transcript), financial aid application status and awards, and account balances. SSB access is available via the TUportal, the gateway to Temple's other online services including Blackboard Course Management System, TUmial, and the Cherry and White Pages Directory.

The website address for TUportal is: <http://tuportal.temple.edu>. It is necessary to have an AccessNet username and password. AccessNet accounts can be activated at <http://accounts.temple.edu/>. Log into TUportal and look for the Introduction to Banner channel on the Student tab. The channel has a summary of SSB functions. Grades will be viewable on Banner when they are reported.

Hold

System holds are placed on records for the following reasons:

Tuition Delinquency - *unpaid tuition, fees, health insurance*

Electronically prevents generation of transcripts, course registration, posting of a final "degree award" date; also stops processing of matriculation verification and loan deferment forms.

Contact the Bursar's Office (215-204-7269) to address problems in this area.

Library Delinquency - *overdue books and fines*

Electronically prevents generation of transcript, registration into appropriate class and courses and degree award; also stops processing of matriculation verification and loan deferment forms. For assistance, contact the Library Circulation Desk (215-707-2665).

Student Loan Paperwork - *non-compliance with federally mandated debt counseling interviews*

Electronically prevents generation of transcript, registration into courses and degree award. For assistance contact Student Financial Services (215-204-2244).

Financial Aid Office - *failure to submit required documentation*

Electronically prevents generation of transcripts, processing of matriculation and loan deferment forms, registration. For assistance, contact Student Financial Services (215-204-2244).

Bad Address - *incorrect address information in the University's database*

Electronically prevents registration. Students can update address information via Self-Service Banner. For assistance if you are having difficulty making the changes, contact the Office of Student Records (707-2079).

Student Health - *unpaid fees for services, failure to receive PPD screening* Electronically prevents generation of transcript and registration. Contact Student Health Services (215-204-7500) for assistance.

Transcripts

Official Transcripts

Official transcripts of a student's academic history are issued only upon written request of the student and are sent directly to another educational institution, state agency or potential employer. Temple University has authorized an outside vendor, Parchment, to provide transcript ordering via the Web. For information and instructions about ordering transcripts, log on to the Main Campus Office of the Registrar website at <http://www.temple.edu/registrar/> and click on the link for Transcript Services, and then find the link for the Parchment. The cost per transcript is \$8.25.

Temple University adheres to the Federal Educational Rights and Privacy Act (FERPA) to ensure that confidentiality of academic records is maintained.

Confidentiality and FERPA

Temple University keeps educational records to facilitate the development of our students. Confidentiality of those records is maintained by the University according to federal law, The Family Educational Rights and Privacy Act (FERPA) of 1974.

FERPA provides the following rights for students and for the parents of dependent students attending Temple University:

- The right of a student, with minor limitations, to inspect and review his or her education records;
- The right to request amendment of a student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- The right to withhold the disclosures of personally identifiable information contained in the student's education records.

When a student enters Temple University, regardless of age, FERPA rights transfer from the parent to the student. Therefore, the University cannot disclose a student's education records, including grades, without the written consent of the student.

For more on FERPA rights and how students may submit a contact waiver, please visit: <http://www.temple.edu/studentaffairs/orientation/parents-and-family/ferpa-information.asp>

For in-depth information regarding FERPA policy, please go to <http://policies.temple.edu/ferpa/> (PDF)

Enrollment Verification

Students in need of enrollment verifications should contact Tracy Burton in the LKSOM Office of Graduate Studies, 1111 MERB, or by e-mail at tyburton@temple.edu.

Registration/Payment Methods

Students' registrations are not finalized until all applicable tuition and fees are processed by the Office of Student Financial Services. Failure to satisfy all financial obligations when due will

result in withholding of official transcripts and diplomas, and denial of the right to register for future sessions.

Financial aid, checks, cash and money orders are acceptable forms of payment. Checks or money orders should be made payable to Temple University. The University will not accept credit card payments directly or via the phone for payment of tuition and fees that appear on the billing statement. Credit card payments can be made via TUPay through the TUportal only and are processed by the University's vendor.

Students are charged a convenience fee of 2.75% in addition to tuition and fees charged for this service by the vendor. No fee is charged for e-check payments.

MasterCard, Discover and American Express are accepted. VISA credit, debit and check cards are not accepted. Credit card payments are not accepted in person by the cashiers at any of the Bursar's Office locations, and will not be accepted via telephone through the Diamond Line or through the Bursar's Office phone line.

Third Party Payments are acceptable. An approved letter/contract authorizing Temple University to bill the third party must be presented to the Office of Student Financial Services by the due date of the bill.

Residency Status: In-State/Out-of-State

A student is classified as a Pennsylvania resident for tuition purposes if his/her permanent, legal residence is in Pennsylvania. In-state residency is generally established within the context of the following overall guidelines:

A student who has resided in Pennsylvania for a purpose other than pursuing higher education for a continuous 12-month period immediately prior to registration at Temple or any other college or university within the state is presumed to be a resident of Pennsylvania. A student who comes to Pennsylvania primarily or solely for the purpose of pursuing his/her education will not be considered a Pennsylvania resident for tuition.

Students under 22 are presumed to have the domicile of their parents or guardians. A student who receives financial aid based on residence in a state other than Pennsylvania may not be considered a resident of Pennsylvania.

A student attempting to establish Pennsylvania residency must be a citizen of the United States or must hold a valid immigration visa. A student who does not qualify for such presumption must present convincing evidence to establish Pennsylvania residency. Such evidence may include some or all of the following: lease or purchase of a permanent Pennsylvania residence; payment of Pennsylvania taxes; transfer bank accounts, stock, automobile, and other registered property to Pennsylvania; acquisition of Pennsylvania driver's license; registration to vote in the State of Pennsylvania; acceptance of permanent full-time employment in Pennsylvania upon graduation; continuous presence in Pennsylvania during significant periods when not enrolled as a student; membership in Pennsylvania social, athletic, civic, political, and/or religious organizations; an affidavit of intention to reside indefinitely in Pennsylvania.

Further details are online at: <http://www.temple.edu/registrar/students/registration/residency/>. Specific questions pertaining to Pennsylvania residency status should be directed to the Main Campus Office of the Registrar at 215-204-1131.

Student ID Cards

Student identification cards are issued to new students upon registration into the first semester, and are distributed during new student orientation. **The original photo ID is issued free of charge.**

If an ID card is lost, you may apply for a replacement in the Office of Student Records (OSR), Room 328 MERB. **There is a \$20 replacement fee for each reissued card. Cash or checks payable to Temple University must be submitted to the Kresge Cash Operations window, lobby level of the Kresge Building. Please bring your receipt with you to the Office of Student Records at the time the replacement request form is completed.**

Student Health Information

Immunization Requirements

Prior to physician assistant program matriculation, students will receive a letter and two forms from Temple University's Student Health Services. The first form is an immunization record. The second form is the physical examination form.

It is the policy of Temple University Physician Program and Student Health Services (SHS) that all students enrolled in the Physician Assistant Program are compliant with the mandatory pre-matriculation and annual immunization requirements outlined below.

I. Pre-matriculation requirements

A. Measles, Mumps, Rubella (MMR)

All newly enrolled or re-enrolled students born after 1956 are required to show proof of two vaccinations for Measles, Mumps and Rubella. Laboratory test results (titers) are also required to confirm immunity.

B. Hepatitis B

All newly enrolled or re-enrolled students are required to show proof of receiving three doses of the Hepatitis B vaccine. Laboratory test results (titers) are also required to confirm immunity.

C. Varicella (Chicken Pox)

All newly enrolled or re-enrolled students without a documented history of having had Varicella in childhood are required to receive two doses of chicken pox vaccine. One dose is sufficient if given prior to the age of 13. Laboratory test results (titers) are also required to confirm immunity for all students regardless of disease history.

D. Diphtheria, Tetanus, Pertussis (Tdap)

All newly enrolled or re-enrolled students should have received a primary series of Tdap, DT, or Td and a Tdap booster within ten years.

E. Tuberculosis (TB)

All newly enrolled or re-enrolled students will be screened for TB. This screening will be performed in Student Health Services on all students after matriculation.

F. Meningococcal

Law of the Commonwealth of Pennsylvania requires all college students assigned to University-owned residential housing to receive information about meningitis/meningococcal disease and the vaccine, and to either receive the vaccine before coming to college, or sign a waiver declining the vaccine.

G. Pre-matriculation Physical

All newly enrolled or re-enrolled students will complete the physical form sent to them and return it to SHS.

II. Annual Immunization Requirements

- A. All students will be screened for TB annually with yearly PPD testing.
- B. All students are required to receive annual Influenza vaccination.

III. Implementation

- A. All pre-matriculation forms will be reviewed annually by the HSC SHAC. Final forms will be given to the PA Program Director and/or Administrative Coordinator during the spring of each year. The Administrative Coordinator will then distribute the forms and ensure that all students receive the forms for completion prior to school entry.
- B. All required information and completed forms must be completed and sent to:

Temple University Student Health Services
 Student Faculty Center, Lower Basement Rm. 43
 3340 North Broad Street
 Philadelphia, PA 19140

IV. Enforcement

- A. The members of the HSC SHAC will be given compliance lists on a regular basis. The list will identify which students have not complied with either the pre-matriculation or annual immunization requirements. Individually addressed letters in sealed envelopes detailing the specific requirements that each student is not compliant with will be provided to the PA Program Director and/or Manager. Letters will be given for first year students only, compliance lists for all students will be provided on a regular basis.

Health Insurance

It is medical school policy that all students are required to carry health insurance.

Health Insurance Options

University sponsored plan options, monthly premiums, enrollment/waiver process and student health insurance requirements can be found on the HR website at:

<http://www.temple.edu/hr/students/healthinsurance/medical.htm>

Students can opt for outside health insurance (students MUST provide certification of outside health insurance in the open enrollment period).

Health Insurance Billing

If students choose to enroll in one of the school-sponsored plans, they must enroll via the Blue Cross web site.

- Health insurance premiums are billed separately from your tuition bill
- Health insurance bills will be sent monthly to you directly from Independence Blue Cross
- Students are responsible for paying the monthly premium directly to Independent Blue Cross

Student Accident Insurance

All physician assistant students are enrolled in a supplemental accident plan that reviews incidents such as **needle sticks, sharp injuries**, etc. The claims administrator of this policy is ***A-G Administrators, Inc.***

The student accident policy is not a health insurance plan. It is a supplemental policy that only covers injuries that result from an accident while performing required academic activities, and it coordinates the payments made from your health insurance.

If you sustain an injury as a result of a required academic activity, you must submit a claim under the student accident policy. To file a claim, you will need to complete a [student accident claim form](#) making sure to provide information about your health insurance. Claim forms that are missing information will delay the claim process. If necessary, ***A-G Administrators, Inc.*** will write to you directly to request additional confidential health information.

The claim form must be submitted within 30 days of the injury date. All claim forms must be submitted via mail or fax directly to ***A-G Administrators, Inc. Claims department*** and a copy must be mailed or faxed to the Temple University Benefits office.

- [Click here for instruction on how to file a student accident insurance claim with ***A-G Administrators, Inc.***](#)
- [A-G Administrators, Inc. Summary of student accident insurance plan](#)
- [A-G Administrators, Inc. Student Accident Claim Form](#)

Temple University Benefits Department

Attn: GERALYN O'KANE

TASB 083-39

1852 N.10th Street

Philadelphia, PA 19129
 FAX: 215-926-2288

For questions regarding Student Accident Insurance, please contact [Geraldyn O'Kane](#) at 215-926-2280 or Benefits Department at 215-926-2270.

For further information on the Student Accident Insurance plan, please visit:
<https://www.temple.edu/hr/students/accident.htm>

****If outside medical coverage is lost for any reason, you should contact Dianne Butera at dbutera@temple.edu or 215-707-8220. The benefits office may also be contacted if any changes to health insurance coverage need to be made during the year (due to family status change, etc.)**

Student In-House Health Services

Basic health care for students is available through the Student Health Services office at Temple University Health Sciences Center, located in the Student Faculty Center at Broad and Ontario Streets. The service is designed to offer students easily accessible care at low costs. Routine appointments, same-day care and referrals for specialty care are available.

LKSOM PA students are provided health care through Temple University's Student Health Services. Providers in these facilities have no evaluative responsibility within the PA program. If specialty services are required at any point, referrals are made to appropriate LKSOM faculty. If for any reason a faculty member is working with any LKSOM student that they have provided care for, they have an "opt-out" option in the student clinical evaluation form.

Physician Assistant Program faculty are not to participate as health care providers for students in the program. In addition, PA program faculty does not have access to student health data or records. The only exception of access is for immunization and tuberculosis screening results, which are maintained and released with written permission of the student to clinical sites that require such documentation.

It is the policy at the Lewis Katz School of Medicine that physician assistant students are charged "insurance only" by members of the professional faculty. The policy for the spouses and children of physician assistant students is not formally established as "insurance only," although departments may provide this service. The exceptions to this are the Department of Psychiatry where physician assistant students are seen initially at no charge and variable charge thereafter, and the Department of Ophthalmology, which has no charge for illness and offers a 50% discount for refractions.

Students may make appointments to see physicians in the Department of Obstetrics and Gynecology (215-707-3007) and the Department of Psychiatry (215-707-3364) directly or through Student Health Services. Remember to identify yourself as a physician assistant student if you call a department directly.

****During times when Student Health Services is closed, the Emergency Department will attempt to give students with non-urgent problems as much priority as possible. However, our Emergency Department has a very high percentage of emergency and urgent cases. Students, therefore, must be aware that there may be a substantial wait for a non-urgent problem.**

To facilitate your being seen in the Emergency Department in as timely a fashion as possible, you should go to the Triage Office, **identify yourself as a physician assistant student and bring your insurance card with you**. The Emergency Department is not to be used in lieu of Student Health Services.

Student Health Services Staff

Dorrit Sterner, M.D.
Eileen Hyams Kolick
215-707-4088

Dental Services

Dental School Clinic: 215-707-2900

- No discount is offered
- Emergency care Monday through Friday, 8:30 am - 4:30 pm (first-come, first-serve)
- Routine and special care by appointment

For urgent dental care at nights, weekends, and holidays, go to the Emergency Department, Temple University Hospital.

Mental Health Resources

Psychiatric Services

Center for Professional Development
Phone: 215-834-7979
Hours: By appointment only
Location: Kresge, Room # 220

Confidential behavioral health services provided including: Psychiatry, Educational assessments, Psychotherapy, Substance Use assessments, Mindfulness training, Psychological Assessments, Bio/Neurofeedback. Services are provided free of charge.

Tuttleman Counseling Services

215-204-7276
5th floor of 1810 Liacouras Walk
Main Campus of Temple University

Tuttleman Counseling Services (TCS) is located on Main Campus at 1810 Liacouras Walk, 5th Floor. TCS is a comprehensive provider of mental health services including individual, group, and couples counseling as well as psychiatric services. TCS provides consultation on mental health issues, for students, families, faculty, and staff. All services are free and confidential.

Please note that the point of entry for all services provided at TCS is Walk-In Clinic, which is available Mondays, Tuesdays, Thursdays, and Fridays between 10 am and 1:30 pm; Wednesdays between 9 am and 12 pm; Saturdays between 9 am and 12 pm (during the Fall and Spring semesters only).

Once you arrive, you will be asked to complete a brief intake assessment on the computer, wait to meet with a counselor to discuss your concerns, then collaboratively decide on next steps, which might include scheduling you to meet with a counselor to begin a course of treatment. Evening appointments are available on Tuesdays and Wednesdays until 8:00 pm. If any additional information is needed, please feel to contact TCS at 215-204-7276.

Evenings, Weekends, and Holidays

If you have an emergency and Tuttleman Counseling Services are not available (evenings, weekends and holidays) please call Temple police at 215-204-1234 or 911. If you would like to have a mental health evaluation you can call Temple Hospital Episcopal Campus at 215-707-2577. Emergency care is available at the Crisis Response Center located at Episcopal Campus.

****Remember to identify yourself as a physician assistant student if you call a department directly!!!****

Student Well-Being and Impairment

The Lewis Katz School of Medicine is committed to promoting and facilitating student well-being and adjustment to the intellectual, physical, and emotional rigors of medical school and the PA Program. Similarly, it is each student's professional responsibility to be attentive to well-being as it relates to the academic, personal, emotional, and social aspects of physician assistant school. Self-assessment, the ability to build and sustain personal and professional relationships, awareness of others, capacity for listening well, reflective practice, and empathy are keys to developing a solid medical knowledge base and good clinical skills. Students are urged to utilize the resources that are listed below to address any issues that may arise and prevent optimal performance in medical school.

IMPAIRED STUDENTS

- LKSOM is motivated by a humanitarian concern for the impaired student, the student's family, and the public.
- As future practitioners of the healing arts, we, more than any other group, favor treatment and/or rehabilitation of our afflicted colleagues whenever possible.
- All actions taken by the LKSOM on behalf of impaired students will preserve the student's right to continue in the educational program upon recovery or remission.
- Alcoholism and drug abuse represent forms of illness that may be unrecognized, ignored, or untreated.
- We encourage all impaired students to seek help and cooperate in treatment using all means at the disposal of Temple University and the LKSOM.
- We favor the earliest possible intervention in cases of student impairment, while personal, financial, mental, and physical resources are intact and before damage has been done to self or the public.
- All actions taken in the area of impaired physician assistant students by the LKSOM are intended to protect the public interest and the integrity of the medical and PA profession.
- Referral of a student to the Academic Standards and Promotions Committee for further action will only be considered when the impaired student refuses assistance as

prescribed.

CASE IDENTIFICATION

The process of identifying alleged impaired students must be conducted with strict confidentiality.

SELF-REFERRAL

An impaired student seeking help may call or contact in person any member of the Office of Student Affairs, or (s)he may go directly to the Temple University or LKSOM counseling service. The student may be recommended for evaluation and treatment by the Physicians' Health Program.

INVOLUNTARY REFERRAL

The Office of Student Affairs accepts from any reasonable party (e.g., physician, medical school administration, medical student, other medical school professional staff, patient, student's spouse, etc.) information concerning an allegedly impaired student. Said party shall call or contact a member of the Office of Student Affairs. The contact will be asked the name of the student thought to be impaired and the general nature of the complaint. The contact will be assured (s)he may remain anonymous.

CASE EVALUATION

In the case of involuntary referral, the Associate Dean for Student Affairs or his/her designee conducts the process of verification of the complaint within 30 days of the contact. The person investigating the case evaluates the information, which will be treated as confidential.

INTERVENTION

In the case of involuntary referral, if sufficient cause exists to justify contacting the student thought to be impaired, a counselor or a member of the Office of Student Affairs will be designated to speak with the student, family members and others in an appropriate setting with the permission of the impaired student, to present that student with the documentation that impairment exists, and to express the concerns of his/her colleagues and family.

Regardless of the referral source, the Office of Student Affairs will:

- Encourage the impaired student to seek help voluntarily, or assist him/her into active treatment;
- Maintain and encourage his/her cooperation in treatment;
- Make every effort to assist the impaired student to continue his/her education insofar as (s)he is considered able to do so by the physician in charge of the treatment;
- Support the impaired student to request a leave of absence if treatment requires a leave of absence; the Office of Medical Education shall not be informed as to the specific reason for the leave.

CASE FOLLOW-UP

The Associate Dean for Student Affairs or his/her designee will request appropriate follow-up as deemed necessary. This may take the form of requesting no contact unless a problem arises or requesting periodic monitoring, depending on the nature of the case. Monitoring may be requested verbally or in writing.

When a student is considered rehabilitated, restored, and able to continue the educational process, the intervention is concluded. This may require several years. All records shall be maintained until the conclusion of the case follow-up.

When all efforts fail and the degree of impairment of the student's performance threatens the public trust, the matter will be reported to the Academic Standards and Promotions Committee for management in accordance with the grading and promotional policies of the LKSOM.

Management of Occupational Exposure to Blood and/or Body Fluids

Bloodborne and Airborne Pathogens Training

Procedures for care and treatment after exposure and the effects of infectious/environmental disease are addressed in the Lewis Katz School of Medicine AIDS Policy/Management of Occupational Exposure to Blood and/or Body Fluids described below.

Further, through consultation with the Class Officers, the Director of Infection Control, and Student Health Services, the Medical School has implemented a comprehensive program of education about methods of prevention and control since students are now exposed to patients earlier in their medical school careers, and, while they are not covered by Occupational Safety and Health Administration (OSHA) regulations, they are increasingly being asked to demonstrate proof of training in bloodborne and airborne pathogens prior to taking clinical rotations and electives.

New students receive bloodborne pathogens training during orientation. These students also have instruction about infection prevention and control, basic infection and prevention control principles and practices and more in-depth discussion about HIV, hepatitis B, and hepatitis C as they relate to occupational exposure issues during the Microbiology course.

These measures have been developed to best assure that students are given appropriate education about preventing exposure to infectious and environmental hazards and to best support the students and the patients with whom they come in contact.

Needle stick injuries

A student who has been exposed to blood and/or body fluids due to percutaneous injury (e.g., needle stick or cut with a sharp object), or contact with mucous membranes (e.g. eye, mouth) or non-intact skin, should report the incident promptly to his/ her supervising resident and/or attending physician and the PA program Clinical Coordinator. The supervising resident or attending physician will then complete an Incident Report form (for non-employees) and will arrange for the exposed healthcare student provider to be seen by either Occupational/Employee Health or the Emergency Department for immediate follow up care and necessary blood tests. Student Health Services will be responsible for continued management and blood testing of the exposed healthcare student at 3 months, 6 months and one year.

Definitions

HIV = HUMAN IMMUNODEFICIENCY VIRUS

HBsAG = HEPATITIS B SURFACE ANTIGEN

RPR = RAPID PLASMA REAGIN

HBIG = HEPATITIS B IMMUNE GLOBULIN

EHCS = EXPOSED HEALTH CARE STUDENT
 THCP = TREATING HEALTH CARE PROVIDER
 HCV = HEPATITIS C VIRUS
 PEP = POST-EXPOSURE PROPHYLAXIS

Procedure for Reporting/Treating Exposure

1. A student who has had an exposure to blood and/or fluids will immediately remove soiled clothing and wash the exposed area with soap and water. The student must notify his/her immediate supervising resident and/or attending physician as soon as possible (during the same shift that the incident occurs).
2. After notifying his/her immediate supervising resident and/or attending physician, the EHCS will be seen immediately by the Occupational/Employee Health Department (8:30 am – 4:30 pm Monday – Friday) or the Emergency Department all other times. An exposure should be viewed as an emergency pending evaluation; thus, this evaluation must be done immediately. At the time of evaluation, it will be determined if post-exposure prophylaxis (PEP) is indicated. If PEP is offered, the EHCS and the TCHP will discuss the potential risks and benefits associated with PEP. If the EHCS chooses to undergo prophylaxis, the EHCS will be started immediately on PEP, (preferably within two hours of exposure). Students will be responsible for the cost of their laboratory studies and medications.
3. There are different schools of thought regarding whether to recommend PEP for exposed health care providers. The differences are due to limitations on current knowledge regarding the risk of transmission of HIV, the ability of PEP to prevent HIV infection/disease, and the toxicities associated with therapy. Due to the seriousness of infection with HIV and because PEP has been shown to have a synergistic anti-viral effect in the treatment of persons with HIV disease, PEP may modify the course of HIV infection. Most, but not all, toxicities associated with PEP on a short-term basis appear to be reversible. Decisions regarding PEP will be made on a case-by-case basis.
4. The Incident Report form (Non Employees) must be completed from the information supplied by the EHCS to the supervising resident and/or attending. If known, the source of the blood and/or body fluids (patient's name and room number) must be included on the Incident Report to facilitate proper follow up management of the exposure by Occupational Health or Student Health Services. The supervisor, after completing the information on the Incident Report form, will forward the appropriate copies to the individuals identified on the form. Student Health Services should also receive a copy of the Incident Report in order to ensure proper follow-up.
5. It is the responsibility of the EHCS to notify Occupational/Employee Health (or the Emergency Department during off hours) of the incident, providing the name and room number of the source patient, if known. The TCHP will then contact the clinical laboratory to determine whether blood on the source patient is available, and if so, request them to hold such specimens for future testing if necessary. Finally, the THCP will contact the resident or attending caring for the source patient to advise him/her of the need to counsel, obtain informed consent for testing, and arrange follow-up for the source patient.
6. If an EHCS believes he or she has experienced an exposure to blood or body- fluids, then the EHCS needs to have this exposure certified by the TCHP in accordance with the Confidentiality of HIV-Related Information Act, 35 P.C.S.A. Section 7601 et seq. (hereinafter, "ACT 148"). See the "Certification of Significant Exposure Policy" for specific procedures.

7. The TCHP who evaluates the exposure to blood and/or body fluids must indicate on the certification form whether the exposure is determined to be a “significant” or “non-significant” exposure, based upon the potential for transmission of HIV, according to the latest Centers for Disease Control (CDC) guidelines pertaining to HIV transmission. If the exposure is determined to be “significant”, the EHCS must report to Occupational/Employee Health within one workday following the incident to undergo baseline HIV antibody testing in accordance with ACT 148. If the exposure is determined to be “non-significant” by the evaluating physician, the EHCS may seek a second opinion of another physician if the EHCS disagrees with the decision. All blood and/or body fluid exposures must be determined “significant” by a physician and the EHCP must submit to baseline HIV antibody testing before HIV antibody testing is pursued on the source patient’s blood.
8. All healthcare providers who have sustained a blood or body fluid exposure, as defined earlier under “Policy,” will be evaluated regarding their hepatitis B vaccination history/immune status, hepatitis C antibody status and tetanus immune status. Appropriate prophylactic treatment for potential hepatitis B exposure will be offered according to current CDC recommendations.
9. If the source patient has a significant reactive RPR test report or is a suspect for high risk of having syphilis, EHCS will be given benzathine penicillin G, 2.4 million units IM x 1, or if penicillin-allergic, doxycycline, 100 mg po bid x 14 days.

Procedure for Reporting/Treatment of Needle-Stick

Go to Temple Occupational Health Services during regular business hours. Tell them you have the accident insurance. The Occupational Health Services is located at:

Temple University Hospital
Basement, Rock Pavilion
215-707-4455

Nights and weekends go to the Emergency Room and tell them you have the accident insurance. Follow up care is managed by Student Health Services.

[Accident Claim Form](#)

STUDENT SUPPORT SERVICES

Faculty Advisors

Each student is assigned a faculty advisor who will serve as a guide and supporter throughout the student’s tenure in the program. Meetings will be scheduled with the advisor several times during training and additionally as needed. Because the student is frequently the first to know of academic difficulties or personal problems that are adversely affecting performance, the student is expected to communicate with the advisor promptly. Communication is an important aspect of professional development. Although the student is expected to handle situations to the best of the student’s own ability, there may be times when it is advisable to make the faculty advisor aware that a difficult situation exists. Talking with an advisor maintains a channel of communication in the event that changes in the student’s status must be made.

The faculty, the program director, and the medical director must not participate as health care providers for students in the program, except in emergency situations.

The role of the faculty advisor is to assist the student with:

1. Program planning
2. Strategies or approaches to successful goal achievements
3. Comprehension of the complete requirements of the program
4. Maintenance of satisfactory academic progress and professional development
5. Referrals, as needed, to counseling services for educational, personal or emotional difficulties. The faculty advisor may not participate as a health care provider for a student except in an emergency situation.

The faculty advisor is informed about the student's academic progress including any examination failures, breaches of professionalism, or violations of policies across the entire spectrum of the student's training and plays a major role in identifying and addressing academic and professional difficulties manifesting with any of their advisees.

The appropriate, preferred course of action for a student is to discuss any failed examination first with the course director and then communicate directly with the faculty advisor. The student and faculty advisor should review the potential need for additional intervention to address the student's substandard academic or professional performance.

Disability Resources and Services

Temple University is committed to the full inclusion of students with a disability in all programs and services. Disability Resources and Services (DRS) facilitates access and accommodations on an individualized basis and provides opportunities for students with a disability to grow and develop. We work to build a learning community where people with diverse abilities are valued and included in all facets of life at the university.

Services include academic adjustments and accommodations such as sign language interpreting and captioning, test taking accommodations, and note taking support. Information on assistive technology, scholarships, and career development is also available.

Our dedicated, knowledgeable staff meets with students to determine eligibility for accommodations and discuss strategies for success. DRS develops programs and workshops to support student retention and provides training and awareness about access and inclusion to the entire university community.

Students who connect with DRS include those with physical, visual, hearing and speech disabilities, health, mental health, and autism spectrum conditions, attention deficits, brain injuries, and learning disabilities. We value students of all backgrounds. DRS is a free, confidential service.

Students should contact DRS on main campus to register. Dr. Melanie Cosby, Associate Director for Diversity and Inclusion in the office of Student Affairs and Resources is the identified DRS liaison at the School of Medicine. Dr. Cosby can be reached via email at mcosby@temple.edu or by phone at 215-707-8856.

Visit our web site www.temple.edu/disability to explore our programs and services.

100 Ritter Annex
 1301 Cecil B. Moore Avenue
 215-204-1280 (Phone); 215-204-1786 (TTY)
 215-204-6794 (Fax)
drs@temple.edu
www.temple.edu/disability

The Office of Health Equity, Diversity and Inclusion

The Office of Health Equity, Diversity and Inclusion provides ongoing support, programs, events and activities designed to meet our diversity mission. The Lewis Katz School of Medicine at Temple University is committed to being a diverse, inclusive academic community as reflected in our Diversity Mission below:

Located in the heart of an economically distressed and diverse urban area, Lewis Katz School of Medicine at Temple University is acutely aware of the impact of the national systemic problems related to the lack of health equity and access to affordable, culturally responsive healthcare. In response, we will address issues to promote health equity through education, care delivery, workforce development, and research. We recognize that an environment enriched with persons from varied backgrounds working to address health disparity enhances scholarly work and the development of a culturally aware and responsive healthcare workforce.

Lewis Katz School of Medicine values and embraces a diverse community reflected by individuals' race, ethnicity, culture, gender, sex, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, language, national origin, religious affiliation, spiritual practice, mental and physical ability/disability, and age. In response to the needs of our local community and patient population, we will concentrate our recruitment and retention efforts on students, residents, and faculty who identify as Black/African American, Hispanic/Latino, and/or educationally and economically disadvantaged, while also being intentional in our efforts to create an inclusive and welcoming environment for women and LGBT students, residents, faculty, and staff.

We are committed to achieving a climate of inclusion that respects and affirms diverse backgrounds and life experiences. We recognize that excellence in all aspects of education, training, research, and care delivery can only be achieved when all students, faculty, staff, community members and patients experience authentic connection and engagement; feel supported; and are encouraged to participate and contribute to creating health equity.

To help meet this mission, some of the programs supported by the Office of Health Equity, Diversity and Inclusion include the following:

- Pipeline programs and high school mentorships that prepare students before they enter medical school.
- The Step-Up Program, an eight-week, research-based training initiative, supports college students interested in biomedical research—helping to meet the nationwide need for diversity in the physician workforce.
- A summer Pre-matriculation Readiness & Enrichment Program (PREP), open to all incoming first-year students. The program supports participants' smooth transition to

medical school and ultimate academic success by: providing early exposure to the medical curriculum; introducing students to the rigor of medical school; and assisting with the development of learning and study-skill strategies.

- Support of students who identify as under-represented in medicine and those who participate in organizations such as the Student National Medical Association (SNMA), the Latino Medical Student Association (LMSA) and the LGBT Interest Group.
- Support a learning environment at the Lewis Katz School of Medicine is inclusive and free of intimidation and intolerance.
- Curricula which addresses professional identity, unconscious bias and social determinants of health, thus preparing students to meet diverse patient needs through integrated educational components that promote cultural humility and responsiveness.
- An elective in Medical Spanish, with the opportunity to become a certified interpreter.

Please contact us for more information:

Kathleen Reeves, MD, Senior Associate Dean of Health Equity, Diversity and Inclusion:
kreeves@temple.edu

Melanie Cosby, PhD, Director of Diversity and Inclusion: mcosby@temple.edu

LIBRARY SERVICES

The Simmy and Harry Ginsburg Health Sciences Library

- Over 175 public workstations
- Seating for nearly 1,000 patrons throughout the library
- Two classrooms to meet the library's instructional needs, one of which can be converted into a conference room
- Over 30 group study rooms
- Wireless access throughout the entire library space
- Ten collaborative learning rooms

Hours of Operation

Regular Hours (Hours vary during summer and holidays)

Monday – Thursday: open 24 hours

Friday: library closes at 10:00 pm

Saturday: 9:00 am – 10:00 pm

Sunday: library opens at 10:00 am

Hours vary during summer and holidays. Please visit <http://library.temple.edu/hsl> for more information.

Contact Information

Ginsburg Health Sciences Library
 3500 North Broad Street
 Philadelphia, PA 19140

Circulation: 215-707-BOOK (2665), hscirc@temple.edu

Reference: 215-707-4033, hscref@temple.edu

A Guide to the Ginsburg Health Science Library

The Simmy and Harry Ginsburg Health Sciences Library supports education, patient care and research at Temple University. It serves the information needs of the schools of Medicine, Dentistry, Pharmacy, the College of Health Professions and Social Work and Temple University Hospital.

- Located in the state of the art Medical Education and Research Building, the Ginsburg Library provides access to a variety of online and print materials and offers space for individual study, collaborative learning and information instruction.
- The School of Podiatric Medicine is served by the Charles E. Krausz Library of Podiatric Medicine, located on its campus at 8th and Race streets in downtown Philadelphia. Together, the Krausz Library and the Ginsburg Library comprise the Health Sciences Libraries system.

Serving the 21st Century Health Sciences Center

Over the past 20 years, health sciences libraries have transformed from print-oriented collections of journals and books into electronic information centers. Therefore, the Ginsburg Library offers a substantial number of journals and medical and health-related texts online. Students and clinicians can access important patient care information wherever they need it. The Library also continues to offer a rich collection of approximately 120,000 print volumes covering the late 16th century to the present. This new library space is designed to accommodate the use of electronic resources with over 175 public work stations, wireless internet throughout and ample group study space. The new library also boasts generous shelving space for journals and other health sciences print texts. The library lends laptops and iPads to Health Science students. Learn more by calling the circulation desk: 215-707-2665 or reference desk: 215-707-4033.

Selected Resources

Below is just a sample of the exemplary resources offered to Temple's health sciences students, scholars, practitioners and researchers by the Simmy and Harry Ginsburg Health Sciences Library:

- **Ovid Databases:** A collection of health sciences databases, full-text journals and a 3-D human anatomy program.
- **Cardiosource:** An online cardiovascular information service from the American College of Cardiology that includes news, commentary, self-assessment materials, clinical practice guidelines and more. It features an audio collection of heart sounds, referred to as *Heart Songs*, that is used to improve cardiac auscultation skills.
- **MD Consult:** A web-based clinical information resource that offers online reference books, journals, patient handouts, a pill identification system and current awareness materials.
- **ACCESS Medicine, ACCESS Emergency Medicine, ACCESS Surgery and ACCESS Pharmacy:** The ACCESS collections offer several major medical text titles including: *Harrison's Online*, *Schwartz's Surgery Online*, and *Goodman & Gillman's Pharmacology*. Other materials include question databanks, videos and drug-information tools.
- **Web of Science:** Covers literature in the sciences, social sciences and humanities with subject and citation searching.

- **Medical Humanities Collection:** This collection of books found at the Ginsburg Library holds interdisciplinary works that explore medical education and practice through perspectives from the arts, humanities and social sciences.

Library Services

Librarians and staff are always on hand to help the health sciences community at Temple find the essential information they need. Our services include:

- **Information Services:** 215-707-4033, hscref@temple.edu. Reference librarians offer assistance in online searching, answer factual questions and provide support for in-depth research through training sessions and consultations.
- **Research Guides:** <http://guides.temple.edu>. Web-based guides contain information on relevant subject-specific materials, both in print and online.
- **Credentialing Services:** Experienced staff provides comprehensive credentialing searches for faculty tenure, promotion and appointment.
- **Circulation:** 215-707-BOOK (2665), hscirc@temple.edu. The Circulation Department manages the reserve collection, including the laptop loaner program, AV items and the checking in and out of materials.
- **Document Delivery Service:** The document delivery department can obtain materials not owned by the Ginsburg Library. Most articles are received and delivered electronically. For patient-care emergencies, the library provides rush services, which often provide articles within 24 hours.
- **The Freeman Biomedical Information Center:** A virtual and physical learning destination that is integrated into the reference area of HSL's service desk and its print reference collection. The center also offers electronic access to select reference materials.

Charles E. Krausz Library: School of Podiatric Medicine

Location/Contact Information

8th and Race Streets, 6th floor
 215-629-0300 Press "0" and ask for the library.
http://www.temple.edu/hsc_library/

Hours of Operation

Regular Hours (Hours vary during summer and holidays.)

Monday – Thursday:	8:00 am – 11:30 pm
Friday:	8:00 am – 4:45 pm
Saturday:	9:00 am – 4:45 pm
Sunday:	12 noon – 10:30 pm

A Temple University I.D. is required to borrow library materials. Books circulate for two weeks with one two-week renewal allowed. Journals circulate for two hours during the day or overnight after 4:00 pm. (Kresge and South only.) Some reserve books circulate after 4:00 pm and are due the next day by 10:00 am Laptops may be checked out for use during the day or overnight. Two renewals are permitted.

The libraries are open to students, faculty, and staff of Temple University. The libraries/study areas listed below are open to all Temple University students. Always bring Temple I.D. For questions regarding library facilities (or service) call 215-707-BOOK (215-707-2665). For additional information, please see the HS library web site at <http://library.temple.edu/hsl>.

Paley Library (Main Campus)

Location/Contact Information

13th and Berks Mall

Phone: 215-204-8211; 215-204-8212 (Reference)

<http://www.library.temple.edu>

Hours of Operation

Regular Hours (Summer and holiday hours vary. For current hours, call 204-8211)

Monday – Thursday: 8:00 am – 12:00 am

Friday: 8:00 am – 8:00 pm

Saturday: 9:00 am – 7:00 pm

Sunday: 12:00 pm – 12:00 am

Other Temple University Libraries

Ambler Campus Library

Library Building, 580 Meetinghouse Road, Ambler

Phone: 267-468-8646

Temple University Center City (TUCC) Library

1515 Market Street

Phone: 215-204-6950

Main Campus Departmental Libraries

Science and Engineering Library

Engineering Technology Building

12th and Norris Streets, Room 201

Phone: 215-204-7828

Law Library

Charles Klein Law Bldg., 3rd Floor

The Law School Library has certain restrictions in its use. Students in other schools may not use the facilities for study space. If you need to use specific law materials, please call 215-204- 4538 to arrange a day pass.

Tech Center

Bell Building, 12th and Montgomery Ave.

Phone: 215-204-8000

The TECH Center is a technology and education center at Main Campus with over 600 computer workstations, breakout rooms, specialized labs and spaces to socialize.

ACADEMIC POLICIES AND PROCEDURES

Attendance Policy

Physician assistant students are expected to meet all professional responsibilities as described in the physician assistant program competencies, which may be found in Appendix A of this Handbook. Professional students' full participation in the learning environment is important in nurturing professional development. Thus, students are expected to arrive punctually and participate in all educational activities, and to arrive punctually and participate in all didactic, clerkship and clinical activities, and all course interactive workshops, conferences, laboratories and exams, and to submit all assignments. In understanding that students have different learning styles, lectures will be digitized and made available on-line in the learning management system.

Any request for absence from required sessions must be made to the PA faculty course director who, with consultation of the Program Director will consider each request and determine if it is warranted.

Absences, excused and unexcused, beyond four in an academic year, or greater than two within a course are considered potentially excessive, and may require an action plan, as determined by the Program Director, in consultation with the respective course director and the student's PA Program faculty advisor.

Religious Holiday Accommodation

The following policies regard examination conflicts with religious holidays:

1. Each course will state its examination schedule and exemption policy, if any, the first day of class and in writing in the course syllabus.
2. Religious holidays will be considered, for purposes of examination, as excused absences.
3. In so far as possible, all course and clerkship directors will do their best to minimize conflict with religious holidays in the establishment of examination schedules.

On clinical rotations, absences for Religious Holidays should be discussed with the Clerkship Directors or Site Directors. Requests will be accommodated, though if needed, time may have to be made up for completion of the clerkship.

Jury Duty Exemption

A student who receives a summons for Jury Duty may bring the summons to the Office of Medical Education (Suite 325, MERB) for a letter of support from the Senior Associate Dean for Medical Education in requesting an exemption.

Absences during Clinical Clerkships

Since clinical clerkships involve the care of patients, one important area of learning relates to the assumption of responsibility for the care of patients. A vital component of such responsibility is being available when one is on duty or on call. It is the student's obligation to be informed

concerning schedules and duty hours. Towards this end, the following policy has been enunciated relative to all clerkships - required or elective.

- On the first day of each clerkship, the hours of “duty” and “call” must be clear to each student; if the faculty do not make the hours clear, the student must inquire about them.
- On the first day of each clerkship assignment, the student must be told who is/are to be informed if for some reason the student expects to be absent and who must give approval for an absence. If the faculty does not provide this information, the student must request it.
- Except for emergencies, absences must be anticipated, and approval for the absence must be obtained in advance.
- If for any reason a student must unexpectedly be absent from a clerkship, the student must be sure that the person(s) indicated in item 2 is/are informed of the student’s absence, the full reason therefore, the expected hour or day when the student will return, and the telephone number where the student can be contacted. (It is unacceptable simply to leave a message with the intern or ward clerk to be relayed to the authority mentioned in item 2.)
- When a student is absent and has neither obtained permission in advance nor called in to explain the absence, the program’s Clinical Coordinator should be called by the clerkship director or his/her agent so that an effort can be made to locate the student and to be sure that no misfortune has occurred.
- When a student has been absent without permission or without informing the appropriate authority as early as possible in the course of an unanticipated absence, this fact should be noted on the narrative evaluation of the student.
- When a student has had an absence of more than two days in the course of a clerkship, regardless of the reason for the absence, the clerkship faculty must decide whether or not the student in the course of the clerkship had given sufficient evidence to have met the minimum standards of knowledge and performance for that clerkship. If the minimum standards have been met or exceeded, the student may be given a grade of pass or better and no make-up time will be required. On the other hand, if in the time present on the clerkship the student has not given clear evidence of meeting the minimum standard of knowledge and performance, a decision must be made whether the absence was due to factors beyond the control of the student and whether the student had given appropriate notice concerning his/her absence. If the absence was beyond the student’s control and the student had kept the service appropriately informed, a grade of Incomplete should be given and a statement should be sent to the Office of the Program Director and to the student outlining what must be done to complete the course requirements. If the absence was due to factors within the student’s control or if the student didn’t keep the appropriate authority informed, then a grade of fail shall be given.
- Note: In all these decisions, two factors are overriding: a) meeting the minimum standards of the clerkship as part of the standards required for receiving the MMS-PA degree, and b) evidence that the student has acted with the level of responsibility expected of the medical profession. It is inappropriate to excuse an unexplained or unacceptable absence on the basis that this absence only occurred once on one’s service; it may be this is part of a pattern that in fact occurs repeatedly.

Unexcused Absences

An absence will be determined to be excused or unexcused by the PA Program course director during the didactic phase and by the Clinical Coordinator during the clinical phase.

Unexcused absence is considered unprofessional and may result in a formal evaluation of a student's professionalism and require remedial action. If a student is determined to have more than one unexcused absence at any time during the program, the student will be required to meet with the course director and/or student advisor to discuss this issue.

Leaves of Absence

A leave of absence is an administrative measure granted at the discretion of the PA Program Director with the approval of the Associate Dean for Graduate and MD/PhD Programs and the Vice-Provost of the TU Graduate School. It is used in situations where it is deemed in the best interests of the student and/or the School that the student's education be interrupted.

A leave of absence may be for either a defined or undefined period of time, determined by the PA Program Director in consultation with the Associate Dean for Graduate and MD/PhD Programs. Except in extraordinary circumstances, a student may request a leave of absence only for a period of up to one academic year.

The time that a student spends on a leave of absence should count towards the maximum of four academic years permitted to complete the MMS-PA Program.

For leaves of absence taken prior to the completion of curricular Year Two:

- A one-year leave of absence shall ordinarily be the maximum allowed. At the discretion of the Program Director, such students may re-enter the curriculum at the point where their leave of absence began.
- Should circumstances dictate that a student be granted a leave of absence that is longer than one year, the Program Director may, at his/her own discretion, require that the student repeat some or the entire curriculum previously taken, even if all courses were passed.

Students must complete the Request for Leave of Absence Form available on the TU Graduate School website and pay the required fees. Final approval of the leave of absence is by the Vice-Provost of TU Graduate School.

Employment While Attending the PA Program

In general, it is wiser for the physician assistant student to borrow or use other resources than to depend upon employment during their participation in the physician assistant program. This is especially true during the first year when the heavy study load and accelerated educational programs require a major adjustment for all new students.

Students are required to consult the program director if considering employment. When circumstances arise that necessitate a student to work during the didactic or clinical year, students are strongly discouraged from working at sites where PA program students are placed for rotations. In addition, students are strictly forbidden to use their affiliation with Temple

University, the Lewis Katz School of Medicine or the Physician Assistant Program in any aspect of their employment.

Students must not substitute for or function as instructional faculty, or as clinical or administrative staff during clinical clerkships at any time while a attending LKSOM Physician Assistant Program.

HIV/AIDS Policy

I. Introduction

Lewis Katz School of Medicine hereby establishes the following policy concerning HIV/AIDS (Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome). This policy has been developed based on the HIV/AIDS policy of Temple University Health Sciences Center.

II. Non Discrimination

The School of Medicine shall not discriminate against any person on the basis of HIV status.

III. Employees and Students

No person shall be subject to adverse employment or education actions solely because of a non-task related disability. Reasonable accommodations will be made for employees and students with HIV disease consistent with the current state of knowledge on transmission of infection.

IV. Treatment of Persons with Known or Suspected HIV Infection

No patient will be denied medical or health care at Lewis Katz School of Medicine on the basis of HIV status, or willingness to undergo HIV testing. All employees and students at Lewis Katz School of Medicine shall provide care appropriate to the medical needs of any patient within their areas of responsibility and levels of training, without regard to the HIV status of that patient.

V. Confidentiality and Disclosure

The School of Medicine shall maintain confidentiality regarding HIV testing, HIV status, or AIDS related conditions of its employees, students and patients in accordance with all applicable federal, state and local laws and regulations and in accordance with all policies and procedures of the Lewis Katz School of Medicine, Temple University Health Sciences Center, and Temple University.

VI. HIV Testing

Lewis Katz School of Medicine shall not require a test for verification of HIV status for the purpose of attaining or maintaining employment, academic admission or continued matriculation.

VII. Sharps Injuries

The policy of the Lewis Katz School of Medicine for physician assistant students sustaining sharps injuries is described below: Management of Occupational Exposure to Blood and/or Body Fluids.

VIII. Education

Consistent with its educational mission and applicable laws, the School of Medicine will provide, or arrange for, specific HIV /AIDS education for all students and employees of the School of Medicine. This will include knowledge of HIV infection and transmission, AIDS and universal precautions. All units will also maintain procedures for students and employees for the implementation of universal precautions.

Proper Attire and Identification

Both as a physician assistant student and practitioner, one encounters a variety of patients from diverse cultural, ethnic and socioeconomic backgrounds. In order to establish a professional and trusting relationship with those patients, and to decrease the potential for offense or discomfort to patients, a standard of professional grooming and clinical attire is required. A healthcare professional's dress and appearance are essential in establishing a relationship of trust and confidence, and attire is an important part of a student's recognition as a medical professional. In some cases, this requires a balanced between an individual's personal preferences and the need for effective patient interaction. As a student and soon-to-be medical professional, patients' needs come first, even at the expense of individual expression!

Appropriate professional dress code demonstrates respect for patients, faculty, administrative staff, other health professionals, and fellow students. Establishment of a dress code is not an attempt to inhibit a student's personal freedom; rather, it creates a solid frame of reference for a successful career as a medical professional.

At all times, every student must display a neat, well-kept appearance that includes clean, pressed clothing and good personal hygiene.

Dress Code

Much of the first year of training is spent in lecture halls and classrooms where patients are not present. Attire during lecture and small group seminars may be comfortable, but must not detract from the educational atmosphere. Avoid dress or attire that may be potentially offensive to one's peers, the faculty, or patients. When in doubt, consult the faculty or your faculty advisor.

General Standards during Didactic Year

- Good personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants/antiperspirants, and regular dental hygiene.
- Avoid or minimize perfume or cologne (they may cause allergic reactions in patients or peers).
- Clothes are to be in good repair, clean, and loose enough for adequate movement for clinical training and patient care.
- No midriff tops; halter tops; translucent or transparent tops; shirts or tops with low-cut necklines; or tank tops.
- Garments that show the trunk with movement should not be worn.
- Undergarments should not be visible, even with movement. Examples include but are not limited to thongs, bra straps, shorts, boxers, briefs, and camisoles.

Hair

- Must be clean, neat, and trimmed. When in doubt, wear it back.
- If colored, must be a natural human color.
- Men's facial hair must be neatly trimmed.

Nails

- Clean and trimmed, and barely visible above the fingertip (appropriate length).

- Muted tones of nail polish, if any.
- In accordance with the CDC guidelines, anyone providing direct care or service to patients may not wear artificial nails, acrylic tips, gels, or silk overlays.

Shoes

- Comfortable, clean, and in good repair.
- Clogs are acceptable.
- Hiking boots are acceptable in the winter.

Jewelry

- The following are permitted: a watch; up to three rings; small earrings either studs or small hoops (<1-inch diameter); academic pin/s; other pins, badges, or insignias that represent an award or health care message; minimum of bracelet/s and necklaces or chains (up to two each).

Piercings, Tattoos, and Body Art

- No new facial piercing is permitted.
- Piercings, other than ear piercings, must be covered or removed in the hospital and during patient encounters.
- Tattoos must be covered by clothing to the extent possible.

Didactic Year Clinical Labs and Patient Encounters

During clinical laboratory sessions, standardized patient encounter sessions, and other patient encounter settings, all of the above are required plus:

- Denim pants and shirts, regardless of color; sweat shirts; cut offs; shorts; and sportswear are unacceptable.
- No sandals, open-toed shoes, high-heeled shoes (>2 inch heel), platform shoes, or canvas shoes.
- Closed-toed shoes of respectable quality and cleanliness should be worn.
- Clean sneakers with scrubs are acceptable only in the surgical or laboratory settings.
- Women or men who have an abundance of hair must restrain it in a bun or hair tie to avoid interference with work or patient care.
- No jewelry other than wristwatch and up to two rings (to decrease risk of cross-infection; or that may be pulled by angry or confused patients).
- Scrub uniforms are available for all students who work in areas where contamination of one's personal clothing is possible or sterile clothing is required. Department faculty will inform you when the wearing of scrubs is acceptable.

Men

- Short, white consultation-length jackets (no three-quarter or full-length laboratory coats) with appropriate, official student identification.
- Long neckties or bow ties are mandatory.
- No jeans, shorts, cutoffs, or cargo pants.

Women

- Short, white consultation-length jackets (no three-quarter or full-length laboratory coats) with appropriate, official student identification.
- Professional-appearing blouses or sweaters (low cut or clinging shirts, sweaters, and blouses are inappropriate).
- Skirts should be no more than three inches above the knee.
- No shorts, clam-digger or Capri pants, jeans, cargo pants, or leggings without skirts.

Clinical supervisors, preceptors, and physician assistant faculty reserve the right to dismiss from a clinical or educational site any student who is not appropriately attired. That action may result in requiring further professional, developmental training for the student, and may also interfere with an on-time graduation or even completion of the program.

Identification

Every student must prominently display the student's official LKSOM ID card at all times while on campus and at affiliated training locations. Badges should either be worn on one's shirt, blouse, or jacket so that the name and picture are clearly visible.

Background Check Policy

1. Physician assistant program applicants are required to disclose any misdemeanors or felony convictions, other than minimal traffic violations, including deferred adjudication. Failure to do so may lead to dismissal.
2. A criminal background check is required by CASPA and will be done prior to matriculation to the Physician Assistant Program. Any information noted on this criminal check that is significant and that was not previously disclosed by the student could result in the nullification of the admission offer. Any infraction identified on the check not previously disclosed to Office of Student Affairs could result in dismissal.
3. A Pennsylvania State Child Abuse check will be required of all applicants upon acceptance to the Physician Assistant Program and again upon completion of the second year of the program. Any infraction noted on the child abuse check could result in a nullification of the students' acceptance or dismissal.
4. Ultimate decisions about the matriculation of an accepted applicant whose criminal background check and/or child abuse check reveals information of concern will be made by an ad hoc committee appointed by the Senior Associate Dean of Student Affairs and approved by the Dean or the Dean's designee. The committee must contain representation from student affairs, education, minority affairs/diversity and inclusion, faculty senate and the student body.
5. No information derived from a criminal background check will automatically disqualify any accepted applicant from Physician Assistant Program matriculation. A final decision about matriculation will be made only after a careful review of factors including:
 - a. The nature, circumstances, and frequency of any offense (s)
 - b. The length of time since the offense (s)
 - c. Documented successful rehabilitation
 - d. The accuracy of the information provided by the applicant in his/her application materials.
6. Information from these reports that is unrelated to decisions about admissions and continued enrollment will be maintained in the office of the Senior Associate Dean of

Student Affairs and not become part of the students' permanent file unless deemed necessary by the committee reviewing the infraction. Students would be made aware if any information was included in his or her record.

7. Information obtained will only be used in accord with state and federal laws. Information will be shared with affiliated institutions that provide required rotations as needed as they are part of the educational institution and sharing information is within FERPA guidelines.
8. Enrolled students are required to disclose any misdemeanor or felony convictions other than minimal traffic violations, including deferred adjudication, within thirty days of occurrence to the Office of Student Affairs. Non-disclosure or falsification may be grounds for nullification of admission, dismissal or degree revocation.

Student Role in the Classroom and Supervised Clinical Practical Experiences (SCPEs)

Physician assistant students often bring knowledge and prior experiences and skills that are valuable to contribute in a learning environment. The following outlines the student's role in the learning environment and establish boundaries for how these contributions can be utilities.

The role of the PA student during the course of their studies is that of a learner. Therefore, students are not permitted to assume functions that should be fulfilled by LKSOM faculty or staff. The LKSOM PA Program:

- Does not permit students to substitute for or function as instructional faculty. Students may assist faculty in didactic and laboratory sessions so the benefits of their knowledge and skills can be realized. However, they are not permitted to be the primary instructor or instructor of record for any component of the curriculum.
- Does not permit students to substitute for clinical or administrative staff during supervised clinical practice experiences (SCPEs).

Classroom Etiquette

The student should adhere to professional standards for behavior when communicating with faculty and fellow students in the classroom:

1. Always address the faculty member by title: "Professor" or "Doctor".
2. Be respectful in all communications to fellow students and faculty.
3. Arrive at least 10 minutes before the start of class.
4. Call the PA Program office at 215-707-8207 and leave a voice mail/phone message in the event of tardiness or absence from any class. In addition the student *must* submit an email message to the PA Course Director with a 'cc' to the Program Administrator with the reason for tardiness or absence as soon as reasonably possible.
5. The faculty reserves the right to prevent students who are late from entering the class until the official class break. To minimize disruption of a class already in progress and distraction to other students and instructors, a student arriving after a class has begun is required to enter lecture halls by the rear entrance and move promptly, quietly, and with minimal disruption to the closest available seating.
6. No food may be consumed in classrooms; beverages may be consumed; however, beverage containers must be covered at all times.
7. Students are not permitted to bring guests or children to class.

8. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly in your book bags or purses.
9. Except for program-approved laptops, students are prohibited from having cell phones or other electronic devices with them during examinations. During examinations, all electronic devices should be properly stored in book bags or purses at the front of the room.

Digital Etiquette in the Classroom

LKSOM PA Program is committed to providing an optimal learning environment for all students. Electronic devices serve professional needs; however, they are also commonly used for personal needs. During formal learning experiences such as lectures, workshops, SP encounters, small groups, and SCPEs, students may only use electronic devices for specific professional learning purposes. In order to mitigate potential distractions, and to facilitate increased individual participation and overall class engagement, the use of electronic devices for the following purposes is prohibited during formal learning experiences:

- Conducting personal business (email, text messaging, banking)
- Engaging in social media and/or playing on-line games.
- Any other activities that may serve to interfere or distract students in an optimal learning environment.

Mobile Devices: Mobile devices should remain off or be placed on silent mode. Students should only use these devices with permission of the course director. For those rare occasions where phone access is necessary, students will advise the lecturer / faculty for permission to receive call(s).

Computers/Tablets/IPads, etc.: These devices will be used in class, particularly during team-based learning experiences and for taking examinations and quizzes. Students should ensure these devices are in working order before each class.

Social Media Policy

Introduction

Social media offer unique opportunities to connect and communicate with people across the globe. Lewis Katz School of Medicine supports the use of social media initiatives that seek to share and support its educational, research and clinical missions. Members of the LKSOM community are asked to be professional, confidential and technically secure, and transparent of their identity in all communications on behalf of the School of Medicine and University.

PA students have a duty to represent the profession of medicine in all interactions with the public. Social media have become important aspects of that professional development: networking, gathering information, and public image. This document is intended to provide students with guidance in their use of social media. Such media, include but are not limited to YouTube, Vimeo, Facebook, iTunes, blogs, web feeds (such as RSS and Twitter), Instagram, MySpace, LinkedIn, Flickr, community forums, chat rooms, listservs, social bookmarking sites and other forums.

These guidelines apply to all students of the Lewis Katz School of Medicine when engaging in any online conversation, professional or otherwise. It is important to recognize that social media platforms are among new and evolving technologies and discretion should be used to adhere to professional behavior in all social media interactions if not explicitly stated in this policy.

II. When to use Social Media

Students should use social media in the appropriate settings. Students should not engage in social media when on duty directly interacting with patients, faculty, and staff. Our focus on patient-centered care requires that you give your full attention to your patients and education when engaged in medicine.

III. Appropriate use on all social media sites

Students and faculty must:

1. Follow all existing LKSOM policies and guidelines, including HIPAA, Conflict of Interest Policy, Intellectual Property and general civil behavior guidelines cited above.
2. Respect copyrights, trademarks and intellectual property of the University, LKSOM and others.
3. Protect others' privacy and their proprietary financial, patient care or similar sensitive or private content.
4. Not communicate identifiable patient information on any social media site.
5. Be professional and respectful in all postings. Be mindful that all communications in the online environment can be visible to patients, co-workers, managers, competitors and others. Remember that nearly all content contributed on all social media platforms becomes immediately searchable and can be immediately shared.
6. When representing LKSOM, identify yourself and your role with the organization in all posts. Use good judgment and strive for accuracy. Errors and omissions could result in liability for you or for LKSOM.
7. When expressing personal views, and when an association with LKSOM is shared, implied or apparent, make it clear that one's opinions are personal and do not represent the views or opinion of LKSOM.
8. Not discriminate against any individual on the grounds of race, color, religion, sex, age, disability, sexual orientation, national origin, or any other factor prohibited by law. LKSOM is committed to a work environment free of harassment and disruptive behavior, and to providing an equal opportunity work environment where every member of the University community is treated with fairness, dignity and respect.
9. Keep personal online social networking activities separate from professional online activities to maintain appropriate boundaries when interacting with patients online and to ensure patient privacy and confidentiality.
10. Use privacy settings to safeguard personal information on non-work related activities as appropriate. The practice of accepting patients as friends on personal, non-LKSOM accounts is strongly discouraged. Monitor your Internet presence to ensure accuracy and appropriateness of content posted about you. Please also review the AMA guidelines for social media use.
11. Always adhere to the site's user terms and conditions.
12. Ensure that online activities do not interfere with the completion of academic responsibilities.
13. Avoid conflicts of interest that violate LKSOM policies and guidelines; if someone or some group offers to pay for participation in an online forum on the basis of one's LKSOM role, this provision could apply.
14. Alert the LKSOM Office of Student Affairs immediately if anyone from media outlets contacts you about posts you have made in online forums that relate to LKSOM in any way.

15. Be respectful and factually accurate in any writing about other Universities, the Health System, faculty, peers, or healthcare providers

IV. Using LKSOM-Sponsored Social Media

Define LKSOM sponsored Social Media: Any official public or private social media group created by LKSOM or any SGA-recognized organizations.

A) Appropriate Use

Comments on these previously defined official LKSOM forums containing any of the following, in addition to the guidelines listed above, are in violation of the policy:

1. Profanity, racist, sexist, discriminatory or other derogatory content
2. Comments that reflect negatively on the school, any person or persons with the school, the hospital or the health system
3. Plagiarism or infringement upon or violation of the rights of third parties, such as copyright, trademark, trade secret, confidentiality, intellectual property or patent
4. False claims, including those not in compliance with AMA, AAMC and ACGME guidelines
5. Spam, spyware, virus or other component or computer code or script that is or could be harmful
6. Endorsements of for-profit institutions.
7. Explicit or implied use of the University's or School of Medicine's names, trademarks, logos or images – including pictures of campus buildings – to endorse any product or service without approval by the Office of Student Affairs.

B) Site Administration

Define site administrator: Any social media group and/or organization using the LKSOM name must officially designate a site administrator, whose name will be made available to SGA.

All site administrators will ensure that:

1. Content is appropriate, accurate and timely.
2. Content complies with all privacy, corporate compliance, copyright, disclosure, conflict of interest, HIPAA and other relevant laws and University and LKSOM's policies.
3. Appropriate consent is obtained and documented for content including words, graphics, photos, video, audio, images, PowerPoint presentations, artwork, and any other included elements.
4. Content does not constitute advertising. The University does not endorse commercial enterprises, including in its digital communication unless approved by the Office of Student Affairs. Promotion of an event sponsored by the University or its partners is acceptable.
5. Content is monitored daily, or more frequently if necessary, and postings and comments adhere to policies.
6. All errors are immediately corrected and correction notes included with the original post.
7. Offered links are reviewed and deemed appropriate.

8. No Patient Information is to be communicated on any social media site.
9. All TU computer services policies are met and adhered to.

V. Monitoring and Disciplinary Procedures

Privacy. LKSOM academic administration and/or LKSOM Honor Board may review the social networking activities of its students in cases of suspected violations to ensure compliance with this policy. LKSOM students should therefore have no expectation of privacy regarding their social networking activities if they choose to make information publicly accessible through the internet.

Disciplinary Measures. Violations of this policy will constitute an Honor Code violation resulting in appropriate corrective action. In addition, if the violation involves patient information, violations may result in civil penalties and criminal prosecution at the discretion of the LKSOM Office of Student Affairs.

Policy on Academic and Learning Environments

Introduction

This policy on Academic and Learning Environments has three main components:

- A statement regarding Lewis Katz School of Medicine Physician Assistant Program standards of behavior in the treatment of physician assistant students.
- A description of the educational process used to keep the academic community aware of these standards as well as the process by which they are upheld.
- A description of the process the Lewis Katz School of Medicine Physician Assistant Program will use to respond to allegations of mistreatment emanating from physician assistant students.

Learning Environment/Professionalism

The Lewis Katz School of Medicine Physician Assistant Program has a responsibility to provide an environment conducive to effective learning by creating an atmosphere of mutual respect and collegiality among faculty, students, and staff. The diversity within the community combined with the intensity of the interactions that occur in health care and research settings may lead to incidents of inappropriate behavior towards or mistreatment of students. Examples of inappropriate behavior or mistreatment may include but are not limited to: sexual harassment; discrimination based on race, gender, age, ethnicity, religion, health, or sexual orientation; purposeful humiliation, verbal abuse, threats or other psychological abuse; and not respecting the political and other opinions of students. Such actions are contrary to the educational mission of the PA Program and Medical School and will not be tolerated.

Ongoing Education Concerning Appropriate Treatment of Physician Assistant Students

To promote an environment consistent with our standards of behavior, the Physician Assistant Program will provide ongoing education to students and faculty about the appropriate treatment of physician assistant students, standards of behavior, and the Program's process for dealing with allegations of inappropriate behavior or mistreatment. At the first class meeting of each academic year, this policy will be reviewed and distributed to each student. An electronic copy of this document will remain available. Each year, faculty members will receive a copy of the policy.

The department chairs will make certain that the faculty members in their departments are aware of the policy and that violation of the policy will have consequences.

Process for Responding to Allegations of Student Mistreatment

When an allegation of inappropriate behavior or mistreatment is made, the parties involved may attempt to resolve the matter themselves. In some situations, a physician assistant student may be reluctant to raise the matter directly with a faculty member or the parties may be unable to resolve the matter themselves. In such cases, a more formal process is available. This process is designed to be fair to all parties involved and minimize any risk of retaliation.

The School of Medicine and Physician Assistant Program have established the position of Ombudsperson to help resolve disputes between faculty members, students, and staff. The Ombudsperson has been appointed by the Dean and is a person who holds a position that should not make a student, faculty member or staff member reluctant to report possible inappropriate behavior or mistreatment. The Ombudsperson has authority to attempt to resolve complaints of inappropriate behavior or mistreatment under this policy. It is anticipated that most complaints of inappropriate behavior or mistreatment under this policy will be successfully resolved by the Ombudsperson. However, if the Ombudsperson is unable to successfully resolve the complaint, the Ombudsperson will ask the Dean to appoint an *ad hoc* review group to hear and make recommendations about the complaint. The review group will consist of three physician assistant students and three faculty members. The Dean will appoint a faculty member to act as chair. The Ombudsperson may not be a member of the review group.

Any hearing on the complaint will be an academic proceeding, not a legal proceeding. The review group may consider any evidence that the group deems relevant and trustworthy and need not apply the formal rules of evidence. The review group need not arrange for a verbatim transcript of its proceedings. The members of the review group, the parties to any hearing, and any witnesses at the hearing shall be required to maintain the confidentiality of any evidence presented at the hearing and of any recommendation made by the review group. Violation of this requirement shall be considered a violation of this policy. Any party to the proceeding may obtain legal advice but shall not be entitled to be represented by legal counsel during any proceeding. After the hearing, the group will make a recommendation to the Dean regarding the validity of the complaint and any action that should be taken. In the event of disagreements among members of the review group, multiple recommendations may be made. The Dean will make the final decision on the validity of the complaint and any action that will be taken. The decision of the Dean will be final and will not be subject to review in any subsequent proceeding.

Sexual Harassment Policy

The Physician Assistant Program follows and adheres to Temple University's Policy on Sexual Harassment. In summary this policy states that Temple University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment in any form or context is inimical to this and will not be tolerated. Sexual harassment subverts the mission and work of the university, and can threaten the career, educational experience, and well-being of student, faculty and staff. Additional information regarding the policy and procedure to report sexual harassment can be found at: <http://policies.temple.edu/PDF/320.pdf>

Any person who believes that he or she is a victim of sexual harassment may make an informal complaint to any Equal Opportunity Ombudsperson. A listing of current Equal Opportunity Ombudspersons is published on the EOC website (www.temple.edu/eoc).

Preventing and Addressing Discrimination and Harassment Policy

The Physician Assistant Program follows and adheres to Temple University's Policy on Preventing and Addressing Discrimination and Harassment. In summary this policy states that the university is committed to providing a workplace and educational environment, programs, and activities, free of unlawful discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This policy is based on federal and state laws, including but not limited to Executive Order 11246, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Genetic Information Nondiscrimination Act of 2008, and the Pennsylvania Human Relations Act. Additional information regarding this policy can be found at: <http://policies.temple.edu/PDF/221.pdf>.

Relation of Other University Policies

The process established by this policy does not apply to sexual harassment as there is a separate policy concerning such mistreatment.

Protection from Retaliation

Any form of retaliation as a result of any complaint under this policy is a violation of this policy.

APPENDICES

APPENDIX A: COMPETENCIES FOR THE PHYSICIAN ASSISTANT

Academics: Competencies within an Integrated Curriculum

Introduction

Lewis Katz School of Medicine (LKSOM) Physician Assistant Program is dedicated to educating and training students to be excellent physician assistants who will be thoroughly prepared to meet the medical needs of a diverse patient population, including the local community, the State of Pennsylvania and beyond. The school places particular emphasis on attracting and graduating future physician assistants who will provide care to underserved populations. This tradition has been preserved and passed on by a faculty, which is dedicated to filling the medical needs of North Philadelphia and surrounding communities.

LKSOM PA Program is dedicated to enrolling students who exemplify academic excellence, and embody the passion, commitment and integrity to meet the highest standards in patient care and medical scholarship. Temple students represent the diversity of society; they are recent college graduates as well as those changing careers, and they come from a wide variety of cultural, socioeconomic, and geographic backgrounds. They also have demonstrated capacity for volunteerism, altruism, and a genuine desire to help those in need.

A LKSOM PA Program education provides a solid foundation in the fundamentals of basic science and clinical medicine. The curriculum is structured to ensure that students acquire the knowledge, clinical and life-long learning skills, and professional attributes essential to the practice of medicine. The program is marked by an extensive “hands-on” experience in caring for patients.

In an effort to define PA competencies the National Commission on Certification of Physician Assistants (NCCPA), the ARC-PA, the American Academy of Physician Assistants (AAPA), and the Physician Assistant Education Association (PAEA) have developed a list of suggested clinical competencies for the PA profession. The competencies are based on the Accreditation Council for Graduate Medical Education (ACGME) model with areas specific to PA practice.

Lewis Katz School of Medicine Physician Assistant Program has chosen to use those same six areas in defining the competencies that its students must acquire prior to graduation from the PA Program. The learning objectives for physician assistant students, which may be found on the Physician Assistant Program’s web site, are listed below under the appropriate type of competency.

Medical Knowledge-Based Competencies

Physician assistants must be knowledgeable about the scientific basis of medicine and be able to apply that knowledge to clinical problem solving and the care of patients. They must engage in independent learning to remain current in their knowledge. Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In

addition, physician assistant are expected to demonstrate an investigatory and analytical thinking approach to clinical situations.

Physician assistants are expected to demonstrate:

1. Knowledge of the normal anatomical structure and function (physiological and psychological) of the human body as a whole and of each of its major organ systems, throughout the life cycle, to include developmental (infancy and adolescence) and aging processes
2. Knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, immunologic, neoplastic, degenerative, psychological and traumatic) of disease and the ways in which disease affects homeostasis (pathogenesis)
3. Knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that occur in clinically and pathophysiologically important diseases and conditions
4. Knowledge of the basic mechanisms of pharmacologic and non-pharmacologic modalities employed in the prevention and treatment of disease and amelioration of pain and suffering
5. Knowledge of the economic, psychological, occupational, social, and cultural factors affecting health and illness
6. Knowledge of the epidemiology of common illnesses and the systematic approaches useful in reducing the incidence and prevalence of those illnesses
7. Knowledge of disease and injury prevention practices in the care of individual patients and their families, and the community
8. Knowledge of the various types of family planning and their potential impact on the patient, the family and society
9. Knowledge of the physical and psychological aspects of aging and dying and a commitment to support and appropriately counsel patients and their families
10. The ability to describe the principles and application of evidence-based medicine in establishing the causation of disease and therapeutic efficacy of treatment
11. The ability to recognize how factors such as age, gender, ethnicity, sexual orientation, functional limitations, languages, belief systems, and socioeconomic status impact health, perceptions of well-being and medical care of culturally diverse and medically underserved populations
12. Knowledge of the forms and value of complementary medicine as employed in the treatment of disease
13. The ability to recognize the impact of chronic disease and disability on a patient's ability to function in society
14. Knowledge of the basic principles and ethics of clinical and translational research, and how such research is conducted, evaluated and applied to the care of patients

Patient Care Competencies

Physician assistant students must be able to provide patient-centered care that is evidence-based, compassionate, effective and appropriate for the treatment of health problems and the promotion of health. Physician assistant students must be able to:

1. Provide health care services aimed at maintaining health and well-being, and treating patients with acute and chronic conditions
2. Obtain an accurate, comprehensive medical history that respects individual differences, as it relates to the patient's health status
3. Communicate clearly; verbally, in writing, and electronically with patients, patients' families, and colleagues
4. Conduct a thorough and accurate physical and psychiatric evaluation in patients of all ages
5. Perform routine technical procedures
6. Interpret and integrate clinical data, including laboratory, radiology, and pathology studies
7. Reason deductively in solving clinical problems
8. Construct appropriate management strategies (both diagnostic and therapeutic) for patients with common acute and chronic conditions; including medical, psychiatric, and surgical conditions, those requiring short and long-term rehabilitation, and those with serious conditions requiring critical care.
9. Appropriately relieve pain and ameliorate the suffering of patients
10. Incorporate the findings of emerging clinical and translational research into clinical decision-making and problem-solving, and be able to explain how the findings apply to patient care

Interpersonal and Communication Skills

Physician assistant students must demonstrate interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families, physicians, professional associates, and other individuals within the health care system. Physician assistant students must demonstrate:

1. The ability to interact and communicate respectfully, effectively and empathetically with patients, their families, and the public; across all ages, socioeconomic and cultural backgrounds
2. The ability to address sensitive health care issues in an effective, compassionate and non-judgmental manner, including screening for alcohol and substance abuse, domestic violence, sexual behavior and delivering bad news
3. The ability to communicate scientific and medical knowledge to help educate patients about their health, and health care decisions and ensure adequate understanding
4. Effective communication and collaboration with other members of a multidisciplinary health care team
5. The ability to communicate accurate patient information verbally, in writing or electronically to colleagues and healthcare workers

Professionalism

Professionalism embodies the responsibilities of a physician assistant that go beyond knowledge and technical skills and enables the delivery of health care. It includes honesty, maintaining patient confidentiality and trust, mutual respect and commitment to the welfare of patients. Professionalism also require that physician assistants practice must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from

substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.

Physician assistants students must:

1. Demonstrate personal motivation, compassion, reliability, integrity, and honesty in all interactions with patients, families, colleagues and other healthcare professionals
2. Demonstrate responsiveness to patient needs that supersedes self-interest
3. Demonstrate understanding of, and commitment to, ethical and legal principles in all aspects of patient care, including beneficence, justice, confidentiality, privacy, informed consent and patient autonomy
4. Understand legal and regulatory requirements including the appropriate role of the physician assistant
5. Demonstrate awareness of, and sensitivity to, diversity among patients, providing effective care that respects interpersonal differences in age, ethnicity, cultural beliefs, socioeconomic status, sexual orientation and spirituality
6. Maintain professional relationships with physician supervisors and other health care providers
7. Serve as a healthcare advocate for individual patients and all patient populations
8. Recognize their abilities and limitations, participate in ongoing self-assessment, actively seeking and responding to feedback, and continuously striving to improve patient care and patient-centered interactions
9. Demonstrate attentiveness to professional and medical errors and work to reduce such errors in all aspects of patient care
10. Maintain a professional image in behavior and attire, demonstrating respect for the patient and the environment in which the patient care is given
11. Engage in independent learning to stay abreast of the scientific advances, relevant to the current practice of medicine and emerging technologies

Practice-Based Learning and Improvement

Physician assistant students must be able to place their role as patient care provider within the greater context of the healthcare system. Students must commit to lifelong learning and professional improvement, which includes honest and thoughtful self-evaluation and analysis of practice patterns and outcomes within the framework of standards of care, and best-practices as defined by scientific evidence. Physician assistant students must demonstrate:

1. Awareness of strengths, deficiencies and limits in knowledge and skills
2. Ability to set goals and pursue opportunities to acquire new knowledge that can be applied to patient care
3. The skills to improve patient care by thoughtful analysis of their own patient population and pertinent characteristics of the communities from which their patients derive
4. The ability to identify and apply epidemiologic, statistical and scientific evidence towards the effectiveness and practicality of diagnostic and therapeutic modalities with the goal of improved quality of patient care
5. The appropriate roles of technology and information management in as it pertains to both education and patient care

6. The skills to work in a multidisciplinary team that incorporates parallel and synergistic professions working toward the same goals.
7. The ability to give and receive constructive nonjudgmental feedback from/to all sources, designed to enhance patient care and the function of the team
8. Use of knowledge and communication skills to facilitate the education of patients, families, trainees, peers and other health care professionals

Systems-Based Practice

Students must demonstrate knowledge of the multiple systems engaged in the provision of health care and the ability to use system resources to provide optimal patient care. Students must:

1. Demonstrate awareness of how their patient care and other professional activities affect other health care professionals, the health care organizations in which they work, and to society, at large, and how these elements affect their own practice
2. Demonstrate knowledge of, and respect for, the roles of other healthcare professionals, and the ways in which they may collaborate in the care of both individuals and communities
3. Describe the major organizational models of healthcare delivery, including the ways in which such models are important in controlling health care costs and allocating resources
4. Practice cost effective health care and resources while maintaining a high quality of patient care
5. Identify and use resources and ancillary health care services for all patients, including patients facing barriers to access to health care
6. Demonstrate an awareness of the complexities of medical practice with regard to ethical and legal issues

APPENDIX B: TECHNICAL STANDARDS

Title:

Technical Standards for Physician Assistant students

Scope of Policy:

The technical standards for the Lewis Katz School of Medicine Physician Assistant Program have been established to ensure that students have the ability to demonstrate academic mastery and competence when performing clinical skills, and the ability to communicate clinical information. These technical standards are intended to ensure that each student has the academic and physical ability to acquire competencies, as defined by the National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the Physician Assistant Education Association (PAEA), and the American Academy of Physician Assistants (AAPA). The technical standards are consistent with the technical standards set forth by the Accreditation Council of Graduate Medical Education (ACGME).

The candidate for successful completion of the Physician Assistant Program must be able to perform the following skills:

I. Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision. It is enhanced by the functional use of the sense of smell.

II. Communication: A candidate should be able to speak, to hear and to observe patients in order to elicit both verbal and non-verbal information, and must be able to communicate effectively and sensitively with and about patients. Communication therefore includes speech, reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with the patient, the patient's family, and all members of the health care team, including referral sources such as agencies and other physicians.

III. Motor: Candidates should have sufficient motor function to carry out basic laboratory techniques and to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Candidates must be able to perform anatomical dissections. They must have sufficient motor ability to use a microscope. A candidate should have the motor skills which will allow him/her to do basic laboratory tests (urinalysis, gram stain, preparation of a blood smear, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.), perform and read EKGs and read x-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the

opening of obstructed airways, the suturing of simple wounds, and the performance of simple, general gynecologic procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

V. Behavioral and Social Attributes: A candidate must possess the physical and emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admission and education process.

The faculty of Temple University Physician Assistant Program recognizes its responsibility to present candidates for the PA degree who have the knowledge, attitudes and skills to function in a broad variety of clinical situations and to render a broad spectrum of patient care.



Lewis Katz School of Medicine at Temple University

PHYSICIAN ASSISTANT PROGRAM

**ACKNOWLEDGEMENT OF REVIEW AND RECEIPT OF
PHYSICIAN ASSISTANT STUDENT HANDBOOK**

I have read the Lewis Katz School of Medicine at Temple University Physician Assistant Student Handbook. I understand the contents and terms outlined in this document and agree to adhere to all of the policies and procedures in this manual. My signature below is acknowledgement that I have reviewed this Handbook and my questions regarding these policies and procedures answered to my full understanding.

Student Signature

Printed Student Name (above)

Date: ____/____/____

Administrative Use Only

Date Received: _____