



# Physician Assistant Program

## UNIVERSITY OF WISCONSIN

### SCHOOL OF MEDICINE AND PUBLIC HEALTH

#### 2023-2024 STUDENT HANDBOOK

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## Academic Conduct/Misconduct Policy & Process

**Rationale/Purpose:** Students within the UW PA Program need to demonstrate intellectual honesty, exemplary moral and ethical character and a strong sense of personal integrity. The purpose of this policy is to create guidelines to assist PA students in learning to make ethical decisions in the academic and clinical environments. Academic integrity is a priority for everyone at the UW-Madison PA Program.

**Scope:** This policy applies to all students enrolled in the UW-Madison PA Program. This does not apply to MPAS-MPH students during the first year in the MPH Program.

**Background:** Students in the UW PA Program are part of a professional training program whose graduates assume a high level of responsibility as providers of healthcare. PA students are expected to uphold and abide to the highest standards of academic behavior. These expectations begin when a student first enrolls in the UW-Madison PA Program and continue throughout their academic career.

This policy addresses the rules and regulations that outline student academic conduct and misconduct.

All policies concerning students are made available to each class for the entire time they are in the PA Program.

Students who believe they have been treated unfairly have a right to a prompt hearing of the grievance. Please refer to the *PA Student Appeals and Grievance Policy* for more information.

Policy Statement:

[University of Wisconsin System Administrative Code: UWS 14](#)

All PA students are subject to the University of Wisconsin System Administration Code: UWS 14 governs student academic disciplinary procedures. Violation of UWS 14 may result in University disciplinary action, including disciplinary probation, suspension or expulsion.

All UW-Madison and SMPH policies that apply to UW-Madison students also apply to PA students.

### Plagiarism

Plagiarism is an absolute, serious breach of professional conduct. The PA Program will not tolerate plagiarism in patient histories and physicals, literature reviews, capstone paper, or other assignments. PA Program policy in this regard is consistent with UWS 14 administrative code on academic conduct. It is the student's responsibility to be familiar with the definition and principles of plagiarism and to have knowledge of correct citation. In any case, if a paper or assignment implies that the student is the originator of words or ideas, that must in fact, be the words or ideas of the student; otherwise, it may represent plagiarism and action will be taken.

## Academic Misconduct

Per UWS 14, academic misconduct is defined as *“an act in which a student: Examples of academic misconduct include, but are not limited to:*

- a. cheating on an examination
- b. collaborating with others in work to be presented, contrary to the stated rules of the course
- c. submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another
- d. submitting a paper or assignment that contains ideas or research of others without identifying the source of those ideas, stealing examinations or course materials
- e. copying exams or course materials when policy states this is not allowed
- f. submitting work previously presented in another course or assignment, tampering with laboratory experiments or computer programs of another student
- g. knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, exam, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed
- h. assists other students in any of these acts

If academic misconduct is suspected, the faculty will meet with the student and following the outline as can be found [here](#). The following are disciplinary sanctions that may be imposed for academic misconduct:

- a. an oral reprimand
- b. a written reprimand presented only to the student
- c. an assignment to repeat the work, to be graded on its merits
- d. a lower or failing grade on the particular assignment or test
- e. a lower grade in the course
- f. a failing grade in the course
- g. removal of the student from the course in progress
- h. a written reprimand to be included in the student’s file
- i. disciplinary probation
- j. suspension or expulsion from the program (or university)

One or more of the disciplinary sanctions listed in the preceding paragraph may be imposed for an incident of academic misconduct.

### Disciplinary Sanction Imposed at the Discretion of the Instructor Following a Report of Academic Misconduct

Process following determination by the instructor that disciplinary sanction should be a through c as described above:

1. Where an instructor(s) concludes that a student enrolled in his/her course has engaged in academic misconduct, at the discretion of the instructor(s), the following disciplinary sanctions may be imposed for academic misconduct in accordance with UWS 14:
  - a. an oral reprimand
  - b. a written reprimand presented only to the student
  - c. an assignment to repeat the work, to be graded on its merits
2. The instructor(s) must promptly discuss the matter with the student in order to impose a disciplinary sanction. During this discussion, the instructor(s) should review with the student the bases for their belief that the student engaged in academic misconduct, as well as allow the student an opportunity to respond.

3. If the determination of the instructor(s) is that no academic misconduct occurred and no disciplinary sanction is warranted, the matter will be considered resolved without the necessity for further action or written report.
4. If the determination of the instructor(s) is that academic misconduct did occur and that one or more sanctions should be recommended, the instructor(s) will write a written report that will inform the student of the decision and include in the written report: a) a description of the misconduct, b) specification of the recommended sanction, c) notice of the student's right to request a hearing before the PA Promotion and Progress Committee, and d) the student should be referred to the *PA Program Academic Conduct/Misconduct Policy* and [\*University Student Academic Misconduct Policy and Procedures \(UWS 14\)\*](#).
5. A written report to the student will be delivered by email. Additionally, the Instructor(s) should provide a copy of the report to the PA Program Director, acting as Chair of the PA Promotion and Progress Committee.
6. If a student desires a PA Promotion & Progress Committee hearing, he/she must file a written request with the PA Program Director, acting as Chair of the PA Promotion and Progress Committee, within ten (10) days by email. If the student does not request a hearing within this period, the determination of the academic misconduct shall be regarded as final and the disciplinary sanction recommended shall be imposed.

Process following determination by the instructor that the disciplinary sanction should be *d through h* as described above:

1. If the determination of the instructor(s) is that academic misconduct did occur and that the disciplinary sanctions *a through c* are inadequate or inappropriate, the instructor may proceed to impose sanctions *d through j* as listed above.
2. The instructor(s) must promptly discuss the matter with the student in order to impose a disciplinary sanction. During this discussion, the instructor(s) should review with the student the bases for their belief that the student engaged in academic misconduct, as well as allow the student an opportunity to respond.
3. The instructor will prepare a written report and inform the student with a) a description of the misconduct, b) specification of the sanction recommended, c) notice of the student's right to request a hearing before the PA Promotion and Progress Committee, and d) a copy of the program and institutional procedures (to the *PA Program Academic Conduct/Misconduct Policy* and [\*University Student Academic Misconduct Policy and Procedures \(UWS 14\)\*](#)).
4. The instructor should immediately notify and provide a copy of the written report to the PA Program Director, acting as Chair of the PA Promotion and Progress Committee. The written report should describe the misconduct and specification of the sanction recommended.
5. According to PA Program procedure, a student who receives a disciplinary sanction has the right to a hearing before the PA Program Promotion and Progress Committee to contest the determination that academic misconduct occurred, or the disciplinary sanction imposed, or both.
6. If a student desires such hearing, they must file a written request with the PA Program Director, acting as Chair of the PA Promotion and Progress Committee, within ten (10) days by email. If the student does not request a hearing within this period, the determination of the academic misconduct shall be regarded as final and the disciplinary sanction recommended shall be imposed.

Process following determination by the instructor that the disciplinary sanction should be *i or j* as described above:

1. If the determination of the instructor(s) is that academic misconduct did occur and that disciplinary

probation, suspension or expulsion should be recommended, the instructor will prepare a written report and inform the student with a) a description of the misconduct, b) specification of the sanction recommended, c) notice of the student's right to request a hearing before the Promotion and Progress Committee, and d) a copy of the program and institutional procedures. (*The PA Program Academic Conduct/Misconduct Policy and [University Student Academic Misconduct Policy and Procedures \(UWS 14\)](#) are located in the student handbook.*)

2. The instructor should immediately notify and provide a copy of the written report to the PA Program Director, acting as Chair of the PA Promotion and Progress Committee. The written report should include a full description and explanation of the facts upon which the determination of misconduct is based and specification of the sanction recommended.
3. According to PA Program procedure, a student who receives a disciplinary sanction has the right to a hearing before the PA Program Promotion and Progress Committee to contest the determination that academic misconduct occurred, or the disciplinary sanction imposed, or both.
4. If a student desires a PA Promotion & Progress Committee hearing, they must file a written request with the PA Program Director, acting as Chair of the PA Promotion and Progress Committee, within ten (10) days by email. If the student does not request a hearing within this period, the determination of the academic misconduct shall be regarded as final and the disciplinary sanction recommended shall be imposed.
5. The student has the right to present relevant information and explanation to the case at hand. At that time, the student will be dismissed and the Committee will meet for deliberation.
6. The Promotion and Progress Committee will make a record of the meeting.
7. The Promotion and Progress Committee shall prepare written findings of fact and a written statement of its decision based upon the hearing.
8. All Committee actions will be held in closed session; only the chair and voting members of the Promotion and Progress Committee will be present during closed session.
9. The Committee may impose a disciplinary sanction that is different from the recommendation of the instructor.
10. The decision of the Promotion and Progress Committee will be delivered to the student via telephone and/or email.

Process following determination by the PA Program Promotion and Progress Committee that a student should be dismissed from the PA Program:

1. A student who is dismissed from the PA Program at the UW-SMPH may request a hearing to appeal the decision by contacting, in writing, the Senior Associate Dean of Academic Affairs at the SMPH within fifteen (15) business days of the date of the decision. The written appeal request must specifically identify the basis for appeal.
2. Please refer to the policy/procedure entitled *School of Medicine and Public Health (SMPH) Health Professional (non-MD) Student Appeals Hearing Committee: Structure, Function and Operation*.

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## **Academic Counseling and Professionalism Evaluation Policy & Process**

### **Rationale/Purpose:**

To ensure there is a formalized system in place for academic counseling, monitoring and documenting student progress of PA students by principal faculty members. Every effort will be made through formal and informal mentoring to consistently discuss academic progress to ensure success of the student in meeting all academic requirements of the program for graduation.

Students in the UW-Madison Physician Assistant Program are part of a professional training program whose graduates assume a high level of responsibility as providers of health care. Physician Assistant students are expected to uphold and abide to the highest standards of professional behavior and ethics. PA professional competencies are covered in the PA curriculum.

UW-Madison PA students, believing that professional development is a student's responsibility as much as it is the PA program's responsibility, develop a *Code of Conduct* that represents each class's guiding professional and ethical behavior throughout their PA education. The *Code of Conduct* uniquely embraces the core values, professional and ethical behavior to which all members of the class aspire.

Academic counseling, monitoring and documenting student academic and nonacademic progress (professionalism) are requirements according to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) Standards, 5<sup>th</sup> edition. All student policies, including the *Academic Counseling and Professionalism Evaluation Policy and Process*, are available to students in the Student Handbook on the UW PA Website, under Resources for Current Students. PA students must sign and turn in a *Statement of Review* by the end of the first week of classes confirming they have read, understand and have had a chance to ask questions pertaining to posted policies.

Students who believe they have been treated unfairly have a right to a prompt hearing of the grievance. Please refer to the [SMPH Resolution of Health Professions Programs Student Grievances](#) for more information.

Scope: This policy applies to all actively enrolled students in the University of Wisconsin-Madison Physician Assistant Program.

#### Policy Statement:

Formalized academic counseling and student professionalism evaluation will proceed as follows:

1. Upon matriculation into the program, students are assigned a faculty mentor.
2. During the first summer semester, mentors will meet with mentees to establish a professional relationship. At this time, academic counseling will occur and faculty will provide the student with and review all of the components of the Professionalism Evaluation.
3. During each semester thereafter during the didactic component of the program, mentors and mentees will meet approximately one third of the way through each semester. During these meetings, academic counseling will occur and professionalism will be discussed.
4. Academic counseling during the didactic component will include but is not limited to discussion of overall academic progress, current course grades and trends, overall GPA, study habits and test-taking skills.
5. Evaluation of professionalism during the didactic component of the program will proceed as follows:
  - a. The professionalism self-evaluation form is required for each student to complete in Exxat.
  - b. The Professionalism Feedback form will be sent for each didactic student to all appropriate faculty (two weeks prior to mentor/mentee meeting).
  - c. Faculty must complete all student evaluations within one week.
  - d. Mentors will review the evaluations PRIOR to mentor/mentee meetings.
  - e. Meeting will then be held and professionalism will be discussed using all evaluations (professionalism remediation will be implemented as necessary).



- f. Following the meeting, mentors will complete a communication log in Exxat where professionalism is documented.
6. During the clinical component of the program, mentors and mentees will meet during End of Rotation (EOR I-IV). During these meetings, students will be advised academically and professionalism will be discussed. Academic counseling may include but is not limited to discussion of overall academic progress, current course grades and trends, overall GPA, study habits and test-taking skills, Exxat goals, progression and preparation for summative evaluation, preparation for PANCE, and/or questions or concerns raised by faculty or students.
7. Evaluation of professionalism during the clinical component of the program will proceed as follows:
  - a. Midpoint, Self and Preceptor evaluations for each student and rotation are available in Exxat/PRISM; each of these forms evaluate specific behaviors of professionalism.
  - b. The mentor-mentee meeting will then be held during EOR and professionalism will be discussed (professionalism remediation will be implemented as necessary).
8. Although the above constitutes the formalized manner in which professionalism is evaluated in a consistent, regular fashion, gross violations or significant concerns regarding professionalism during either the didactic or clinical components of the program are grounds for immediate evaluation and action, which may include remediation, probation, or dismissal of the student from the program. According to the [Nonacademic Conduct/Misconduct Policy](#), this is a decision of the PA Program Promotion and Progress Committee. Please note: depending on the gravity of the infraction, the decision of the Promotion and Progress Committee can be for dismissal without consideration for remediation or probation. The [Nonacademic Conduct/Misconduct Policy](#) is located online and is available to the student throughout their PA education.
9. As appropriate, any concerns that arise during mentor/mentee meetings will be brought to the attention of both the program director and faculty during faculty meetings, or to the PA Program Promotion and Progress Committee.

#### Related UW–Madison, SMPH or PA Program Policies

- 1) [PA Program Deceleration Policy](#)
- 2) [Academic Conduct/Misconduct Policy](#)
- 3) [Nonacademic Conduct/Misconduct Policy](#)
- 4) [SMPH Resolution of Health Professions Programs Student Grievances](#)
- 5) [PA Program Student/Faculty Mentor Policy](#)

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### Academic Standards Policy & Process

**Rationale/Purpose:** To outline the guidelines of academic standards for students enrolled in the UW Madison PA program. This policy also outlines the process for how students are placed on academic probation.

**Scope:** This policy applies to all students enrolled in the UW-Madison PA Program. This does not apply to MPAS-MPH students during the first year in the MPH Program.

**Background:** Academic probation is a very serious matter and acts as official notice to the student that improvement in performance is required for progression in the program. The [UWSMPH Advancement and Graduation Standards Policy](#) establishes that all health profession program students must meet the



requirements of their program to advance and graduate from UW SMPH. The *PA Program Academic Standards Policy* outlines these standards for the PA program.

#### Policy Statement:

Minimum Academic Performance Standards: To maintain academic *good standing*, students enrolled in the UW-Madison PA Program are required to complete the courses required for graduation. These standards only apply to students currently enrolled in the UW PA Program. This does not apply to any students enrolled in their first MPH year. The cumulative GPA starts with matriculation into the PA program. All students need to meet the following criteria:

1. Earn a grade of C or better in all courses graded on an A-F grading scale
2. Earn a grade of Credit in all courses graded Credit/No Credit
3. Earn a GPA of 3.0 or better each semester
4. Earn a cumulative GPA of 3.0 or better at all times during and at completion of the PA program

Student progress in the Program is dependent upon meeting minimum performance standards, which include academic standards in both didactic and clinical courses. Additionally, courses in the Program have prerequisites, which must be satisfactorily completed before students may progress to the next course or semester of courses.

At the end of each semester, the Promotion and Progress committee will review student performance. At this meeting, the Promotion and Progress committee reserves the right to:

1. dismiss didactic students from the Program if they do not meet minimum performance standards and/or earn a grade of C or better in all courses graded on an A-F grading scale
2. dismiss any student from the Program who did not earn a grade of Credit in all courses graded Credit/No Credit
3. review grades of Incomplete and determine if remediation or deceleration is necessary
4. and/or place students on academic probation.

Students are placed on academic probation if they fail to maintain a semester or cumulative GPA of 3.0. Students must obtain a 3.0 or higher semester GPA the following semester.

In the next consecutive semester, they must have a 3.0 semester GPA and a 3.0 or higher cumulative GPA. If they do not meet these academic standards, they will be dismissed from the program.

A student can only be on academic probation once during the duration of the PA program.

In addition, the PA Program has a strict policy for academic dishonesty. If academic misconduct is suspected, it will be investigated and any involved students risk dismissal from the Program. Please see Academic misconduct policies included in the Student Handbook.

#### Remediation:

Remediation is REQUIRED whenever students perform below a C on any written or practical examination, if they receive a grade below a C or an Incomplete in any aspect of a course, or if faculty deems remediation is necessary. See Didactic and Clinical Year remediation policies for individual details.

### Deceleration:

Students may decelerate for both personal and academic reasons. Please see Deceleration Policy for further details.

### Probation:

Academic probation is a very serious matter and acts as official notice to the student that improvement in performance is required for progression in the program. Please see additional probation details above under the minimum academic standards.

At the end of each semester, the PA Promotion and Progress Committee reviews all students on probation. The Committee may:

1. remove probationary status if a student has a GPA above 3.0 and meets the minimum academic standards as set forth in this policy
2. continue on academic probation for one semester if their semester but not cumulative GPA is above 3.0 (see above for details)
3. be dismissed from the program.

### Dismissal:

Dismissal is the immediate termination of student status due to unsuccessful completion of academic requirements. All current and scheduled courses are withdrawn or dropped as determined by the Promotion and Progress Committee. The dismissal decision cannot be suspended or delayed- it is immediate, even if an appeal is planned. Students dismissed are not permitted to enroll in any PA curriculum or courses. If a student is dismissed, they have no active standing as a PA student during the appeal process.

Following all appeals, if a student is formally dismissed from the PA program, they are not eligible for reapplication/readmission to the program.

Dismissal for academic reasons within the PA program may include the following:

1. Not earning a grade of C or better in all didactic courses graded on an A-F grading scale
2. Not earning a grade of Credit in all courses graded Credit/No Credit
3. Being on academic probation for 3 consecutive semesters
4. Not earning a cumulative GPA of 3.0 or better at completion of the PA program

Related UW–Madison, SMPH or PA Program Policies:

[SMPH Advancement and Graduation Standards Policy](#)

[SMPH Resolution of Health Professions Programs Student Grievances](#)

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## **Addressing Disruptive Behavior**

**Purpose:** This document provides guidance on how to manage a student who exhibits disruptive behavior in the classroom.

**Background:** In partnership with the UW Dean of Students Office (DoSO), the PA Program will make every effort to keep all members of the UW-Madison community safe. Everyone plays a role in maintaining safety

and health of all members of the campus community. Faculty and staff serve an important role in working with students on campus. In the capacity as faculty, academic staff, or teaching assistant, one may directly encounter disruptive classroom behavior in the classroom, office, or work area. Disruptive behavior may persistently or grossly interfere with the academic learning environment, thereby making it difficult for other students to learn and instructors to teach. If anyone in a class is in immediate danger or have a medical emergency, call 911.

Faculty/staff may be the first to learn of an emotional or mental health issue, including suicidal thoughts, or the effects of a sexual assault or other crimes. Faculty/staff may confront insensitive or inappropriate remarks. In rare instances, faculty/staff may encounter dangerous or disruptive behavior. In all cases, faculty/staff can play a positive role in helping that student to access resources, receive assistance, and be successful at UW-Madison, while at the same time, help to keep the campus safe.

#### Principles:

There are two fundamental principles to observe:

1. Students have the right to express opinions germane to the subject matter of a course.
2. Instructors have the right to guide classroom discussion and to set reasonable limits on the classroom time made available to students for the expression of their opinions. The responsibility for striking a balance between these principles' rests with instructors.

Guidance: UW provides guidelines that are intended to assist instructors in dealing with these situations.

Please refer to the following UW-Madison website for complete guidelines, intervention, and reporting:  
<https://doso.students.wisc.edu/guide/addressing-disruptive-classroom-behavior/>

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### Advanced Placement Policy

Background: Per ARC-PA accreditation standards A3.13c, A3.16a-c and A3.17a (5<sup>th</sup> ed.) the program *must* define, publish, and make *readily available* to *prospective students*, admission information to include policies and procedures concerning awarding or granting *advanced placement*.

The PA Program will follow the *Health Profession Student Transfer Policy*, which outlines that transfer students are generally not accepted by UW SMPH Health Profession Programs except in rare instances, to be considered on a case-by-case basis. Within the PA Program, advanced placement will be considered in exceptional circumstances upon request of a student's PA program of origin and on a case-by-case basis. Requests will be considered by a sub-committee of the Promotion & Progress Committee and will include review of the following:

- CASPA application and supplementary materials
- Student must be competitive with the current applicant pool and meet basic requirements of admission to UW-Madison:
  - Application fee and submission of Record of Residence
  - Required immunizations and background check.
  - Health insurance
  - Submission of updated transcripts
- Academic preparation and performance at PA program of origin
- Clinical preparation and performance at PA program of origin
- PACKRAT scores and summative evaluations, as available

- Recommendation(s) from PA program of origin

The sub-committee will make a recommendation to the Faculty/Staff Committee as a whole for final approval. PA students following typical admission to and acceptance within the UW-Madison PA Program will not be granted advanced placement.

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### **Class Schedule and Attendance Policy & Process**

Rationale/Purpose: This policy outlines parameters related to the UW-Madison PA Program *Class Schedule and Attendance Policy*. This policy is present in the PA Student Handbook and can be located on the CANVAS PA Orientation Course and on the PA program website for student access.

Scope: This policy applies to all students enrolled in the UW-Madison Physician Assistant Program.

The policy will vary based on the general expectations stated at matriculation for each campus/option.

Definitions:

Accessibility: Accessibility is proactive and strives to remove barriers during the design stage of an event, program, or service; planning to create an inclusive environment for all.

Accommodation: Accommodation is reactive and strives to remove barriers caused by inaccessible design. This ensures people with disabilities have the same access as people without disabilities; eliminating barriers for an individual upon request.

OASIS: Oasis is one of the PA Program student information solutions. It is a web application designed to facilitate medical school scheduling, record keeping, and curriculum tracking. It also maintains real-time access to course rosters and student information.

Background: The PA Program is rigorous and requires full-time participation. Each student is expected to arrive on time to every class and lab session. Didactic year students will receive a class schedule each semester via OASIS. All students will be expected to utilize OASIS, which will include class meeting times, exam times, lab sessions and additional meetings. There may be additional required attendance for identified activities at the discretion of the PA Program. Utilization of OASIS will be demonstrated during *New Student Orientation* and all students will be expected to use the system throughout their educational experience.

Faculty or staff members will do their best to inform students of schedule changes and additional activities in a timely fashion to make necessary adjustments in personal schedules. Instructors will make every effort to adhere to the schedules published on OASIS; however, all instructors reserve the right to make changes and modifications as deemed necessary. As students were informed at the General Information Session, Interview Orientation, and New Student Orientation, flexibility and adaptability are necessary characteristics while in the PA program; calendar changes are inevitable and should be anticipated.

This is a professional program. The professional training program will parallel professional practice in that each student is a member of a team and each student's presence on the team is expected.

Active participation in lectures, labs and team-based learning experiences cannot be repeated and therefore

each student should be present in all class and lab activities to maximize one's learning experience. For this reason, the PA Program has an established attendance policy.

Policy Statement: Based upon this policy, each individual course director will define assessment of professionalism for a particular class and it will be stated in the course syllabus. Professionalism will be assessed with consideration given to those behaviors that are expected of students as outlined by the UW-Madison Physician Assistant Program Professionalism Evaluation Form. Expectations include regular class attendance and being punctual. Failure to meet behavioral expectations (for example, unexcused absences and repetitive tardiness) may affect your grade and is at the discretion of the Course Director. In evaluating absences, the course director may take into consideration extraordinary circumstances or other mitigating factors.

If a student must be absent due to illness or other unavoidable circumstances, the student is expected to request absences from the Course Director consistent with policy/process that is outlined in course syllabi or in the *Clinical Year Handbook*. In any case, the student is responsible for all information covered in the event of absence. It is the student's responsibility to contact the Course Director regarding the absence and to discuss make-up of class/assignments/lab/clinic activities.

If students need accommodation due to class conflicts with religious observances, the student should contact the Course Director in the first couple weeks of the course during any semester. To assist students, a web page is located on the McBurney Disability Resource Center [website](#).

Missing exams is strongly discouraged and is discussed in detail in the *PA Program General Examination Policy*.

Related UW–Madison, SMPH or PA Program Policies:

[PA Program General Examination Policy](#)

[McBurney Disability Resource Center](#)

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### **Clinical Year Remediation Policy, Process & Procedures (for course components)**

Rationale/Purpose: To define the policy and procedure for remediation of course components (course exams/preceptorships/clinical rotation requirements)

Definitions:

*Remediation* –The program defined and applied process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.

*Course* - includes clinical rotation with preceptor and all required evaluations (OSCE, exams, and other requirements).

Scope: This policy applies to all actively enrolled clinical year students in the University of Wisconsin-Madison Physician Assistant Program.

Background: PA Program faculty are committed to the success of all students admitted to the professional program. Occasionally, students are in need of remediation. In these cases, individualized plans for remediation are designed and evaluated by course/module faculty and may include additional examination, assignments, course/module work, and/or mentoring.

All student policies, including the *Clinical Year Remediation Policy*, are available to students on the UW PA Website, under Resources for Current Students in the Student Handbook. PA students must sign and turn in a *Statement of Review* by the end of the first week of classes confirming they have been read, understand, and have had a chance to ask questions pertaining to posted policies.

Students who believe they have been graded or evaluated unfairly have a right to a prompt hearing of the grievance. Please refer to the [SMPH Resolution of Health Professions Student Grievance](#) Policy

## Policy Statement

Remediation Policy: Clinical year students will require remediation for the following reasons:

- Score <70% on either a core or supplemental PAEA exam which are administered during each core rotation.
- Score <70% on an OSCE station which is administered after each core rotation.
- Score <70% on the clinical rotation based on the Final Clinical Preceptor Evaluation which is completed by the preceptor(s)
- Preceptor marking “no” on final evaluation when asked “Do you feel this student should pass this rotation?”
- Failure to meet other clinical rotation requirements (Case Presentation or ongoing non-academic/professionalism requirements)

## Process/Procedure

Below outlines the remediation process for each of the reasons for remediation as outlined above:

### 1. Computer/OSCE Exam Remediation Procedure

- PAEA Exams: In the event that a student scores <70% on a PAEA exam(s), they will be expected to remediate. The score of the original exam will be used to calculate the rotation grade. The exam remediation plan and reassessment timeline will be determined by a PA program faculty.
- OSCE Exams: In the event that a student scores <70% on an OSCE exam, a second reviewer will review the exam and an average of the two scores will be taken and used as a final grade. If the final averaged OSCE score is < 70%, the student will be expected to remediate. The original final score will be used to calculate the course grade. The exam remediation plan and reassessment timeline will be determined by a PA program faculty.
- Repeat Failures:
  - If a student scores <70% on the remediation PAEA exam - student fails the course (F) and will be required to repeat the entire course
  - If a student scores <70% on the remediation OSCE exam - student fails the course (F) and will be required to repeat the entire course
  - If a student scores <70% on three or more initial PAEA exams (core and supplemental) or two or more OSCE exams - student fails the current course (F) and will be required to repeat the course with the last failure.

A student cannot fail more than one course. If failure of two courses occurs, the student will be dismissed from the UW Madison PA Program.

If a student fails any portion (OSCE, PAEA exam or any other course requirement) of their repeated course, they will be dismissed from the UW Madison PA Program. They are not allowed remediation in a repeated course.

## 2. Clinical Rotation Remediation Procedure

- The Clinical Year Team monitors students' progress during rotations to ensure that students are meeting rotation requirements. The preceptor(s) of the rotation complete midpoint and/or final evaluation(s) for each student. This ensures that the program and preceptorship sites are communicating about the progress of students. Students are required to score >70% on all final clinical preceptor evaluation
- In the event that a student scores <70% on the FINAL CLINICAL PRECEPTOR EVALUATION (completed by the preceptor), OR if the preceptor marks "no" on the final evaluation when asked "Do you feel this student should pass this rotation?" the following will occur:
  - If a student scores <70% on less than 4 weeks of the course, the students will be required to repeat the number of weeks in the rotation that they failed. The students will receive an incomplete grade for the course until this rotation is remediated. The new rotation grade will be calculated using the remediation rotation grade from the preceptor. The other grading components (OSCE, PAEA exam, etc) will be used to complete the grade.
    - In accordance with the summative policy, a remediation rotation will need to be completed before a student is eligible to sit for the summative exam.
    - If a student scores <70% on their remediation rotation, the student fails the course (F) and will be dismissed from the UW Madison PA Program.
  - If a student scores <70% on 4 weeks or more of the course, the students will fail the entire course. The student will be required to repeat the entire course. A student cannot fail more than 1 course. If failure of 2 courses occurs, the student will be dismissed from the UW Madison PA Program.

If more than one preceptor completes an evaluation, the average is taken as the final score. The PA Program will only accept up to 4 evaluations. Each preceptor should have spent at least 5 days or 40 hours with the student in order to fill out an evaluation. An exception to this rule can be made for individual rotations where less time is spent with individual preceptors.

## 3. Clinical Course Requirements Procedure

In the event that a student does not meet other clinical course requirements (i.e., Case Presentation or ongoing non-academic/professionalism requirements) a PA program faculty will determine a remediation plan based on the student's needs. If the student continues to not meet the requirement they will be brought before the Progress and Promotions Committee for a decision on next steps based on the [SMPH Health Profession Programs \(non-MD\) Academic Standards Policy](#) and [PA Program Academic Standards Policy](#). Examples of not meeting other clinical course requirements may include, but are not limited to, unprofessionalism, failing the case presentations, repeatedly not completing clinical year requirements or not doing so in a timely fashion.



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## Deceleration Policy and Process

**Rationale/Purpose:** To outline the guidelines of deceleration for students enrolled in the UW-Madison Physician Assistant (PA) program. This policy also outlines the process for how students enter into academic deceleration.

**Scope:** This policy applies to all students enrolled in the UW-Madison PA Program. This does not apply to MPAS-MPH students during the first year in the MPH Program.

**Background:** The [UWSMPH Advancement and Graduation Standards Policy](#) establishes that all health profession program students must meet the requirements of their program to advance and graduate from UW School of Medicine and Public Health (SMPH). Some students may find the need to decrease their academic load with the PA program for a variety of reasons. The *PA Program Deceleration Policy* outlines this process for the PA program.

**Definition:** Deceleration is the loss of a student from the cohort, who remains matriculated in the physician assistant program. Often this involves a reduction in credit load for this student.

### Policy Statement:

Students may decelerate for personal and/or academic reasons. This can occur at any time within the PA program for full-time students. Students in the distance education option are already in a decelerated option in the didactic years. Due to the sequencing of the curriculum, the order of courses in the decelerated curriculum will be the same as the distance education sequencing. The student will not be allowed to take courses out of order (See DE Degree Plan below). A student may only request deceleration once during the time within the PA program.

In order to decelerate, the student must have approval from the PA Program Promotion and Progress committee. The following outlines how deceleration works within the didactic and clinical year portions of the PA curriculum.

### Didactic Year:

Students within their first year of the PA program are eligible for deceleration. Students are not eligible for deceleration in their first summer semester. Deceleration requests made at the end of the 1st summer or fall must be requested for a whole year due to the sequential nature of our program. Deceleration is not available for distance education students or any students on a 3-year academic timeline, as these students already have a reduced credit load. Discussions related to deceleration can be initiated by the student or a PA faculty member. Students should realize that deceleration extends their timeline to graduation for 1 year. This may have significant financial implications for the student. If a student wishes to decelerate, the following must occur:

1. The student will write a formal letter to the PA Program Promotion and Progress committee explaining their rationale for deceleration. The student does not need to be in good academic standing for this to occur.
2. The PA program Promotion and Progress committee will convene and approve or deny this request. If this request is approved, the student will withdraw from the recommended courses. If this request is denied, the student will either stay enrolled in their current courses or withdraw from the PA program.

3. Even within deceleration, the student is held to the same Academic Standards as all PA students.

#### Clinical Year:

Students within the clinical year are eligible for deceleration. Due to the length and high credit load of the clinical courses, students are not eligible for deceleration within a course.

Deceleration within the clinical year is achieved by the student only enrolling in 1, 8-credit clinical year course (Surgery, Internal Medicine, Emergency Medicine, Family Medicine or Elective) during the fall and spring semesters. Students should realize that deceleration extends their timeline to graduation. This may have significant financial implications for the student.

If a student only wishes to reduce their clinical courses for one semester (birth of a child or other life events), they do not need to enter formal deceleration. In these cases, students should communicate with the Director of Clinical Education.

If a student wishes to decelerate, the following must occur:

1. The student will write a formal letter to the PA Program Promotion and Progress committee explaining their rationale for deceleration. The student does not need to be in good academic standing for this to occur.
2. The PA program Promotion and Progress committee will convene and approve or deny this request. If this request is approved, the student will withdraw from the recommended courses. If this request is denied, the student will either stay enrolled in their current courses or withdraw from the PA program.
3. Even within deceleration, the student is held to the same Academic Standards as all PA students.

Related UW–Madison, SMPH, and PA Program policies:

- [UWSMPH Advancement and Graduation Standards Policy](#)
  - [PA Program Academic Standards Policy](#)
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#### **Didactic Year Remediation Policy and Process (for Course Components)**

Rationale/Purpose: To define the policy and procedure for remediation for didactic course components.

##### Definitions:

*Remediation* - when a student is unable to demonstrate sufficient mastery of the course/module knowledge, skills, and/or professional attitudes as determined by the course directors or program faculty.

Scope: This policy applies to all students enrolled in the UW-Madison PA Program. All didactic year courses with the exception of 629 Anatomy and 740 Med Micro: Infectious Diseases of Human Beings are included.

Background: PA Program faculty are committed to the success of all students admitted to the professional program. Occasionally, students need remediation. In these cases, individualized plans for remediation are designed and evaluated by course/module faculty and may include additional examination, assignments, course/module work, and/or mentoring.

All student policies, including the *Didactic Year Remediation Policy*, are available to students on the UW PA Website, under Resources for Current Students in the Student Handbook. PA students must sign and turn in a *Statement of Review* by the end of the first week of classes confirming they have been read, understand and

have had a chance to ask questions pertaining to posted policies.

Students who believe they have been treated unfairly have a right to a prompt hearing of the grievance. Please refer to the [SMPH Health Professions \(Non-MD\) Student Appeals Policy](#) for more information.

#### Policy Statement:

Students are considered to be in need of remediation when they are unable to demonstrate sufficient mastery of course/module knowledge, skills and/or professional attitudes as determined by course/module or program faculty.

**Exam Remediation :** For all courses/modules taught within the PA program (excluding 629 Anatomy and 704 Med Micro: Infectious Diseases of Human Beings), if a student obtains a grade of <70% on an exam, the student will need to take another comparable written remediation exam. Remediation exams will be performed for competency evaluation and not to alter the student's grade. Please see individual course syllabi for additional details.

If the student fails all remediation attempts, competency has not been established, and the student has demonstrated unsuccessful progress in meeting course/module requirements.

The student's case will *immediately* be brought to the PA Promotion and Progress Committee for further consideration (prior to completion of the course). According to the [Health Professions Programs \(non-MD\) Academic Standards Policy](#) and the [PA Program Academic Standards Policy](#), failure to maintain academic good standing will result in the student being:

1. placed on probation,
2. allowed to remediate by completing additional requirements or course/module work,
3. allowed to decelerate, or
4. dismissed from the program.

Please note depending on the gravity of the situation, the decision of the Promotion and Progress Committee can be for dismissal without consideration for probation, remediation, or deceleration. Refer to the *SMPH Health Professions Programs (non-MD) Academic Standards Policy and the PA Program Academic Standards Policy*.

Students who receive less than a 70% on an examination or assignment should contact the course/module director as soon as possible following the exam/assignment. **It is the student's responsibility to communicate with the course/module director.**

**Course/Module Requirements Other than Exams:** In required course/module components other than exams, individualized plans for remediation are designed and evaluated by the course/module director and may include, as appropriate, assignments, coursework, and/or mentoring. These components must be successfully completed according to an established timeline with the course/module director.

#### General Statements about Remediation:

- Satisfactory completion of remediation in a course is determined by the course/module director.
- Faculty are required to document remediation during a course by filling out remediation documentation in the student's permanent academic record.
- In regard to courses taught by other programs/departments, the course director will inform the students of the remediation policies for exams and/or other course components.

Related UW–Madison, SMPH or PA Program Policies

[SMPH Health Professions Programs \(non-MD\) Academic Standards Policy](#)

[PA Program Academic Standards Policy](#)

[SMPH Health Professions \(Non-MD\) Student Appeals Policy](#)

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## **Electronic Course Materials Policy**

**Rationale/Purpose:** The purpose of this policy is to outline the electronic access to materials available for students.

**Scope:** This policy applies to all students registered in the UW-Madison PA Program.

**Definitions:**

- Lecture Capture: process of recording a lecture and making it available for review after the lecture.
- SMPH Video Library: Repository of all lectures recorded by the School of Medicine and Public Health (SMPH), including the PA Program. Lectures are organized by course and only available to students actively enrolled in the program.
- “Educational Purpose Only”: The electronic materials mentioned in this policy can be used for student’s personal study and not reproduced, sold or shared with those outside of the PA Program.
- Canvas: Course management system used by UW-Madison, including the PA Program.

**Policy Statement:**

### **Lecture Capture Access**

All UW-Madison Physician Assistant students are required to electronically agree to the following statement prior to accessing lecture captures via the SMPH Video Library. This statement applies to all electronic course materials including, but not limited to, videos, audio files, PowerPoints and electronic handouts.

*I acknowledge that I am accessing course materials made available by the University of Wisconsin that may be subject to copyright. I agree to use the content for non-commercial personal academic study and review purposes only. I will under no circumstances distribute, share, modify, transmit, reuse, report, sell, or otherwise disseminate the contents of the material. I understand that I must comply with applicable copyright law and the Board of Regents of the University of Wisconsin System copyright policies. Any use of this material outside of the scope of this course may be in violation of federal copyright law.*

All lectures will be captured and available in the SMPH Video Library. Access to lecture videos via the SMPH Video Library will be allowed for the entire time a student is actively enrolled in courses within the PA Program. All lecture videos are meant for the students' education purpose only.

### **Live Stream Access**

All lectures within the program will be live streamed via the SMPH Video Library’s live streaming page. Live streaming is relied upon heavily by wisPACT@UW Stevens Point at Wausau students and oftentimes distance education students, Madison and Platteville campus students should see the class attendance policy before relying on the live stream. The live streaming of lectures is meant for the students’ education purpose only.

### **Course Management System (Canvas) Access**

Access to PA Program Canvas courses will be allowed while a student is enrolled in the course AND remain

open for the entire time a student is actively enrolled in the Program. If an exception needs to be made students will be given the opportunity to download materials before the course is discontinued. Canvas courses will not be opened to students prior to enrolling in the course. Access to the current offering of a course, even if the student took it prior, will not be granted. This is meant to give students access to the materials that were covered while they took the course. All materials housed in Canvas are meant for the students' education purpose only.

#### Ebling Library: Books (print and online) and Electronic Databases

Access to Ebling Library books (print and online) and electronic databases will be allowed to students while enrolled in the PA Program. A complete list of electronic health science databases that Ebling Library subscribes to can be found [here](#). All electronic books and databases are meant for the students' education purpose only.

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### **Evaluation of New Preceptorship Sites and Preceptors**

**Rationale/Purpose:** To define policy and document processes for initial evaluation of all sites and preceptors used for supervised clinical preceptorship experiences (SCPE), ensuring sites and preceptors meet program-defined expectations for learning outcomes.

**Scope:** This policy and process applies to new health care sites used for clinical rotations.

**Background:** Preceptors and preceptorship sites are identified by the Director of Clinical Education (DCE); however, students, outreach coordinators or others may also suggest sites. In addition, a prospective preceptor may contact the PA Program indicating interest in precepting.

Instructional faculty for the supervised clinical practice portion of the educational program must consist primarily of practicing physicians and PAs. Supervised clinical practice experiences should occur with:

- physicians who are specialty board certified in their area of instruction
- NCCPA certified PAs, or
- other licensed health care providers qualified in their area of instruction.

**Policy Statement:**

#### Site Assessment

The program will assess each of the sites using the following standards:

**B3.03 - *Supervised clinical practice experiences must enable all students to meet the program's learning outcomes:***

- a. for preventive, emergent, acute, and chronic patient encounters,
- b. across the lifespan, to include infants, children, adolescents, adults, and the elderly,
- c. for women's health (to include prenatal and gynecologic care,
- d. for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care, and
- e. for behavioral and mental health conditions.

**B3.04 - *Supervised clinical practice experiences must occur in the following settings:***

- a. emergency department,
- b. inpatient,
- c. outpatient, and

- d. operating room.

B3.05 - *Instructional faculty* for the supervised clinical practice portion of the educational program *must* consist primarily of practicing physicians and PAs.

B3.07 - *Supervised clinical practice experiences must* occur with preceptors who enable students to meet program defined learning outcomes for:

- a. family medicine,
- b. emergency medicine,
- c. internal medicine
- d. surgery
- e. pediatrics,
- f. women's health including prenatal and gynecologic care, and
- g. behavioral and mental health care.

C2.01 - The program must define and maintain effective processes and document the initial and ongoing evaluation, of all sites and *preceptors* used for *supervised clinical practical experiences* to ensure that students are able to fulfill the program *learning outcomes* with access to:

- a. physical facilities
- b. patient populations, and
- c. supervision

#### Process for Evaluating New Sites

Communication occurs with the site (preceptor, medical education staff, or other) to discuss the site's ability to meet learning outcomes. In addition, evaluation methods and/or forms below are used to assess the preceptorship sites and preceptors in a comprehensive way:

- Preceptor/Preceptorship Site Intake Assessment Survey: Completed prior to rotation by rotation site. This online survey is sent to new preceptorship sites prior to the rotation starting. This survey is used to obtain site information, type of practice, practice setting, types of care, and age demographics.
- Midpoint Reflections: Completed by week 4 for each rotation by all students via Exxat. Reviewed by DCE or other UW PA faculty during the rotation. This form allows the students to reflect on their current progress on their rotation. Information on the site and preceptor can also be gathered from this form. Faculty provide comments/feedback to the students.
- Midpoint Visits: Completed for each rotation by student and UW PA faculty via electronic (Midpoint Reflection in Exxat), phone/videoconference, or in person by DCE or other UW PA faculty/staff during the rotation
- Evaluation of Preceptor/Preceptorship Form: Completed in Exxat by DCE, UW PA Faculty or Staff when an in-person or phone/videoconference site visit occurs.
- Patient-Encounter Logging: Student logging of patient encounters logged during the rotation
- Final Site Critique: Completed by students at the conclusion of each clinical rotation

If a preceptorship site or preceptor shows evidence of not meeting program expectations (i.e., scoring less than 4.0 on overall satisfaction of site of preceptor on the site critique), further analysis is conducted. The DCE will determine eligibility based on:

1. discussions with preceptor/preceptorship regarding necessary adjustments, and/or
2. continued monitoring of the site.

Further use of a preceptorship site or preceptor is at the discretion of the DCE.

Final approval of a new preceptorship site/preceptor is ultimately determined by the DCE. Once approved, new

preceptors receive the following materials:

- Preceptor Handbook
- Learning outcomes/objectives
- Information on Clinical Adjunct/Preceptor Appointments (Not required)

#### Affiliation Agreement

Each preceptorship site must have a written and signed (by authorized individuals of each participating entity) Affiliation Agreement between the PA Program and/or the sponsoring institution and the clinical affiliates used. The Affiliation Agreement defines the responsibilities of each party as it relates to the educational program for the students. All Affiliation Agreements are reviewed by UW Legal or other delegates. All sites require onboarding processes which may include immunizations, criminal background check, application, urine drug screening, physical, TB screening, etc. These requirements are site dependent.

#### Clinical Adjunct Faculty/Preceptor Appointments

Our institution has Clinical Adjunct Faculty/Preceptor appointments for eligible preceptors. An application process (through SMPH) is required for interested preceptors. Preceptors are not required to receive Clinical Adjunct/Preceptor appointments.

Related UW–Madison, SMPH or PA Program Policies:

[‘Ongoing Evaluation of Preceptorship Sites and Preceptors.’](#)

[Procedure for Assigning Supervised Clinical Practice Experiences \(SCPE\)](#)

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### **Faculty Mentor Policy & Process**

**Rationale/Purpose:** To outline the guidelines and process for mentorship of didactic and clinical year PA students.

**Scope:** This policy applies to all students enrolled in the UW-Madison Physician Assistant Program

**Background:** The PA Program Student Services Program Manager assigns a faculty mentor for each student upon matriculation. This mentor serves as the primary contact between the student and PA Program faculty throughout their time as a student at the Program. The faculty mentor also serves as the primary reviewer of the student’s capstone submission. The faculty mentor meets with the student at least once per semester to review academic performance, professionalism, incidence of mistreatment, and any other pertinent issues.

#### **Policy Statement**

**Responsibilities of the faculty mentor:**

All faculty will assess each student’s performance based on available data and contact with the student. This feedback will be shared between faculty so that it can be shared directly with students during mentor meetings and at other times as needed. Faculty mentors will review and discuss student performance including academic performance and professionalism throughout the student’s tenure at the PA Program as well as check in with the student regarding wellness and any incidences of mistreatment. Mentors will also discuss specific topics related to the didactic and clinical years. During the didactic year, mentors will monitor student progress on the capstone proposal and rough draft.

During the clinical year, mentors will provide feedback on the capstone draft and evaluate the final submission. Discussions during the clinical year also include EOR performance, discussion of feedback from



clinical preceptors, PANCE preparation, and conversations related to future employment. Discussions between students and faculty mentors may also include any other topics at the discretion of those involved. Documentation for each mentor/mentee meeting will be included on Exxat.

#### Responsibilities of the student:

Students should regularly reflect on all aspects of their performance in the program and complete self-evaluations prior to each mentor meeting so that these evaluations can be reviewed and discussed with their faculty mentors. Students should be proactive in addressing concerns that arise, especially any that may affect their ability to meet program requirements and communicate these concerns honestly with their faculty mentors. While faculty will provide guidance and recommendations, it is the responsibility of each student to be aware of PA Program Policies and Procedures and to utilize available resources as needed.

#### Mentor Reassignment:

As students are encouraged to cultivate relationships with all PA Program faculty and staff members, and mentors are assigned partly based on faculty workload and appointment, it is not possible for a student to change their faculty mentor. If a situation arises where a student needs to be reassigned to a new faculty mentor, the Program Director will make this assignment.

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### **PA Program Immunization Policy & Process**

Background: The PA Program Immunization Policy applies to all students entering the Physician Assistant program. Immunizations must be entered into Exxat by the deadline designated. Clinical training sites may require proof of your immunization status. The student's signature provides authorization to release the necessary information without having to obtain additional releases from the student.

Proof of vaccination or immunity of measles, mumps, rubella, and Hepatitis B is required. If a student cannot provide proof of immunization, the student must have a blood test (titer) and provide the laboratory results. Documentation of disease or proof of immunization or vaccination is adequate for varicella (chicken pox). Please note that verifying signatures must be provided by a health care provider. The student cannot provide verification.

Continuing UW-Madison students may obtain immunizations or antibody testing through University Health Services or from your own health care provider. Appointments can be made with the immunization clinic by phoning (608) 265-5600. The student should identify that they are a new student in the School of Medicine and Public Health and have their UW campus identification number available when making the appointment. The student should have the Student Immunization Status form with them for their appointment.

Students new to UW-Madison will not be able to schedule an appointment with University Health Services until after June 1 of the year they matriculate into the PA Program. They may obtain immunizations or antibody testing from their own health care provider.

Information about immunization prices and other health care provided at University Health Services can be found on the web at <http://www.uhs.wisc.edu/>. Immunization prices can be accessed by clicking on the Medical Services link, clicking on the Allergy/Immunization link, and scrolling down to immunization prices under other info.

Due to frequent health updates and ongoing changes in international vaccination requirements, students expecting to travel internationally for a service-learning or clinical experience are highly encouraged to visit a

specialized travel medicine provider or their primary care provider at least 6-9 months prior to your expected travel to obtain vaccinations. It is also encouraged that they review the CDC country-specific recommendations for international travel 6-9 months prior to their trip:

<http://wwwnc.cdc.gov/travel/page/vaccinations.htm>.

Students may need to meet additional immunization requirements associated with the clinical year and will be notified of these upon assignment of Preceptorship site.

Students who are not in compliance with the Immunization Policy will not be allowed to participate in required clinical internships.

#### Policy Statement:

The following outlines Health Professions Programs Immunization Policy per the University of Wisconsin School of Medicine and Public Health Physician Assistant program. The guidelines are consistent with current CDC recommendations and students in the Physician Assistant program at the University of Wisconsin School of Medicine and Public Health are required to submit proof of the following immunizations and vaccinations:

##### Measles (Rubeola)

Document two doses of the vaccine after age 12 months or provide antibody titer results documenting immunity.

##### Mumps

Document two doses of the vaccine after age 12 months or provide antibody titer results documenting immunity.

##### Rubella (German Measles)

Document two doses of the vaccine after age 12 months or provide antibody titer results documenting immunity.

##### Tetanus/Diphtheria/Pertussis (Tdap)

Document one dose of tetanus/diphtheria/pertussis vaccine within the last ten years. Tdap vaccine can be given regardless of interval since the last Td dose. Td fulfills the requirement **only** if a prior Tdap has been given.

##### Varicella (Chicken Pox)

Document two doses of the vaccine or provide antibody titer results documenting immunity.

##### Hepatitis B

Document three doses of the vaccine and provide antibody titer results documenting immunity. If negative, a Secondary Hep B Action Plan is required with a second Hepatitis B series followed by a repeat titer. If repeat titer results are negative, additional antigen and core antibody testing is required.

##### Tuberculin Skin Test / Annual TB Health Evaluation

A two-step tuberculin skintest is required for first-year students and a single skin-test will be required on an annual basis thereafter by UW-Madison University Health Services. The first skin test will be completed in June on campus, subsequent testing will be scheduled annually. Distance education students will be responsible for TB testing during their second year. A clinical evaluation is required at the time of the first positive skin test. Students known to have a positive skin test should contact Student Services to

complete a questionnaire and will be required to provide annual update of their health status relative to tuberculosis.

### Influenza

Yearly influenza vaccinations are required. UW-Madison University Health Services offers free walk-in clinics throughout campus to UW Madison students.

### COVID-19

All students are strongly recommended to be vaccinated against COVID-19, including a booster dose of the vaccine. The vaccine is available through University Health Services (<https://covidresponse.wisc.edu/covid-19-vaccine-information/>)

### Polio

Students are strongly recommended to have an initial polio vaccine series before they begin school; however, **no documentation is required.**

*To request an exemption from the immunization requirement, a student must provide one of the following:*

1. A signed and dated statement explaining their objection on the grounds that administration of one or more of the required immunizing agents conflicts with their religious beliefs unless the Board of Health has declared an emergency or an epidemic of disease. The school will inform the student of the risks to themselves and others of the student's not being immunized.
2. A signed and dated statement from a licensed physician which states that the student's physical condition is such that administration of one or more of the required immunizing agents would be detrimental to their health.

***If an exemption is approved, the UWSMPH cannot guarantee that our affiliated hospitals and clinics will allow the student to participate in patient care at these affiliated sites.***

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## **General Examination Policy & Process**

Rationale/Purpose: This policy outlines the expectations and processes for testing in the UW-Madison Physician Assistant Program.

Scope: This policy applies to all students enrolled in the UW-Madison Physician Assistant Program.

Background: The PA Program uses examinations to assess the competence and knowledge of students in the Program. The following guidelines will apply unless specifically specified otherwise in a course syllabus by a course director. It is very important for students to communicate directly with the course director about exam issues. Contact information will be provided in the course syllabus or on the course site.

### **Policy Statement**

#### **Expectations:**

All students are expected to take examinations on the date and time they are scheduled, including examinations that are given outside of the regularly scheduled class times. Being unprepared for an exam due to poor time management is not an acceptable excuse for rescheduling an exam. It is the student's responsibility to make all timely, appropriate notifications in the event of an emergency as outlined in the course syllabus.

#### Exam Tardiness:

Examinations are administered with a specified starting and ending time and students are expected to arrive on time; arriving late is disruptive to other students. If significant disruption occurs after the beginning of an exam, the course director or exam proctor may dismiss a student from the exam session, resulting in a zero score for the student for that examination. Students who arrive late to an examination will not be given additional time beyond the scheduled end of the exam without prior approval by the course director.

#### Unapproved Exam Absence:

Any student with an unapproved absence from a scheduled examination will receive a zero score for that examination. This policy applies to all exams.

#### Students with a Documented Disability:

Students with a documented disability requiring exam accommodation must contact the course director at the beginning of the course to discuss testing accommodations. The student may be asked to be evaluated at the McBurney Disability Resource Center (608-263-5174) to help identify appropriate course and testing accommodations. Once identified, these accommodations will be applied in a consistent manner to ensure that the student's needs are met.

#### Religious Observances:

In accordance with the [UW Policy on Religious Observances](#), faculty are asked not to schedule examinations on dates when a religious observance may cause substantial numbers of students to be absent. However, there may be conflicts between scheduled examinations and religious observances other than those listed on the Program's exam schedules. If this occurs, a student must submit a request to the course director to reschedule the examination according to the applicable procedures below.

#### Other:

It is important to have a fair and quiet testing environment. Students may not ask questions of the course director or exam proctor during the examination. Please be aware that exams may be video recorded, at the discretion of the faculty, to maintain exam integrity.

Students must demonstrate proficiency of the material covered in each unit of each course. Each individual unit for each course must be satisfactorily completed in order to pass the class.

Satisfactory completion of course examinations/assignments is at the discretion of the course director and will be outlined in the course syllabus.

#### Computer Exams

1. No personal items e.g., book bags, notes, headphones, food, books and other written material, are allowed at the computer station. The course director/proctor will provide a blank sheet of paper if needed. Anyone discovered to be writing anything on your scratch paper prior to the start of the exam will be in breach of the [UW Academic Misconduct Policy](#) and will be disciplined appropriately.
2. Once the exam has started, no electronic course materials or non-testing websites may be accessed. Access is only allowed to the exam testing software (ie, ExamMaster, Canvas, Exam Driver or others) before and during allotted exam times. All PowerPoints, notes and other materials must be fully closed (not simply minimized) on your laptop prior to starting the exam.

3. Students may not ask questions of the course director or exam proctor during the exam or immediately following the exam. Questions will be addressed later (at least 24 hours after the exam) after everyone has completed the exam and the course director has had time to review the exam results.

#### Rescheduling Examinations:

The PA Program recognizes that emergencies, illness, professional or personal situations occur that may necessitate a change in the examination schedule for a student. It is important that students contact the course director prior to the examination, or as soon as reasonably possible. Rescheduled exams will be set up through the course director. Opportunity for rescheduling is at the discretion of the course director.

In the case of a student's illness or psychosocial reason for requesting an exam delay, the student may be required to be assessed by the appropriate staff in University Health Services, or other appropriate professionals.

#### Missing an Exam

If a student cannot attend an examination at the scheduled time, they may be required to take the make-up exam during the final week of classes. This is at the discretion of the course director.

This examination may not be the same exam that other students have taken but will be equivalent.

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### Management of Bloodborne Pathogens Process

Exposure to bloodborne pathogens can occur in many ways. Although needle-stick and other sharps injuries are the most common means of exposure for health care workers, bloodborne pathogens also can be transmitted through contact with mucous membranes and non-intact skin. Hospitals and clinics must evaluate and manage exposure incidents that occur in their employees, and usually (but not always) provide the same services to students on clinical rotation at their facility. These guidelines are designed to assist you if you sustain a bloodborne pathogen exposure.

#### Definitions

*Exposure:* An exposure incident means a specific eye, mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials.

*Significant Exposure:* Considers the type of body fluid, the integrity of the skin surfaces, and the mechanism of the injury.

*Infectious Materials:* Blood, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, amniotic fluid, saliva in dental procedures, any body fluid visibly contaminated with blood, mixtures of fluids where you can't differentiate between body fluids, unfixed human tissue or organs (other than intact skin), and certain cell, tissue or organ cultures and mediums.

While the exact implementation of procedures will vary from place to place, here are some common themes that will be part of the management of an exposure incident:

1. Care of the injury or exposed area: Prompt and thorough cleaning of the blood spill or splash or of the injury is an important step in preventing blood-borne infection. A tetanus booster may be needed.

2. Reporting the incident: Staff at the clinical site must assess the exposure incident. Another health professional should assist you, and to make sure the proper steps will be followed to collect the information that is needed to manage the exposure and to care for you.
  - a. Clinical sites use an incident report as a tool in evaluating the exposure. Some thought should be given to understanding how the incident happened and how it could be prevented in the future. That might not be the first thing on your mind, but it should be part of the process.
3. Evaluation of the source patient for bloodborne pathogen typically including:
  - HIV antibody
  - hepatitis B surface antigen or
  - panel hepatitis C antibody

One may not rely on medical or social history to assess the risk of bloodborne pathogens. A practice of testing every source patient is the standard. This usually requires the patient's consent for testing. You may not obtain the consent yourself, and there should be a mechanism in place for that to be done. Testing the source patient should be done as soon as possible. Time is of the essence, especially with short hospital stays, or exposures in outpatient settings. In particular, the source patient should be tested for HIV within a few hours of the exposure. Since exposures may take place in a surgical or delivery room area, the source patient's ability to give consent for testing may be delayed. Source patient test results should be provided to you.

4. Evaluation of the exposed person: Routine baseline testing is not necessary for the exposed person. If you have not had Hepatitis B vaccine and a post-vaccine determination of immune status, that should be done now. Chemoprophylaxis with immune globulin or antiviral medications may be recommended in some situations, or if the source patient is positive for a given infection.

If injured, seek care for your injury (immediately):

- At UWHC, call Employee Health Services during daytime hours, or go to the Emergency Room after hours.
- Notify the facility's coordinator for employee health and/or infection control issues (immediately). They will:
  - Assess your exposure to determine if it is significant. This must be done by someone other than the exposed/injured person.
  - Arrange for testing of the source patient, if necessary. This is the responsibility of the site.
- Notify your preceptor or clinical instructor (as soon as practical)
  - Contact your school or program office (the next business day)  
PA Program (608) 263-5620 or (800) 442-6698

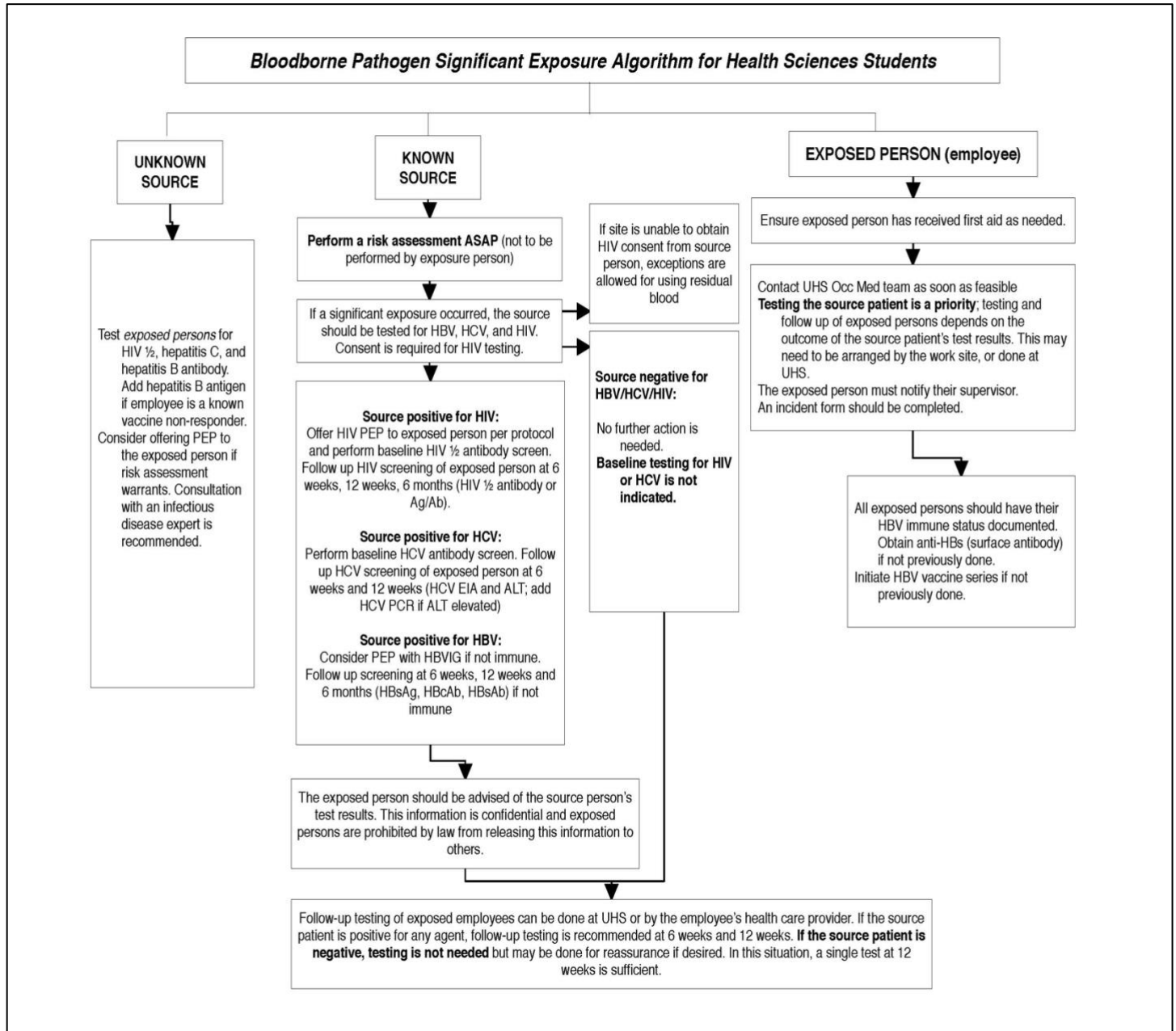
Employee health staff in most facilities are generally very experienced in the management of exposures and in the issues that surround them. For follow up care, you should use University Health Services (UHS):

- Agustina Marconi, MD, MPH  
UHS Epidemiologist  
(608) 263-2491
- UHS Clinical Medicine (general number)  
(608) 265-5600  
Hours: 8:30 AM-5:00 PM weekdays

- UHS After-hours clinician on-call (608) 265-8200  
Hours: 5:00-9:00 PM weekdays  
12:00-9:00 PM weekends

UHS provides primary care for students enrolled at UW-Madison, but we do not cover services provided elsewhere. If it is not practical to come to UHS for care, the cost of services incurred is the responsibility of the student or the student's insurance.

It should be noted that the effect of infectious or environmental disease or related disability may impact a student's learning experience. This will be dealt with on a cases-by-case basis.





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## **Medical Treatment/Advice to Students Policy & Process**

Purpose: To comply with the following ARC-PA Standard:

A3.09 The program must define, publish, make readily available and consistently apply policies that preclude principal faculty, the program director and the medical director from participating as health care providers for students in the program, except in an emergency situation.

Background: Policy was created to ensure compliance with ARC-PA Standard A3.09 and to be referenced when directing/re-directing PA students for medical treatment or medical advice.

Policy Statement:

Principal program faculty members, the program director and the medical director are not permitted to offer medical treatment or medical advice to any student enrolled in the PA program. PA students will be encouraged to seek treatment and/or advice from the UW-Madison Student Health Services and/or their primary care physician.

In the case of an emergency, appropriate treatment should be rendered including consideration of calling an ambulance. In the event of an emergency, the event should document in an e-mail (including the date, name of the student and details of the event). The e-mail should be sent to the Program Administrator who will forward the information to the UW Risk Management Department.

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## **Non-Academic Conduct/Misconduct Policy and Process for the PA Program**

Rationale/Purpose: Students within the UW PA Program need to demonstrate civility, excellent interpersonal skills with patients, peers, and all healthcare personnel, exemplary moral and ethical character and a strong sense of personal integrity. The purpose of this policy is to create guidelines to assist PA students in learning to make good judgments and ethical decisions in the academic and clinical environments. Non-Academic integrity is a priority for everyone at the UW-Madison PA Program.

Scope: This policy applies to all students enrolled in the UW-Madison PA Program. This does not apply to MPAS-MPH students during the first year in the MPH Program.

Background: The University feels strongly that all members of the university and community will thrive when a safe, supportive environment is maintained; therefore, it has a responsibility to identify basic standards of nonacademic conduct necessary to protect the community and to have procedures in place to deal effectively with incidents of misconduct, while ensuring the rights of all.

Students in the UW-Madison Physician Assistant Program are part of a professional training program whose graduates assume a high level of responsibility as providers of healthcare. PA students are expected to uphold and abide to highest standards of professional behavior and ethics. In all settings, whether it may be the classroom, the hallway, the clinic or hospital, online or any other professional setting or at a PA-sponsored activity, PA students should avoid improper behavior or demonstration of inadequate or a lack of ethical standards. For specific expectations related to PA students' online presence please see the SMPH Social Media

policy. Students should conduct themselves according to the highest standards expected of all members of the PA profession. These expectations begin when a student first enrolls at a UW System school and continue throughout their academic career.

This policy addresses the rules and regulations that outline student non-academic conduct and misconduct, including the University, School of Medicine and Public Health (SMPH), and PA Program requirements. Emphasis is on professional behavior and responsibilities that are expectations of students of the University, the SMPH, and the PA Program.

All policies concerning students are in the student handbook and made available to each class for the entire time they are in the PA Program.

Students who believe they have been treated unfairly have a right to a prompt hearing of the grievance. Please refer to the *Appeals and Grievance Policy* for more information.

## Policy Statement

### University of Wisconsin System Administrative Code: UWS 17 and 18

All PA students are subject to University of Wisconsin System Administration Codes UWS 17 and 18. UWS 17 governs *Student Non-academic Disciplinary Procedures*. UWS 18 governs *Conduct on University Lands*. Violation of UWS 17 or 18 may result in University disciplinary action, including disciplinary probation, suspension, or expulsion.

### Professional Behavior Code

In addition to the requirements of UWS 17 and 18, PA students must adhere to PA policy regarding professional behavior, as outlined below. Unprofessional behavior toward patients, faculty, peers, healthcare personnel and the public will not be tolerated. This will be highly considered in the progress and promotion of students throughout the program. PA students will be held to the highest standard and the penalty for inappropriate behavior may be aggressive and may result in probation, failure to promote, dismissal, and/or denial of the degree.

Separately from a violation of PA Program Behavior Code, a student may face University disciplinary action for the same offense as noted in UWS 17 and 18.

The PA Program has adopted the Professional Behavior Code, as outlined below. The Professional Behavior Code includes examples of violations; however, it is important to understand that these examples are not all-inclusive, and in fact represent a few brief examples. Furthermore, not all violations are considered equal and the severity of the penalty will determine the sanction. A serious breach of ethics, including dishonest acts, unethical behavior, discrimination, or confidentiality, may lead to prompt dismissal from the program. Every attempt will be made to fairly and consistently apply the Professional Behavior Code in all situations.

### Behavior Which Constitutes a Serious Danger to the Personal Safety of Others

Students shall not engage in any activity which constitutes danger to the personal safety of others, whether a member of the University community or guest. Examples of violations include:

- Engaging in conduct that is a crime involving danger to property or persons.
- Attacking, physically abusing, threatening to physically injure, or physically intimidating any member of the University community or guest.
- Attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting

others to do so.

- Selling or delivering a controlled substance or possessing a controlled substance with intent to sell or deliver.
- Removing, tampering with or otherwise damaging university equipment or property intended to preserve or protect members of the university, such as fire alarms, fire extinguishers, fire exit signs, first aid equipment, emergency telephones, or obstructing fire escape routes.

### Interpersonal Relationships

Students shall treat instructors, program and other staff, fellow students, patients, health care professionals, and the public with courtesy and respect. This includes addressing them in a collegial, professional manner; respecting individual rights to hold opinions that differ from their own; and adhering to the harassment policies (including sexual harassment) set forth by the School of Medicine and Public Health and the UW System Board of Regents.

Examples of violations include:

- Interfering with the learning process by belittling a presenter or classmate, carrying on an audible conversation during a lecture or making or receiving cell phone calls.
- Discriminating against, stalking or harassing patients, fellow students, faculty, or staff.
- Making comments, or using humor, with fellow students, instructors, staff, patients, and the public in a manner that could be considered offensive or intimidating.
- Engaging in violent, abusive, indecent, profane, unreasonably loud, or other behavior that causes a disturbance on university property, in a clinical setting, or in public.
- Arguing for a higher grade after an instructor or clinical preceptor has made a final decision.
- Interacting with the program or dean's office staff in a rude or demanding way
- Dating a patient or otherwise exploiting the PA/patient relationship
- Making inappropriate or demeaning references about a patient such as appearance, ethnicity, background, intelligence, mental status, etc.

### Honesty, Integrity and Confidentiality in the Classroom and Clinical Setting

Students shall act fairly and honestly in the pursuit of all academic and professional matters. They shall maintain confidentiality of patient medical records and conversations and act in a manner consistent with all components of patient privacy regulations. Examples of violations include:

- Falsifying application materials to the university or the professional program.
- Making an assertion that intentionally deceives or misleads; the assertion may be oral, written, or communicated by a gesture.
- Obtaining assistance with coursework submitted as one's own, copying the answers of another student on an examination or using unauthorized print or technology-assisted resources during an exam.
- Providing another student with unauthorized materials or answers on an examination to aid that student with his/her coursework.
- Denying other students authorized preparatory material.
- Feigning illness or crisis to postpone an examination.
- Accessing or having possession of unauthorized medical records when not directly involved in patient care.
- Falsifying patient records.
- Discussing patients in public, including public areas of hospitals and clinics.
- Failing to be truthful and forthright in all dealings with patients, faculty, fellow students, staff, and the public.

### Respect For Property

Students shall conduct themselves in accordance with laws and regulations relating to university and individual property. Examples of violations include:

- Possessing another individual's property without the owner's permission
- Defacing or damaging university property
- Defacing or damaging an individual's property
- Stealing library materials or electronic equipment

### Professional Appearance in the Classroom and Clinical Setting

Students represent the PA Program and profession in the classroom and the clinical setting. They shall maintain a physical appearance and personal hygiene that is conducive to developing effective relationships with instructors, physicians, staff, fellow students, and patients. In the classroom, dress may be casual, but should promote a positive image of the PA program.

In clinical settings, professional appropriate attire is expected. Scrubs may be worn in the appropriate setting. All students must wear clean, short white jackets and appropriate identification badges. Inappropriate attire includes jeans, shorts, t-shirts, shirts that expose the midriff, tennis shoes, and sandals.

Certain types of facial or body jewelry, other than earrings, may be inappropriate on certain rotations. Excessive jewelry and heavy perfume or cologne should be avoided. Hair, beards, and mustaches should be groomed in a manner that does not interfere with patient care. In some instances, students with beards and mustaches may not be able to participate fully in clinical activities, particularly in surgery.

Examples of violations include:

- Continuing to wear jewelry or perfume/cologne despite being notified that it is potentially offensive to patients.
- Wearing wrinkled, dirty, or inappropriate clothing.
- Having offensive body odor
- Having an odor of cigarette smoke or other tobacco products

### Professional Responsibility in the Classroom and Clinical Setting

#### Didactic Education:

While on campus, students are expected to attend lectures, laboratories, discussions, orientations, and other educational activities as scheduled. Students are expected to meet course requirements put forth by individual instructors. For further information, please refer to the PA Program *Class Schedule and Attendance Policy*.

Students are responsible for adhering to program and course exam policies. Please refer to PA Program *General Examination Policy* for details.

#### Clinical Education:

Students must meet all obligations for participation in program-based orientations and End of Rotation activities during the clinical year. During preceptorships, students are expected to participate at the level required by the clinical preceptors to whom they are assigned. They can anticipate required attendance beyond the usual classroom/clinical schedule to fully participate in all patient-care activities.

While personal issues can arise that conflict with clinical obligations, the student should resolve the conflict in a manner that does not compromise patient care and ensure that appropriate members of the health care

team and administration are notified in a timely manner. Examples of violations include:

- Missing or being late for an examination; failure to contact the instructor.
- Attendance or punctuality behaviors for classes, orientations, or End of Rotation activities that violate standards set by instructors or preceptors.
- Being under the influence of alcohol or non-prescription drugs while participating in any educational activities, including when meeting with faculty/staff on UW property
- Creating a disturbance in the classroom or clinical setting
- Failing to contact your clinical preceptor for permission to take care of personal business that interrupts your clinical duties.

#### Failure to Meet Non-academic Requirements

*If non-academic misconduct is suspected, the faculty will meet with the student. Depending on the severity of the offense, the faculty member may determine whether the concern should be addressed by the Promotion and Progress Committee.*

1. If the issue does not rise to the level of the Promotion and Progress Committee, the faculty will discuss the matter with the student. During this discussion, the faculty should review with the student the bases for their belief that the student engaged in non-academic misconduct, as well as allow the student an opportunity to respond. No matter the outcome, this conversation should be documented in the student record.
2. If the determination of the faculty is that non-academic misconduct did not rise to the level of the Promotion and Progress Committee, the matter will be considered resolved without the necessity for further action.
3. If the determination of the faculty is that non-academic misconduct did rise to the level of the Promotion and Progress Committee, the matter will be discussed with the Program Director and a Promotion and Progress Committee will convene.
4. The PA Program Promotion and Progress Committee shall review all reports of PA students who fail to meet any of the non-academic requirements as outlined in this policy.

#### Disciplinary Procedures to be followed by the Promotion and Progress Committee

*In cases involving allegations of non-academic misconduct or unprofessional behavior:*

1. When an allegation of non-academic misconduct or inappropriate behavior is made by faculty, staff, peers, patients, members of the University or nonacademic community, or guests, it must be presented in writing to the PA Program Director. Any related or necessary documentation of the student's nonacademic progress and/or allegation of inappropriate behavior should also be presented, identifying specific concerns or failures. The Program Director will communicate the allegations in person and/or in writing to the student and shall schedule a meeting to discuss the allegation with the student.
2. *Following an investigation and review of all available information, the Program Director shall decide if the allegations potentially violate the Professional Behavior Code. If it is determined that no disciplinary sanction is warranted, the matter will be considered resolved without the necessity for further action.*
3. *If it is determined that non-academic misconduct did occur, the student will be notified of the findings in person and/or in writing to inform the student that the case will be presented to the PA Program Promotion and Progress Committee.*
4. During the Promotion and Progress Committee meeting, the following disciplinary sanctions may be considered and imposed:
  - a. A written reprimand
  - b. Denial of specified privileges within the PA Program

- c. Imposition of reasonable terms and conditions on continued student status
  - d. Restitution
  - e. Removal of the student from the course in progress
  - f. Disciplinary probation
  - g. Suspension or expulsion from the program (or university)
  - h. One or more of the disciplinary sanctions listed above may be imposed for an incident of nonacademic misconduct and/or unprofessional behavior.
5. The written report will inform the student of:
    - a. a description of the misconduct
    - b. specification of the recommended sanction sought
    - c. notice of the student's right to request a hearing before the Promotion and Progress Committee, and
    - d. the student should be referred to the PA Program *Academic Conduct/Misconduct Policy*, PA Program *Non-academic Conduct/Misconduct Policy* and *University Student Non-academic Disciplinary Procedures* (UWS 17 and 18).
  6. The student has the right to a hearing at the Promotion and Progress Committee meeting to contest the determination that non-academic misconduct occurred, or the choice of disciplinary sanction, or both.
  7. If a student desires such a hearing, they must file a written request with the PA Promotion and Progress Committee, within ten (10) days of the personal delivery or emailing of the written report. If the student does not request a hearing within this period, the determination of the academic misconduct shall be regarded as final, and the disciplinary sanction recommended shall be imposed.
  8. The student has the right to present relevant information and explanation to the case at hand, including presenting witnesses. The student also has the right to question any witness presented by the Promotion and Progress Committee. Upon completion of the student presentation, the student will be dismissed, and the Committee will meet for deliberation.
  9. The Promotion and Progress Committee will make a record of the meeting. Any party to the meeting may obtain copies of the record.
  10. All Committee actions will be held in closed session; only voting members of the Promotion and Progress Committee will be present during closed session.
  11. In determining a sanction, the Promotion and Progress Committee may consider prior incidences of review by the Committee or other allegations of professional behavior brought to the attention of the PA Program Director but not requiring review by the Promotion and Progress Committee.
  12. If the Promotion and Progress Committee finds a student has violated the Professional Behavior Code, the following disciplinary sanctions may be considered and imposed:
    - a. A written reprimand
    - b. Denial of specified privileges within the PA Program
    - c. Imposition of reasonable terms and conditions on continued student status
    - d. Restitution
    - e. Removal of the student from the course in progress
    - f. Disciplinary probation
    - g. Suspension or expulsion from the program (or university)
    - h. One or more of the disciplinary sanctions listed above may be imposed for an incident of nonacademic misconduct and/or unprofessional behavior
    - i. The Chair of the Promotion and Progress Committee will prepare written findings and a written statement of its decision based upon the record of the meeting
    - j. The decision of the Promotion and Progress Committee will be delivered in writing to the student either by personal delivery or by email.
  13. Process following determination by the PA Program Promotion and Progress Committee that a student

should be dismissed from the PA Program:

- a. A student who is dismissed from the PA Program at the UW-SMPH may request a hearing to appeal the decision by contacting, in writing, the Senior Associate Dean of Academic Affairs at the SMPH within fifteen (15) business days of the date of the decision. The written appeal request must specifically identify the basis for appeal.
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## **Ongoing Evaluation of Preceptorship Sites and Preceptors**

### **Rationale/Purpose:**

To define policy and document processes for ongoing monitoring and evaluation of all sites and preceptors used for supervised clinical preceptorship experiences (SCPE), ensuring sites and preceptors meet program-defined expectations for learning outcomes and self-evaluation measures. All sites have a comparable evaluation regardless of geographical location.

**Scope:** This policy and process applies to all preceptors and preceptorship sites.

**Background:** Preceptors and preceptorship sites receive ongoing evaluation and monitoring by the clinical year team.

Instructional faculty for the supervised clinical practice portion of the educational program must consist primarily of practicing physicians and PAs. Supervised clinical practice experiences should occur with:

- physicians who are specialty board certified in their area of instruction.
- NCCPA certified PAs, or
- other licensed health care providers qualified in their area of instruction.

### **Policy Statement:**

#### Site Assessment

The program will assess each of the sites using the following standards:

**B3.03 - *Supervised clinical practice experiences must enable all students to meet the program's learning outcomes:***

- a. or preventive, emergent, acute, and chronic patient encounters,
- b. across the lifespan, to include infants, children, adolescents, adults, and the elderly,
- c. for women's health (to include prenatal and gynecologic care,
- d. for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care, and
- e. for behavioral and mental health conditions.

**B3.04 - *Supervised clinical practice experiences must occur in the following settings:***

- a. emergency department,
- b. inpatient,
- c. outpatient, and
- d. operating room.

**B3.05 - *Instructional faculty* for the supervised clinical practice portion of the educational program *must* consist primarily of practicing physicians and PAs.**

**B3.07 - *Supervised clinical practice experiences must* occur with preceptors who enable students to meet program defined learning outcomes for:**



- a. family medicine,
- b. emergency medicine,
- c. internal medicine,
- d. surgery
- e. pediatrics,
- f. women's health including prenatal and gynecologic care, and
- g. behavioral and mental health care.

C2.01 - The program must define and maintain effective processes and document the initial and ongoing evaluation, of all sites and *preceptors* used for *supervised clinical practical experiences* to ensure that students are able to fulfill the program *learning outcomes* with access to:

- a. physical facilities
- b. patient populations, and
- c. supervision

#### Process for evaluating sites

Ongoing evaluation of preceptorship site and preceptors occur in the following ways (via: electronic, phone/videoconferencing, or in person):

- Preceptor/Preceptorship Site Intake Assessment Survey: Completed prior to rotation by rotation site. This online survey is sent to new preceptorship sites prior to the rotation starting. This survey is used to obtain site information, type of practice, practice setting, types of care, and age demographics. This is completed in conjunction with initial communications on the sites ability to meet learning outcomes.
- Midpoint Reflections: Completed at week 4 for each rotation by student via Exxat. Reviewed by DCE or other UW PA faculty during the rotation. This form allows the students to reflect on their current progress on their rotation. Information on the site and preceptor can also be gathered from this form. Faculty provide comments/feedback to the students.
- Midpoint Visits: Completed for each rotation by student and UW PA faculty via electronic (Midpoint Reflection in Exxat), phone/videoconference, or in person by DCE or other UW PA faculty/staff during the rotation.
- Evaluation of Preceptor/Preceptorship Form: Completed in Exxat by DCE, UW PA Faculty or Staff when an in person or phone/videoconference site visit takes place.
- Patient-Encounter Logging: Student logging of patient encounters logged during the rotation. The online Exxat system captures data on all student reported patient encounters.
  - The PANCE blueprint and ARC-PA Standards B3.03 – B3.07 & C2.01 is used to guide the type of information collected.
  - The Clinical Year Patient Encounter Goals document is used for patient encounter logging expectations.
  - The students are encouraged to obtain a minimum number of encounters during their Clinical Year.
  - Students also demonstrate breadth and depth of encounters by documenting their level of involvement.
  - Reports are generated during each rotation to assess student compliance with meeting performance goals. Students can also generate progress reports to assess their own performance at any time.
  - While the data is reviewed to monitor student progress it is also used to assess how well the preceptors/preceptorship sites meet the PA Program's expectations and the ARC-PA standards. The DCE will use this information to assist in assigning subsequent students to sites.
- Final Site Critique: Completed by students via Exxat at the conclusion of each clinical rotation to assess the preceptorship site and preceptor. The data contained in the Final Site Critique is used by the DCE

and Clinical Year Team to assess whether the preceptorship site and/or preceptor meets the PA Program's educational expectations. Preceptorship Sites or Preceptors that score less than 4.0 on overall satisfaction are given further analysis.

If any preceptorship site or preceptor that shows evidence of not meeting program expectations (i.e., scoring less than 4.0 on overall satisfaction of site or preceptor) further analysis is conducted. Further analysis may include but is not limited to the following: analysis of individual site critiques over the last 3 years to look for trends, a review of mid-point site visit paperwork, review of any documented student concerns. Further use of a preceptorship site or preceptor is at the discretion of the DCE.

#### Concerns by Student or Preceptor Process

If contact is made to the program by either a student or preceptor with concerns, a member of the Clinical Year team will follow-up requesting additional information. Examples of concerns may include but are not limited to inappropriate behavior, supervision issues, professionalism issues, progressions towards rotation objectives and expectations.

The following actions may occur from a member of the Clinical Year Team: counseling of the student and/or preceptor, continuous monitoring of student/site while on rotation, student placement at a different site, additional site visits or other intervention. Egregious incidents or incidents against SMPH Mistreatment policy may result in site termination. SMPH Mistreatment Policy can be found at:

<https://www.med.wisc.edu/education/mistreatment-discrimination-harassment-of-students/>

Documentation of student/preceptor concerns, interventions and outcomes are documented in Exxat.

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#### **Policy and Process Regarding Students with Disabilities**

Rationale/Purpose: To outline the process for enrolled University of Wisconsin-Madison Physician Assistant students who have a documented disability as outlined in the [ADA](#) and [Section 504 of the Vocational Rehabilitation Act of 1973](#).

Scope: This policy applies to all students enrolled in the UW-Madison Physician Assistant Program.

##### Definitions:

Accessibility - a proactive strategy that strives to remove barriers during the design stage of an event, program, or service. In general, accessibility is planning to create an inclusive environment for all.

Accommodation - a reactive strategy that strives to remove barriers caused by inaccessible design. This ensures people with disabilities have the same access as people without disabilities. In general, accommodation is eliminating barriers for an individual upon request.

ADA - Americans with Disabilities Act - The Americans with Disabilities Act (ADA) is a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. The ADA prohibits discrimination on the basis of disability just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age, and religion. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs.

Disability - A person with a disability is someone who:

- has a physical or mental impairment that substantially limits one or more major life activities,
- has a history or record of such an impairment (such as cancer that is in remission), or
- is perceived by others as having such an impairment (such as a person who has scars from a severe burn).
- If a person falls into any of these categories, the ADA protects them. Because the ADA is a law.

Faculty Notification Letter - The University of Wisconsin-Madison is committed to providing equal access for students and has designated the McBurney Center as the office to determine reasonable accommodations, in consultation with students and their professors. The Faculty Notification Letter identifies accommodations that are intended to minimize barriers and provide equal access for students without compromising the essential elements of a course. Letters will be emailed to instructors each semester.

Section 504 of the Vocational Rehabilitation Act of 1973 - Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs.

*“Reasonable Accommodation”* - an auxiliary aid, service, adjustment, or modification to ensure qualified students with disabilities are not denied or excluded from the benefits of a course, activity, or program.

*“Qualified student with a disability”* - a student with a disability who meets the academic and technical standards required for admission or participation in the course, activity, or program with or without reasonable accommodations.

Background: Federal Law: Pursuant to the *Americans with Disabilities Act (ADA)* and *Section 504 of the Vocational Rehabilitation Act of 1973*, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university.

The McBurney Disability Resource Center is the office for students with disabilities and classroom accommodations on the UW-Madison campus. As part of the student accommodation process, they work collaboratively with students and instructors to provide and support effective student accommodations. As a part of Student Affairs, they strive to create an inclusive campus environment that allows students to engage, explore, and participate in the Wisconsin Idea.

The McBurney Center partners with students, instructors, staff, student organizations, and others throughout the campus and community.

The McBurney Center has an electronic accommodation and case management system called McBurney Connect, which serves as a hub between students with disabilities and instructors.. Through McBurney Connect, students generate a Faculty Notification Letter for each class section in which they are requesting accommodations which are sent to course instructors of record via email. Students are still expected to meet with instructors to discuss their accommodations.

The role of the McBurney Center is to determine eligibility for services is an interactive process that includes the student’s description of need, the thoroughness of the disability documentation (recent, relevant and comprehensive), and an analysis of what reasonable accommodations can be provided that permit the student to meet the essential requirements of the program.

## Enrolled Students

The McBurney Center works with UW-Madison students with physical, learning, hearing, vision, psychological, health and other disabilities substantially affecting a major life activity (e.g., walking, communicating, learning, seeing, breathing, reading, etc.). Many students have non-apparent disabilities such as depression, anxiety, autism spectrum disorders, learning disabilities, ADHD and health impairments such as Crohn's disease or fibromyalgia. Students must be determined eligible for McBurney services. Eligibility will be determined once you complete an intake appointment and submit documentation.

### Policy Statement:

Documentation of disability: Prior to requesting accommodations for the professional program, students must obtain documentation of their disability from a licensed clinical specialist (excluding family members). The student will need to submit relevant disability-related documentation to the McBurney Center. The cost of this evaluation/documentation is the responsibility of the student.

Faculty are not required to retroactively implement accommodations for course assessments or materials for which due dates have passed. In addition, legal counsel, disability advocates, practitioners with disabilities, or other medical training program faculty may be consulted as needed.

Students with accommodations are encouraged to be in contact as soon as possible with the McBurney Center, faculty, and other relevant parties to continually discuss and review accommodations for both the didactic and clinical years. It is very important for students to leave enough time for eligibility determination and for making arrangements. Turnaround times will depend upon the time of year, how quickly appropriate disability documentation is submitted, and the accommodations being requested. Once the eligibility process is complete, some accommodations such as alternative testing and notetaking can generally be arranged in a few weeks with the help of instructors. Other accommodations, i.e., sign language interpreting, captioning/CART, closed captioning, and braille may take up to 8 weeks or more to arrange.

This statement is included in all PA course syllabi:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and the UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share the responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (see: [McBurney Disability Resource Center](#))

There is a broad list of accommodations that can be approved and arranged by the McBurney Center. Please see <https://mcburney.wisc.edu/services/> for a complete list of accommodations at the McBurney Center. Test accommodations is a common request that requires faculty involvement; the Faculty Notification Letter provides specific information about the student's recommended test accommodation(s).

#### Confidentiality requirements:

A student's affiliation with the McBurney Disability Resource Center or their disability status, medical information, and accommodations, whether issued through the McBurney Disability Resource Center or another unit, are protected under the Family Educational Rights and Privacy Act (FERPA). Faculty should keep this information strictly confidential unless there are legitimate concerns about a student's well-being or there is a legitimate educational interest or need to know, such as sharing with a teaching assistant responsible for the implementation of an accommodation.

It is likely that all PA Program didactic instructors will need this information during the didactic year(s) and the Director of the Clinical Year will need this documentation during the Clinical Year. The Clinical Year Team will get approval from the student to share the Faculty Notification Letter with preceptors, as needed.

For further information about confidentiality, contact the McBurney Disability Resource Center or the Office of the Registrar.

#### Appeal Rights:

Students who have been denied an accommodation have appeal rights. For more information about appeals, please reference the [UW Campus Access for Students with Disability Policy](#).

*More detailed information can be found at:*

McBurney Disability Resource Center:  
702 W. Johnson Street, Suite 2104  
Madison, WI 53715-1007  
(voice/Relay711) 608-263-2741  
(text) 608-225-7956  
(fax) 608-265-2998  
[mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu)

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#### **Process for Assigning Supervised Clinical Practice Experiences (SCPEs):**

**Purpose:** This process will provide the Physician Assistant (PA) Program clinical year students with general guidelines for the site assignment process.

**Background:** Students are provided with the following guidelines regarding the types of rotations they will complete:

1. Students will complete five 2-month rotations.
2. Students will complete the following rotations:
  - a. Internal medicine: At least 4 weeks of general internal medicine. The remaining 4 weeks can be an Internal Medicine specialty elective.
  - b. Surgery: At least 4 weeks of general surgery. The remaining 4 weeks can be a Surgery specialty elective.
  - c. Family Medicine: Must include behavioral medicine, women's health (prenatal and gynecological care) and general pediatric experiences
  - d. Emergency Medicine
  - e. Elective: May be split into two 4-week rotations. The elective rotation can be in any specialty of interest to the student. The elective rotation is typically the fifth rotation.

Students are not required to find their own clinical rotation sites nor are they responsible for any administrative work involved in developing these sites. Students will complete rotations at established clinical sites; however, students may submit requests to develop new sites to the DCE, who determines the appropriateness of developing the sites (see separate policy entitled, *Evaluation of New Preceptorship Sites and Preceptors*).

The DCE is responsible for the implementation of the site assignment policy/process.

Process: The criteria used to determine the combination of rotation sites for all students are based on ARC-PA Standards B3.02 – B3.07.

Data is collected in the following ways to ensure ARC-PA standards are met:

1. Preceptor Availability Survey: Completed annually by potential preceptors
2. Preceptor/Preceptorship Site Intake Survey: Completed by preceptor/site
3. Evaluation of Preceptor/Preceptor Site Form: Completed by UW PA faculty or staff when a site visit is made
4. Final Site Critiques: Completed by students at the end of each clinical rotation
5. Patient Encounter Logging: Student logging of patient encounters
6. Midpoint Reflections: Completed each rotation by student via OASIS whether phone, electronic, or in person midpoint visit. Reviewed by DCE or other UW PA faculty.

The Site Assignment Process is conducted as follows:

Fall of Didactic Year:

- Director of Clinical Education (DCE) meets with the students as a group and distributes information about the general guidelines for the site assignment process. Students receive the following materials:
  1. *Preceptorship Assignment Process Overview* (see Addendum 2)
  2. *Preceptorship Preference Survey* (see Addendum 3)
  3. Preceptors are surveyed regarding availability for the following academic year
  4. DCE assigns students to their rotations based on the information obtained from the *Student Preceptorship Preference Survey*, *Preceptor/Preceptorship Intake Survey* and *Preceptor Availability Survey*

Spring of Didactic Year:

1. Students are notified of their course/site assignments
  - a. Course/site assignments are entered into the students schedules.
2. Once all students have received their site assignments, appointments can be made with the DCE, if needed
3. Clinical sites are notified of their assigned students and are sent the following materials:
  - a. Preceptor Handbook
  - b. Learning outcomes/objectives
  - c. Preceptor/Preceptorship Site Intake Survey (if not completed prior)
  - d. Information on Clinical Adjunct/Preceptor Appointments (Not required)
4. Prior to Student starting rotation:

- a. Preceptorship sites are sent a biosketch on the student, preceptor handbook, rotational learning outcomes/objectives, evaluations and any other requested paperwork pertaining to their clinical rotation.

Occasionally during the clinical year changes need to be made to student assignments based on preceptor or student circumstances. These requests for changes are handled on a case-by-case basis.

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## **Student Records Access Process for Adhering to FERPA Policy & Process**

**Purpose:** The purpose of the policy is to outline access to student records and the PA Program process for adhering to Family Educational Rights and Privacy Act (FERPA).

**Background:**

Under the Family Educational Rights and Privacy Act of 1974, as Amended:

The Family Educational Rights and Privacy Act of 1974, as amended, requires that students be advised of their rights concerning their education records and of certain categories of public information which the University has designated "directory information." It is UW-Madison policy to comply fully and fairly with the Act. Basic University policy concerning compliance with the Act is contained in a document adopted April 1999 and titled UW-Madison Policy on Student Records. It is available via the Registrar's office at: [Transcripts & Certification](#), Registrar's Office, 333 East Campus Mall #10101, Madison, WI 53715-1384

FPA governs and protects students' rights to their individual educational records. The primary rights protected under FERPA are:

- Students' rights to review and inspect their educational records;
- Students' rights to have their educational records amended or corrected;
- Students' rights to control disclosure of certain portions of their educational records

**Policy Statement:**

In accordance with UW-Madison policy, the UW-Madison PA Program complies fully and fairly with the Family Educational Rights and Privacy Act of 1974. An entire copy of the Title 34: Part 99 – Family Educational Rights and Privacy Federal regulations can be located at:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

If students wish to inspect their educational records, requests must be made in writing and presented to the UW-Madison Physician Assistant Program main office at 750 Highland Avenue, RM 1278, Madison, WI 53705. That office will have up to 45 days to honor the request. In some cases, the requested records may not be stored with the Physician Assistant Program. In this case, students will be directed to the appropriate office. Other offices may include the Office of the Registrar, Student Financial Services, Dean of Students or University Housing.

It will be arranged that someone will be present in the room as the student reviews their file. The PA Program is not required to provide a copy of the student file to the student. The only exception to this may be "if circumstances effectively prevent...the eligible student from exercising the right to inspect and review the student's education records." (34 CFR 99.10(d))

Student Rights Under FERPA: <https://registrar.wisc.edu/ferpa-rights/>  
FERPA Tips for Students: <https://registrar.wisc.edu/ferpa-student/>

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## Referral of Students for Personal Issues Policy and Process

**Rationale/Purpose:** This policy was created for directing PA students with personal issues that may be impacting their well-being and progress in the PA program.

### Definitions:

**University Health Services (UHS)** - University Health Services is the UW–Madison student health center, with a mission to enhance learning and student success by promoting, protecting, and restoring health and well-being. UHS holds a strong commitment to the diverse UW-Madison community and the promotion of equity and justice.

**Scope:** This policy applies to all actively enrolled students in the University of Wisconsin-Madison Physician Assistant Program.

**Background:** The PA Program, the UW School of Medicine and Public Health, and UW-Madison provide opportunities to address students' personal needs, in addition to educational and academic needs. The PA Program will strive to ensure there is provision of students' physical and mental needs. Current students are eligible for care at University Health Services (UHS), which includes primary care, health education, preventive medicine, behavioral and mental health, and counseling services. The goal is to provide the appropriate resources to facilitate physical and mental well-being that will support students' progression and success through their PA educational program. PA students are required to have health insurance (please refer to *Health Insurance Requirement for PA Students*) in the event of after-hour needs or off-campus needs.

**Policy Statement:** If a student is experiencing personal issues that may be impacting their well-being or progress in the PA program, students are referred to University Health Services.

Principal faculty, the program director and the medical director are not allowed to provide health care for students in the program, except in an emergency situation. See POLICY.

### Process

#### For medical services:

- Immediate life-threatening emergencies, students should call 911 or get themselves safely to the nearest hospital emergency room or urgent care center.
- Local Madison area emergency rooms and urgent care centers can be found: [uhs.wisc.edu/emergency-room-urgent-care/](https://uhs.wisc.edu/emergency-room-urgent-care/)
- University Health Services <http://www.uhs.wisc.edu/>
  - Medical Services: Call 608-265-5600 (option 1)
  - Emergencies re: sexual assault, emergency contraception, or HIV post-exposure prophylaxis



<https://www.uhs.wisc.edu/survivor-services/>

- After hours, non-emergent medical advice is available for students. Students will speak with a nurse who will provide additional information. The contact number is: 608-256-5600 (option 9)
- Log in to [MyUHS](#) or download the [MyUHS](#) app

#### For Mental Health Services:

- When a student is experiencing a mental health emergency, the UHS Mental Health Crisis Support Hotline is staffed 24/7 by licensed professionals. Call 608-265-5600 (Option 9) and identify as a SMPH health professional student.
- For mental health services, students need to schedule an Access Appointment by calling 608-265-5600 (option 2) or logging on to [MyUHS](#) for 24-hour appointment booking.
  - An Access Appointment is the entry point to services at Mental Health Services. In person appointments are available by request. This appointment will last about 20 minutes. Telehealth appointments can also be scheduled.
  - During the Access Appointment, students will have a discussion with an access specialist who will listen, ask questions about a student's symptoms, experiences, and resources, and connect them with the services they need, both on and off campus. Students will be able to make requests to be referred to mental health providers with specific identities, backgrounds, or training for their ongoing care here at UHS or in the community.
- UHS's no-cost mental health services include individual counseling, group counseling, couple/partner counseling, as well as outreach programming, eating disorders, survivor services, stress management, and psychiatric services for medication management.
- UHS has dedicated *Let's Talk* sessions for School of Medicine and Public Health health professional students. *Let's Talk* provides no-cost, informal, confidential consultations around campus and virtually. *Let's Talk* can help students gain insight, support, and provide information about other resources. These sessions are communicated with students via e-mail for setting up confidential *Let's Talk* sessions, often using Doodle polls to set up times. Students can also locate *Let's Talk* sessions under Appointment Resources: Upcoming Mental Health Events.
- Examples of areas covered by Counseling Services: interpersonal relationships, anxiety and depression, self-esteem, eating disorders, alcohol and drug concerns, stress management, women's/men's issues, couple/partner and family issues, among others.
- For an online description and information regarding UW-Madison mental health services, please refer to: [UW-Madison University Health Services \(UHS\)](#)

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### Student Leave of Absence/Withdrawal Policy & Process

**Rationale/Purpose:** The purpose of this policy is to define policy and procedure for students to request a leave of absence or withdrawal from the UW-Madison PA Program.

**Background:** Students can experience circumstances outside of school that affect their performance and/or require time away to deal with personal, medical, or family matters. In this way, leaves of absence may be valuable or necessary to deal with these matters.

#### Definitions:

- Leave of Absence (LOA) - A suspension of coursework for at least one semester such that a student is not enrolled in any courses.

- Student-Initiated LOA - A LOA where the student elects to suspend coursework. Most often this is done for personal/health reasons.
- Mandated LOA - The Promotion & Progress Committee suspends a student's participation in all coursework and activities.

Scope: This policy applies to all students enrolled in the UW-Madison Physician Assistant Program.

#### Policy Statement:

#### General Statements Governing Leaves of Absence

- All requests for leaves of absence are approved by the PA Promotion & Progress Committee.
- Students granted leaves of absence are not permitted to enroll in courses offered in the PA curriculum.
- If a LOA is granted after a semester has begun, the student must withdraw from courses following the University-defined procedure.
- Students on financial aid are encouraged to inquire about the possible impact of a leave on their loan status.

#### Student-Initiated Leave of Absence

- A leave of absence may be granted at the discretion of the Promotion & Progress Committee within the following guidelines:
- The student is in academic/nonacademic good standing (as defined in the [Health Professions \(non-MD\) Academic Standards Policy](#)) and PA Program Academic Standards Policy.
- The maximum leave of absence will not exceed one year. Only a decision of the PA Promotion & Progress Committee can grant an exception, which is highly unusual.

#### Process for Requesting a Leave of Absence:

- Student-Initiated Leave of Absence
  - Students who find it necessary to request a leave of absence must submit a written request and discuss their situation with the program director, who serves as Chair of the PA Promotion & Progress Committee. Promotion & Progress Committee approval is dependent on the reasons and goals for the leave.
- Mandated Leave of Absence
  - The PA Promotion & Progress Committee is empowered to place students on a mandated leave of absence in cases where there is risk to patient care, student safety, and/or the safety of others. The following guidelines will apply:
    - Re-entry requirements will be determined by the Promotion & Progress Committee.
    - The Promotion & Progress Committee must approve return to coursework.
    - While on a mandated leave of absence a student may not participate in program or patient care activities.
- Leave of Absence for Medical Reasons
  - When a leave of absence is requested for medical reasons, a written evaluation from a health care provider may be required.
  - When re-entry to the PA program is sought after a leave of absence for medical reasons, a written evaluation from a health care provider may be required.
  - When the reason for a medical leave is associated with a newly acquired physical or learning disability, the student must be reviewed by the PA Promotion & Progress to evaluate the student's ability to meet the PA Program's Technical Standards before readmission. It may also

be necessary for the student to have a consultation by the McBurney Disability Resource Center.

- Maternity/Paternity Leave of Absence
  - Students who have or adopt a child during PA school may take a leave of absence before and/or after the child arrives.

#### Return from a Leave of Absence and Impact of Leave of Absence on Progress in PA Program

- Re-entry requirement(s) will be determined by the PA Promotion & Progress Committee. Permission to re-enter will be granted on an individual, case-by-case basis.
- The degree plan for PA students is sequential and requires that courses be taken in a specific sequence. Courses are only taught once each year. When an approved leave of absence interrupts the degree plan, the PA Promotion & Progress Committee must design a revised degree plan specific to that student. This may lengthen the program and delay graduation.

#### Withdrawal from the Program

- Students are permitted to withdraw from the program at the student's discretion following the University-defined procedure. Please review procedure for withdrawing from the UW at the [UW Registrar website](#). Unless a Leave of Absence is requested and granted, withdrawal from any individual course will not allow a student to progress in the program and therefore constitutes withdrawal from the PA program.

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### **Student Policy Regarding Employment, Instruction and Administration**

Rationale/Purpose: The purpose of this policy is to outline the PA Program policy associated with student employment, instruction, and administration while enrolled in the program.

Scope: This policy applies to all students registered in the UW-Madison PA Program

#### Policy Statement:

In compliance with the ARC-PA standards, the UW-Madison PA Program:

- does not permit professional students to work for the PA Program.
- does not substitute students for instructional, clinical, administrative, or technical support staff.

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### **Summative Eligibility Policy**

#### Rationale/Purpose:

To specify a set standard of eligibility requirements that would be required in order for students to sit for the summative evaluation. Summative evaluation of each student graduating from the UW-Madison PA Program must be accomplished within their final four months of the program to ensure that each student is prepared to enter clinical practice.

Scope: This policy applies to all actively enrolled students in the University of Wisconsin-Madison Physician Assistant Program.

#### Definitions:

Summative evaluation: Assesses each individual learner's competency in medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving abilities, and professionalism to ensure that students are prepared to enter clinical practice. This evaluation must consist of more than a listing and review of student outcomes otherwise obtained during the program.

Policy Statement: The UW-Madison summative evaluation is conducted near the end of the clinical year during End of Rotation IV. Prior to sitting for the summative evaluation, the student must meet the following criteria:

1. Student must be in good academic standing and within four months of graduation, as defined by the [PA Program Academic Standards Policy](#)
  - a. If a student is NOT in good academic standing, their academic progress will be reviewed by the Academic Director. A decision to allow the student to sit for the summative evaluation will be at the discretion of the Promotion and Progress Committee.
2. Student must have successfully completed all program requirements to date, including didactic courses and capstone requirements.
3. Student must have successfully completed all 4 core clinical rotations (Emergency Medicine, Surgery, Internal Medicine and Family Medicine).
  - a. Successful completion is defined as completing all clinical hours, coursework and End-of-Rotation examinations. Successful remediation *must* be completed prior to sitting for the summative examination.

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### Summative Evaluation Policy and Process

Rationale/Purpose: Summative evaluation of each student graduating from the UW-Madison PA Program must be accomplished to ensure that each student is prepared to enter clinical practice. Compliance with ARC-PA Standard B4.03 requires documentation of summative evaluation of every student prior to graduation.

Scope: This policy applies to all actively enrolled students in the University of Wisconsin-Madison Physician Assistant Program.

#### Definitions

Summative evaluation: Assesses each individual learner's competency in medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving abilities, and professionalism to ensure that students are prepared to enter clinical practice. Per ARC-PA 5th standards:

B4.03 The program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student meets the program competencies required to enter clinical practice, including:

- a) clinical and technical skills,
- b) clinical reasoning and problem-solving abilities,
- c) interpersonal skills,
- d) medical knowledge, and
- e) professional behaviors.

#### Policy Statement

The UW-Madison summative evaluation is conducted near the end of the clinical year during End of Rotation IV. The summative evaluation assesses each individual learner's competency in medical knowledge,

interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving abilities and professionalism and ensures that students are prepared to enter clinical practice. The summative evaluation consists of the following four components (below); a student must achieve a faculty-approved minimal performance (greater than or equal to 70% or below “Satisfactory Medical Knowledge” on the M/C exam) on each of the scored components (clinical knowledge, clinical diagnosis and clinical/technical skills components) and each student must be evaluated as 'meeting expectations' for professionalism behavioral indicators for successful completion of the summative evaluation.

1. Medical Knowledge Component – a multiple-choice comprehensive exam that emphasizes clinical presentations and a primary care approach to patients. Knowledge is also assessed throughout the entire summative exam, except in the Professionalism assessment.
2. Interpersonal Skills Component – a physical examination station using a standardized patient with a specified clinical presentation; this assesses the student's competency in physical exam technique through direct observation, the student's capability for devising and utilizing a focused examination and the student's communication/interpersonal skills while interacting with the patient.
3. Clinical Reasoning and Problem-Solving Abilities: Following the OSCE station is a written note station, which includes the student's development of an overall assessment, differential diagnosis and specific plan that incorporates diagnostics, patient education, instructions, and follow-up. This station includes a component which assesses interpersonal, clinical reasoning and problem-solving abilities, and communication skills.
4. Clinical and Technical Skills Component – a series of Objective Structured Clinical Examination (OSCE) stations to assess each student's clinical skills; examples may include a) patient education, b) interpretation of diagnostic testing, and/or, c) other stations as deemed appropriate by the PA faculty.
5. Professionalism Behaviors Assessment- a review of each student's professionalism by PA faculty. This review is based upon the PA Program 'Behavioral Indicators of Professionalism' instrument that is consistently used by faculty throughout the didactic and clinical years. Each student will be assessed by two faculty members. Professionalism is also assessed during the above OSCEs.

After all components have been assessed, the Promotion and Progress Committee reviews the data and votes on whether the evidence is sufficient to assure that the student is prepared to enter clinical practice. Each student must successfully complete all components of the summative evaluation to graduate. Should a student score <70% on any portion of the summative evaluation, the student's examination will be reviewed by another faculty. An average of the scores will be used to determine competency.

Should a student be unsuccessful (receiving <70% on any one component or below “Satisfactory Medical Knowledge” on the M/C exam) in passing the summative evaluation on the first attempt, according to program policy, the Promotion and Progress Committee will make the decision as to whether a student will have the option of repeating the entire summative evaluation, components of the summative that were deemed below competency level, or the student may be dismissed from the program. This is determined by the Promotion and Progress Committee vote.

If the decision is made to allow the student to demonstrate competency in any component of the summative evaluation, the following protocol will be followed:

1. The student will be advised of the timeline to prepare for a retake of a summative evaluation. The timeline will be determined by the Promotion and Progress Committee and will not exceed four months after the initial assessment. The Promotion and Progress Committee will decide whether the student must repeat an entire summative evaluation or specific components of the evaluation in which the student did not demonstrate competency.

2. If the student fails the summative evaluation on the second attempt, the Promotion and Progress Committee will make the decision as to whether a student will have the option of repeating the entire summative evaluation, or components of the summative that were deemed below competency level, or the student may be dismissed from the program. If the decision is to allow a retake, the timeline will be determined by the Promotion and Progress Committee and will not exceed three months from the last summative evaluation.
3. Should the student fail the summative evaluation a third time, that individual will be dismissed from the program.

The results of the summative evaluation as well as the results of Promotion and Progress review are documented in each student's permanent file.

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## Technical Standards Policy

**Rationale/Purpose:** The PA Program is committed to full compliance with state and federal laws and regulations in providing equal educational opportunities to qualified students with disabilities who apply to or matriculate in the program. A “qualified student with a disability” is a student “who meets the academic and technical standards requisite for admission or participation in the institution’s educational program or activity” with or without reasonable accommodations.

**Background:** To fully participate and perform adequately in PA curriculum (didactic and clinical), students must be able to meet the specified technical standards, with or without accommodation.

**Definitions:**

**Technical Standards** - the technical requirements and attributes that are critical to satisfactory performance in students’ PA education.

**Scope:** This policy applies to all students enrolled in the UW-Madison PA Program

**Policy Statement:** Please see the attached *Technical Standards* document, published by the UW-Madison PA program, which defines the technical requirements and attributes that are critical to satisfactory performance in students’ PA education.

This document is intended to provide a framework for the applicant or student to facilitate understanding of the minimum required skills and attributes to fully participate in the program. As outlined in the policy, *“implementation of these technical standards is within the purview of the UW-Madison Physician Assistant Program and the program will determine the appropriate interpretation and application of the standards and make decisions on a case-by-case basis.”*

When a request for accommodation is received from the [McBurney Disability Resource Center](#), whether at admissions or as an enrollee in the program, the PA program will review the required documentation along with the technical standards and, with the student, will implement reasonable accommodations. The UW Madison PA Program reserves the right to advise a student that reasonable accommodations cannot be provided, would result in a fundamental alteration to the technical standards, require a substantial modification of an essential element of the curriculum, or compromise patient care or the safety of prospective and/or currently enrolled students. Continued enrollment in the UW Madison PA Program will be

determined by the academic process applied to all students. This decision will be made by the PA Promotion and Progress Committee.

Program policy requires the student to read, understand and attest to meeting these technical standards upon admission to the program and extends throughout their PA training program.

The *Technical Standards* document is published and readily available to prospective students on the UW-Madison PA Program website and to enrolled students in the PA Student a handbook on the UW-Madison CANVAS PA Student Resources and on the PA Program website.

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## Technical Standards

A candidate for the Physician Assistant Program at the University of Wisconsin-Madison must have abilities and skills in five categories: observation, communication, motor, intellectual and behavioral/social.

### Observation

Candidates must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting and the patient's bedside. Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.

### Communication

Candidates must be able to communicate effectively in both academic and health care settings. Candidates must show evidence of effective written and oral communication skills.

### Motor

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g., palpation, auscultation) is required. Candidates must have sufficient motor function to execute movements reasonably required to provide care to patients. Candidates must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom and hospital. Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing or moving are required in classroom, laboratory and clinical experiences.

### Intellectual

Candidates must be able to measure, calculate, reason, analyze and synthesize. Problem solving, one of the critical skills demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates must be able to read and understand medical literature. In order to complete the physician assistant degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

### Behavioral and social attributes

Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment and the prompt completion of all academic and patient care responsibilities. The development

of mature, sensitive and effective relationships with patients and other members of the health care team is essential. The ability to function in the face of uncertainties inherent in clinical practice, flexibility, compassion, integrity, motivation, interpersonal skills and concern for others are all required.

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## **Mission, Vision, and Values**

**MISSION:** The mission of the University of Wisconsin-Madison Physician Assistant Program is to educate health care professionals committed to the delivery of comprehensive, preventative, and therapeutic health care in a culturally and ethnically sensitive manner, with an emphasis on primary health care for diverse populations and regions in need.

**VISION:** We aspire to be leaders in the physician assistant profession through education, scholarship, technology, outreach, and community-based training.

### **VALUES:**

#### **RESPECT**

We are respectful of others to build a positive and productive working environment.  
We appreciate and consider opinions and ideas of others.  
We treat every person with dignity, recognizing individual and collective differences.

#### **INTEGRITY**

We champion the [mission of UW-Madison](#), the [mission of the UW-Madison PA Program](#), and the [Wisconsin Idea](#)  
We practice uncompromising honesty, decency, and trustworthiness in all we do.  
We make tough, educated decisions even in adverse times.  
We hold ourselves accountable to our commitments.  
We strive for clarity in all communications as part of how we work together.

#### **TRUST**

We ensure open communication by sharing information routinely, soliciting input, and acknowledging feedback.  
We practice fair treatment of all consistent with our policies, logic, and ethics.  
We listen and respond to concerns, discussions, and questions in a timely manner.

#### **COMPASSION**

We behave with kindness, empathy, and altruism.  
We listen actively and without judgment.  
We offer support when someone is facing hardship.  
We treat ourselves with the same kindness and respect we show others.

#### **EXCELLENCE**

We aim for high standards in teaching, learning, and innovation.  
We strive to engage with others in the name of continually improving our work.  
We teach our learners, colleagues, and collaborators to achieve and strive in all we do.



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## RESOURCE DIRECTORY

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### STUDENT Services & Resources

[Wiscard - Student ID](#)

[Dean of Students Office](#)

[University Health Services](#)

[University Mental Health Services](#)

[McBurney Disability Resource Center](#)

[Gender and Sexuality Campus Center](#)

[Campus Multicultural Student Center](#)

[SMPH Office of Multicultural Affairs](#)

[AHEC \(Area Health Education Centers\) Scholars](#)

[NACHP \(Native American Center for Health Professions\)](#)

[Report Student Mistreatment or Unprofessional Behavior \(SMPH\)](#)

### FINANCIAL Resources

[Bursar's Office](#)

[Office of Student Financial Aid](#)

[FAFSA](#)

[Using Student Center to Track Financial Aid](#)

[WI Office of Rural Health - Education Loan Repayment](#)

[National Health Service Corps - Loan Repayment Program](#)

### ACADEMIC Resources

[Ebling Library](#)

[Course Enrollment Information](#)

[MyUW](#)

[OASIS](#)

[MEDic](#)

[UW SMPH Video Library](#)

[UW SMPH Video Library – Livestream](#)

[Student Success Coaching](#)

[Student Academic Success Services \(SASS\)](#)

## **TRANSPORTATION Resources**

[UW Transportation Services](#)

Campus Bus Routes

All campus bus stops (with real-time pick-up info) can be found on the [interactive campus map](#):

- Routes [80](#) and [84](#) provide daytime service. [Service calendar for Routes 80 and 84](#)
- Routes [80](#), [81](#), and [82](#) provide nighttime service. [Service calendar for Routes 81 and 82](#)

[Madison Metro](#)

[Student Bus Pass](#)

## **CAMPUS Resources**

[University Bookstore](#)

[UW Athletics](#)

[Memorial Union & Union South](#)

[UW Events Calendar](#)

[Wisconsin Hoofers](#)

## **COMMUNITY Resources**

[City of Madison](#)

[Living in Madison](#)

[Isthmus - Madison's free weekly newspaper \(local news, calendar of events, restaurant directory](#)

## **BASIC Needs**

[Food Assistance](#)

[Access Community Health Centers](#)

[Second Harvest Foodbank](#)

## **SURVIVOR Resources**

[UHS - Survivor Services](#)

[UHS – Prevention Services](#)

[DAIS \(Domestic Abuse Intervention Services\)](#)

[Rape Crisis Center](#)

## **RECOVERY Services**

[UHS Substance Misuse Resources](#)

[Connections Counseling](#)

[Journey Mental Health Center & Recovery](#)

[Tellurian](#)