

**WAGNER COLLEGE**  
**PA PROGRAM**

**STUDENT HANDBOOK**

*Wagner College*  
*One Campus Road*

*Staten Island, New York 10301*

**2019-2020**

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# **MISSION STATEMENT**

***To prepare***

***‘professional academic clinicians’***

***committed to quality healthcare***

***for all individuals.***

# PA PROGRAM

## MISSION STATEMENT

**To prepare professional academic clinicians**

**committed to quality health care for all individuals.**

clinical skills and professional values reflective of the PA profession.

Each of the three (3) professional phases or years encompasses all 3 tenets but each of the years is dedicated to represent one of the tenets.

Professional Year I (*Didactic Phase*) emphasizes the acquisition of academic medical knowledge.

Professional Year II (*Clinical Phase*) focuses on student-patient interactions and the mastering of clinical skills.

Professional Year III (*Graduate Phase*) is dedicated to advanced clinical clerkship, medical research projects and professional credentialing requirements.

The summative evaluation and the exit interview reflect on the meeting of all objectives and demonstrate fulfillment of the mission statement.



*Code of Ethics of the*



## ***PA Profession***

**PAs** shall be committed to providing competent medical care, assuming as their primary responsibility the health, safety, welfare, and dignity of all humans.

**PAs** shall extend to each patient the full measure of their ability as dedicated, empathic health care providers and shall assume responsibility for skillful and proficient transactions of their professional duties.

**PAs** shall deliver needed health care services to health consumers without regard to sex, age, race, creed, socio-economic and political status.

**PAs** shall adhere to all state and federal laws governing informed consent concerning the patient's health care.

**PAs** shall seek consultation with their supervising physician, other health providers and qualified professionals having special skills, knowledge, or experience whenever the welfare of the patient will be safeguarded or advanced by such consultation. Supervision should include ongoing communication between the physician and the PA regarding the care of all patients.

**PAs** shall take personal responsibility for being familiar with the adhering to all federal/state laws applicable to the practice of their profession.

**PAs** shall provide only those services for which they are qualified via education and/or experiences and by pertinent legal regulatory process.

**PAs** shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identify, or services.

**PAs** shall uphold the doctrine of confidentiality regarding privilege patient information, unless required to release such information by law or such information becomes necessary to protect the welfare of the patient or the community.

**PA** shall strive to maintain the increase quality of individual health care services through individual study and continuing education.

**PAs** shall have the duty to respect the law, to uphold the dignity of the PA profession, and to accept its ethical principles. The PA shall not participate in or conceal any activity that will bring discredit or dishonor to the PA profession and shall expose, without fear or favor any illegal or unethical conduct in the medical profession.

**PAs**, ever cognizant of the needs of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community.

**PAs** shall place service before material gain and must carefully guard against conflicts of professional interest.

**PAs** shall strive to maintain a spirit of cooperation with their professional organizations and the general public.

Membership in the Academy is an honor that confers upon the individual certain rights and responsibilities.

Adherence to the AAPA Code of Ethics is a condition of members.

# PA Profession: A Historical Perspective

1965	First formal program for training PAs was established at Duke University.
1968	The AAPA (American Academy of PAs), the national professional organization was formed.
1971	The AMA's House of Delegates approved the Essentials of an Approved Educational Program for the Assistant to the Primary Care Physician. A set of standards for PAs.
1972	The Association of PAs (APAP) was created.
1973	First national PA certifying exam is given by the National Board of Medical Examiners.
1974	The newly organized National Commission for the Certification of PAs (NCCPA) assumed responsibility for administering the National Certifying Examination.
1976	Committee on Allied Health Education and Accreditation is established as an independent organization responsible for accrediting Allied Health Educational Programs (including PA Programs).
1977	Passage of Rural Health Clinic Services Act that required utilization of a mid-level practitioner (PAs, Nurse Practitioners and Nurse Midwives). This act provided Medicare reimbursement for PA services in certified rural health clinics.
1979	PAs are employed in all 50 states.
1987	PA services are reimbursable under Medicare (Part A).
1991	PAs are commissioned officers in all branches of the military.
1992	PAs have privileges in thirty-three states. Approximately 21,000 practicing PAs in the USA
1996	Wagner College❖Staten Island University Hospital PA Program received Provisional Accreditation (April 4, 1996) and admitted its first class of PA students.
1997	The number of PA Programs surpassed 100. Approximately 30,000 practicing PA's are in the American health workforce.
1998	The Commission on Accreditation (CAAHEP) certified that Wagner College❖Staten Island University Hospital PA Program had completed an accreditation review and was judged to be in compliance with the nationally established standards. The first class of the Wagner College❖Staten Island University Hospital PA Program graduated on June 1998.
2000	The ARC-PA (Accreditation Review Commission on Education for the Physician Assistant, Inc.) granted the PA Program Continuing Accreditation for five years.
2002	Wagner College was accredited by New York State Department of Higher Education to offer a graduate program for practicing PAs wishing to receive a Master of Science degree in Advanced PA Studies.
2005	The Wagner College PA transitioned to a three (3) year professional program offering its graduates the Master of Science in Advance PA Studies. ARC-PA granted Continuing Accreditation to the Wagner College PA Program until 2008.
2008	ARC-PA granted Continuing Accreditation to the Wagner College PA Program until 2011.
2011	ARC-PA granted Continuing Accreditation to the Wagner College PA Program until 2016.
2012	ARC-PA extended the Continuing Accreditation status to the Wagner College PA Program until 2018.
2013	Wagner College PA Program offers EYH trips to England and Belize.
2015	Wagner College PA Program offers three EYH medical education and medical mission trips to England, Belize, and Guatemala.
2016	ARC-PA extended the Continuing Accreditation status to the Wagner College PA Program to 2019.
2018	Wagner College PA Program offers four EYH medical education and medical mission trips to England, Guatemala, Peru and Botswana.

## PA Role

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

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

*ARC-PA, 2016*

The PA is a nationally certified and state-licensed medical professional that practices medicine on a healthcare team with physicians and other providers.

PAs can take medical histories, conduct physical exams, diagnose and treat illnesses, order and interpret tests, develop treatment plans, counsel on preventive care, assist in surgery, write prescriptions and make rounds in hospitals and nursing homes. The specific duties of PA depend on the setting in which they work and their level of experience, and specialty.

Before they can practice, PAs who graduate from an accredited program must pass the Physician Assistant National Certifying Exam (PANCE) administered by the National Commission on Certification of Physician Assistants and get licensed by the state in which they wish to practice.

In order to maintain certification, PAs must complete a recertification exam every 10 years and complete 100 hours of continuing medical education (CME) every 2 years. The "PA-C" after a PA's name means they are currently certified.

*AAPA, 2016*

Certified PAs can address health care needs and be a patient's trusted adviser when it comes to maintaining or improving health.

Certified PAs obtain medical histories, examine, diagnose and treat patients, order and interpret diagnostic tests and recommend and implement treatment plans for the wide range of human illnesses and injuries. They can perform minor surgery and assist in major surgery, instruct and counsel patients, order or carry out therapy and prescribe medications. PAs perform these roles within a scope of practice established by the supervising doctor in accordance with state regulations; generally speaking, PAs can perform any task delegated by the doctor.

*NCCPA, 2016*

## PROGRAM CONTACT NAMES

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# CALENDAR

## Scholastic Schedule 2019-2020

### Didactic, Clinical & Graduate Phases

Please note the schedule for the upcoming semesters:

<b>Summer '19– Spring '20:</b> June 3, 2019 – May 13, 2020
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<b>Orientation Day</b>		June 3, 2019	
<b>Summer '19</b> <i>June 3 – Aug. 13, 2019</i>	10wks	June 3 – August 9, 2019 August 12, 2019 August 13, 2019 August 13, 2019 August 14 – 18, 2019	<i>Summer Lectures, Labs &amp; SCPEs</i> Reading Day Make-Ups/Final Exams Semester Ends (Vacation)
<b>Fall '19</b> <i>Aug. 19- Dec. 4, 2019</i>	16wks	August 19 – December 4, 2019 December 5-6, 2019 December 9-11, 2019 December 11, 2019 December 12 – January 12, 2020	<i>Fall Lectures, Labs &amp; SCPEs</i> Reading Days Make-Ups/Final Exams Semester Ends (Vacation)
<b>Spring '20</b> <i>Jan. 13- May 13, 2020</i>	17wks	January 13 – May 6, 2020 (March 21 – March 29, 2020) May 7-8, 2020 May 11-13, 2020 May 13, 2020	<i>Spring Lectures, Labs &amp; SCPEs</i> (Vacation) Reading Day Make-Up/Final Exams Semester Ends
<b>Vacation/ No Exams</b>		<b>September 2, 2019</b> <b>October 14, 2019</b> <b>November 28 – 29, 2019</b> <b>January 20, 2020</b> <b>February 17, 2020</b> <b>March 21-29,2020</b> <b>April 10, 2020</b>	<b>Labor Day</b> <b>Columbus Day</b> <b>Thanksgiving Holiday</b> <b>Martin Luther King Day</b> <b>President's Day</b> <b>Spring Break</b> <b>No Classes</b>
<b>Commencement</b>		<b>May 15, 2020</b>	

# Wagner College PA Program

## Program Overview

### **Mission**

The mission of the three-year BS/MS Wagner College PA Program is to prepare professional academic clinicians committed to quality health care for all individuals.

### **Program Overview**

The Wagner College PA Program is accredited by the New York State Department of Education and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Wagner College PA Program sponsored by Wagner College. Accreditation-Continued is an accreditation status granted when a currently accredited program is compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be 2019. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The Wagner College PA Program is committed to preparing future **professionals** possessing sound **academic** knowledge and proficiency in **clinical** skills, requisite for providing and promoting quality healthcare for all individuals. The program is dedicated to the advancement of PA education, promotes service to the community and, emphasizes the acquisition of the knowledge and skills required of the PA functioning in a dynamic healthcare environment.

The Wagner College PA Program is committed to preparing future professionals possessing sound academic knowledge and proficiency in clinical skills, requisite for providing and promoting quality healthcare to all individuals. The program is dedicated to the advancement of PA education, promotes service to the community and, emphasizes the acquisition of the knowledge and skills required of the PA functioning in a dynamic healthcare environment.

The three-year BS/MS Program in PA Studies is a comprehensive program of didactic (academic), clinical and research (graduate) work that reflects upon the academic, clinical, and professional skills required of the PA. Students completing the prescribed three-year program in PA Studies receive their BS and MS degrees and are eligible to take the national certifying examination leading to the title of PA-C (Certified PA).

The Didactic Phase (Year I) includes classroom and laboratory instruction in the *Medical Sciences* (such as Clinical Anatomy, Diagnostic Anatomy, Medical Physiology, Pathophysiology and Human Genetics, Pathophysiology and Infectious Disease); *Clinical Preparatory Sciences* (such as Patient Assessment, Primary Care, Pharmacotherapeutics, General Medicine); and *PA Professional Practice*. Clinical exposure begins in the didactic phase of the program by providing for experiences with interview skills and performance of physical examinations in a variety of clinical settings. That clinical exposure extends into the Clinical Phase (Year II) with the introduction of supervised clinical experiences and further developed in the Graduate Phase (Year III) with an elective clerkship.

The structured Clinical Phase takes place at affiliated clinical institutions - hospitals, outpatient clinics, private offices and other in-state and out-of-state sites. The Clinical Phase provides students with full-time, direct patient care in outpatient, inpatient, surgical and emergency settings with patients across the life span. The clinical experiences are intensive, supervised, hands-on learning experiences in various medical and surgical areas. These supervised clinical rotations are in various disciplines such as emergency medicine, internal medicine; pediatrics; surgery; primary care, psychiatry/behavioral medicine and women's health. All clinical experiences emphasize the provision of diagnostic, therapeutic and health maintenance services.

Graduate level courses are introduced in the second year of the program and extended into the third year or Graduate Phase to fulfill the requirements for the Master of Science degree. These courses provide the PA with the knowledge and skills required for professional and career development. In keeping with the philosophy of PA education, the graduate phase consists of didactic coursework complemented with clinical experiences including elective clerkship.

Clerkship experiences are available in elective clinical areas of unique interest to each student. Examples include community medicine, family medicine, forensic medicine, medical subspecialties (cardiology, dermatology, electrophysiology, gastroenterology, hematology-oncology, infectious disease, neurology and pain management); pediatric subspecialty; psychiatry; surgical subspecialties (burn unit, cardiothoracic surgery, ENT surgery, neurosurgery, orthopedics, plastic surgery, surgical intensive care, trauma, and urology); and women's health.

The requirements for the Master of Science include the development of a thesis research project. The proposal for the thesis must be approved by the department and either a hospital IRB (Institutional Review Board) or college HERB (Human Experimental Review Board) prior to its implementation. The final thesis, approved by the Research Committee, is presented at Poster Presentations and defended at the Annual Research Forum.

Upon completion of the PA Program, students are awarded a *Bachelor of Science* and *Master of Science in Advanced PA Studies* from Wagner College and a *PA Certificate of Completion* from the Wagner College PA Program. National certification for clinical practice is granted by passing the PANCE (Physician Assistant National Certifying Exam). Licensure is under the supervision of each state.

## GOALS OF THE PA PROGRAM

The goals of the Wagner College PA Program are to:

- I. Integrate the three tenets of academic knowledge, clinical skills and professionalism into a comprehensive curriculum that prepares future competent professionals.
- II. Facilitate through a sequential 'building block' curriculum the acquisition of knowledge for the successful completion of the program.
- III. Provide learning opportunities that promote the development of critical thinking and medical decision making skills.
- IV. Enhance clinical competencies by providing experiences in a spectrum of settings with patients across the lifespan requiring varying aspects of patient care.
- V. Guide the development of professionally relevant research projects leading to the dissemination of findings at public forums and at a thesis defense.

The program defines its success by demonstrating the achievement of the above goals.

The Wagner College PA Program aims to provide a comprehensive program that integrates the academic, clinical and professional components that will prepare the PA to perform as a competent professional provider of quality care.

The Program maintains an on-going qualitative assessment in order to implement that which is necessary to meet or exceed the standards outlined in the "Accreditation Standards for PA Education".


## OBJECTIVES OF THE PROGRAM

The Program has set forth objectives that will prepare students to perform functions and tasks expected of PA's with competency and proficiency.


**Objective #1:** The graduate will achieve knowledge and skills in history taking and performing physical examinations.


- 1.1 Develop a rapport with the patient and family that will enhance the history taking procedure.
- 1.2 Obtain and record a complete and accurate history:

 Chief Complaint

 History of Present Illness

 Past Medical History

 Family History

 Review of Systems

 Psychosocial History

✎ Current Health Status

1.3 Perform a complete and thorough physical examination.

- a. Demonstrate appropriate methods for developing patient confidence and trust during the physical examination.
- b. Carry out a comprehensive systematic physical exam.

General Survey	Abdomen
Vital Signs	Breast & Axillae
Skin, Hair & Nails	Genitalia
HEENT	Musculoskeletal
Thorax & Lungs	Peripheral Vascular
Cardiovascular	Neurological

- c. Distinguish normal from abnormal physical examination findings.
- d. Use the following instruments effectively and safely in collecting health status data:

✎ Stethoscope	✎ Tuning Fork
✎ Sphygmomanometer	✎ Reflex hammer
✎ Otoscope	✎ Measuring Tape
✎ Ophthalmoscope	✎ Other portable and/or office based devices

**Objective #2:**

The graduate will achieve the knowledge and skills required for assessing laboratory and diagnostic studies.

- 2.1. Formulate a problem list and/or a differential diagnosis for each patient complaint.
- 2.2. Identify the appropriate diagnostic tests and procedures indicated in determining the correct diagnosis.
- 2.3. Discuss with the patient the benefits and risks associated with the diagnostic tests and procedures.
- 2.4. Demonstrate the appropriate skills required in collecting routine specimens including but not limited to the following:

- ✎ Bacteriological samples
- ✎ Blood (arterial, capillary, venous)
- ✎ Gastric contents
- ✎ Spinal fluid
- ✎ Sputum
- ✎ Stool samples
- ✎ Synovial samples
- ✎ Urethral smears/cultures

✎ Urine samples

2.5. Interpret the results and discuss the implications of basic laboratory tests, including but not limited to the following:

- ✎ Automated Blood & Serum Chemistry Panels
- ✎ Complete Blood Count with Differential
- ✎ Complete Urinalysis
- ✎ Cultures & Sensitivities of various specimens
- ✎ Erythrocyte Sedimentation Rate & C-Reactive Proteins
- ✎ Gram Stains of various specimens
- ✎ Pregnancy Tests
- ✎ Stool for Occult Blood, Ovum, and Parasites
- ✎ Vaginal & Cervical specimen analysis

2.6. Take and Interpret:

- ✎ EKG Rhythm Strips
- ✎ 12 Lead EKGs

2.7. Identify and interpret common blood gas disorders:

- ✎ Metabolic Acidosis & Alkalosis
- ✎ Respiratory Acidosis & Alkalosis
- ✎ Secondary acid-base disorders
- ✎ Pulmonary Function Tests

2.8. Order and perform basic interpretations of radiological studies of the chest, abdomen, pelvis, skull and extremities.

2.9. Understand the uses of the following imaging modalities:

- |                    |                            |
|--------------------|----------------------------|
| ✎ Angiography      | ✎ Endoscopy                |
| ✎ Bronchoscopy     | ✎ Fluoroscopy              |
| ✎ CT Scans         | ✎ MRI                      |
| ✎ Colonoscopy      | ✎ Nuclear Medicine Studies |
| ✎ Echocardiography | ✎ Ultrasound               |

**Objective #3:** The graduate will achieve the knowledge and skills in formulating the most likely diagnoses.

3.1. Utilize problem solving and medical decision making skills.

3.2. Integrate history, physical, laboratory and other findings to develop an appropriate differential diagnosis.

**Objective #4:** The graduate will achieve knowledge and skills in clinical intervention.

4.1 Perform clinical interventions appropriate for patient needs.

4.2 Carry out appropriate clinical techniques. (See “Procedure List”)

- 4.3 Understand the indications and possible complications of clinical interventions

**Objective #5:** The graduate will achieve the knowledge and skills relevant to clinical therapeutics.

- 5.1. Identify, and where appropriate, order medications used in the treatment of common health conditions,
- 5.2. Demonstrate knowledge of drugs to include indications, contraindications, mechanisms of action, and side effects.
- 5.3. Understand the challenges or difficulties patients may have in complying with prescribed treatment regimens.
- 5.4. Recognize the rights of patients to be informed regarding nature and choices of treatment, costs, risks vs. benefits and available resources.

**Objective #6:** The graduate will achieve the knowledge and skills relevant to health maintenance.

- 6.1 Communicate effectively and professionally within a patient centered health care team with patients, their families and other health care personnel.
- 6.2 Teach/counsel patients regarding the diagnosis, prognosis and treatment in an understanding and professional manner.
- 6.3 Teach patients about self-breast examinations, self-testicular examinations, and skin cancer examinations.
- 6.4 Teach, counsel, inform, and assist with understanding and preparation of advance directives and with the designation of a health care proxy.
- 6.5 Demonstrate professional concern regarding the effects that health problems have on the patient/family structure and lifestyles.
- 6.6 Develop an objective perspective that will allow appropriate and supportive therapeutic intervention into the patient's health problems.
- 6.7 Understand and discuss the effects of the physical, psychological, sociocultural and economic factors relating to the patient's health status on the patient and family.
- 6.8 Utilize patient/family education in providing the knowledge needed to maximize the health status of the patient.
- 6.9 Demonstrate professional discretion in protecting the right of the patient to privacy and confidentiality of privileged information.

**Objective #7:** The graduate will achieve the knowledge and skills for applying clinically the learned and acquired scientific concepts.

**Objective #8:** The graduate will demonstrate application of knowledge and skills corresponding to the following systems:

- |                    |                      |
|--------------------|----------------------|
| ✍ Cardiology       | ✍ Infectious Disease |
| ✍ Dermatologic     | ✍ Musculoskeletal    |
| ✍ EENT             | ✍ Neurological       |
| ✍ Endocrine        | ✍ Psychiatric        |
| ✍ Gastrointestinal | ✍ Pulmonary          |
| ✍ Genitourinary    | ✍ Reproductive       |
| ✍ Hematologic      |                      |

To fulfill the above objectives, it is required that the student log all patient encounters and required procedures. The student is required to complete and document a minimum of 2,000 clinical hours and 1,000 patient encounters over the 2 years of supervised clinical experiences and clerkships. Meeting the requirement will necessitate the logging of patients during each of the supervised clinical experiences in a timely manner. The student is also expected to document the successful performance of all required procedures. Students who fail to meet the minimum of 1000 patient encounters and the required procedures will be **ineligible** for graduation.

## PROCEDURE COMPETENCY LIST



PROCEDURE	REQUIREMENT	PROCEDURE	REQUIREMENT
ACLS	$\geq 1$	Incision & drainage	$\geq 1$
Anterior Nasal Packing	$\geq 1$	Intradermal injection	$\geq 3$
Arterial Puncture	$\geq 6$	NG tube placement	$\geq 3$
BCLS	$\geq 1$	Pelvic exam/PAP smear	$\geq 6$
Chest Tube irrigation/removal	$\geq 1$	Peripheral IV	$\geq 12$
Dressing Change/Wound Care	$\geq 6$	Perform CPR	$\geq 1$
Ear Care	$\geq 1$	Subcutaneous injection	$\geq 3$
EKG	$\geq 3$	Staple/suture removal	$\geq 6$
Eye Care	$\geq 1$	Suturing	$\geq 6$
Gastric Lavage	$\geq 3$	Urinary Catheter ♀	$\geq 6$
IM Deltoid/Gluteal Injections	$\geq 6$	Urinary Catheter ♂	$\geq 6$
Immobilization/Splinting/Casting	$\geq 6$	Venous Puncture	$\geq 6$

## *TECHNICAL STANDARDS*

### *INTRODUCTION*

The PA must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Accordingly, the granting of a degree to a PA student signifies that the holder is an individual prepared for practice as a PA. In such a professional role the PA can provide medical services with the supervision of a physician in accordance with the applicable laws of medical practice. The services must, for the safety and welfare of the patient, be of the same professional quality that would be rendered by the supervising physician.

Candidates for the PA profession must have the somatic sensation and functional use of the sense of vision and hearing. Candidates' diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain and temperature), sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

The candidate for the PA profession must have abilities and skills of five varieties including observation, communication, motor, intellectual, conceptual & integrative - quantitative, and

behavioral & social. Technological compensation can be made for some handicaps in certain of these areas, but such a candidate should be able to perform in a reasonably independent manner.

### ***OBSERVATION***

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

### ***COMMUNICATION***

A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of health care team.

### ***MOTOR***

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to perform basic laboratory tests (urinalysis, CBC, etc.); carry out diagnostic procedures (phlebotomy, venipuncture, placement of catheters & tubes) and read EKGs and x-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of PAs are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch and vision.

### ***INTELLECTUAL-CONCEPTUAL & INTEGRATIVE – QUANTITATIVE ABILITIES***

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of PAs, requires all of these intellectual abilities. In addition the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

### ***BEHAVIORAL & SOCIAL ATTRIBUTES***

A candidate must possess the emotional health and stability required for full utilization of

his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admission and education processes.

## *P O L I C I E S   &   P R O C E D U R E S*

## O V E R V I E W   O F   P O L I C I E S

These policies are published in this handbook and are available online and perspective as well as current students are encouraged to read them at all times. The **Wagner College PA Program Student Handbook** is designed to familiarize the **PA Student** of the Wagner College PA Program and to inform students of program policies and practices related to the academic procedures, requirements and program expectations for the duration of the didactic, clinical and graduate phases of the PA Program.

*The education of the Program encompasses a three-year curriculum. It is divided into a one-year didactic phase, one year of supervised clinical practice and one year of advanced graduate work. The purpose of this handbook is to inform students of all policies, procedures and fair practices for the three years of the PA Program.*

The Wagner College PA Program Student Handbook provides students with program policies, overview of the curriculum, learning goals, academic standards, competencies, and other requirements and deadlines for successful completion of the program. Individual course schedules, syllabi and objectives for didactic, clinical and graduate phases are provided independently. These help to make the student aware of each course's goals, objectives, requirements and evaluative standards. All of the program policies apply to all members of the PA Program (students and faculty) regardless of location (on campus, clinical sites, community service activities or other projects). Policies apply to all students and compliance with all standards is mandatory regardless of location.

## N O N D I S C R I M I N A T I O N   P O L I C Y

Wagner College and the **Wagner College PA Program** do not discriminate on basis of race, sex, sexual orientation, national and ethnic origin or religion, in compliance with section 504 of the Rehabilitation Act of 1973 and with Title IX of the Educational Amendment of 1972. The non-discrimination policy is consistent with federal and state statutes, rules and regulations. This applies to both activities on campus as well as all clinical affiliate sites. At clinical affiliate sites, program policies may be supraceded by those at the clinical site.

## P R I V A C Y   A C T

Wagner College and the **Wagner College PA Program** believe in protecting the privacy of students' records, in compliance with the Family Educational Rights and Privacy Act of 1974. At the PA Program, all records are kept in locked cabinets and are available upon request for review by the students. PA students, therefore, do not have access to the records or any confidential information of other PA students.

## S T U D E N T ' S   R I G H T S

Wagner College and the **Wagner College PA Program** comply with the Family Educational Rights and Privacy Act of 1974. FERPA is designed to protect the privacy of educational records, and to provide guidelines for the correction of inaccurate and misleading data. The Program is permitted to provide directory information without the students consent unless he or she requests in writing that such information not be disclosed. At **Wagner College** directory information is defined as: *student's name, address, date and place of birth, dates of college attendance, full-time/part-time status, major field of study, participation in officially recognized activities and sports, degrees and awards received, and previous school or college attended.* The student may request that directory information be kept confidential by completing a form obtained from the Registrar's Office. The form must be renewed annually. Further information on **Wagner College** policy and procedures on compliance with FERPA can be obtained from the Registrar.

### ***D I S A B I L I T Y   S U P P O R T   S E R V I C E S***

The American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 are federal statutes which prohibit discrimination against persons with disabilities. Section 504 states in part, "No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefit of, or be subjected to discrimination under any program or activity provided by an institution receiving federal financial assistance." Students who have a disability for which they wish to request accommodation, should contact the Center for Academic and Career Engagement, Union Building, third floor and complete all required documentation.

### ***H E A L T H   S E R V I C E S***

The College provides for health care for all students by maintaining an equipped and staffed Center for Health & Wellness. PA students are expected to submit to the Center for Health & Wellness specific health information forms signed by their health care providers indicating PPD status and current immunizations in accordance with CDC recommendations. The College also provides for counseling services through the Office of Student Affairs. Strict confidentiality is maintained. To ensure that confidentiality is maintained, principal program faculty, including Program Director and Medical Director, do not participate as health care providers for students of the PA Program and health records are kept confidential at the Center for Health & Wellness. Students desiring or requiring further assistance are referred to the Center for Health & Wellness.

### ***I N F E C T I O N   C O N T R O L &   U N I V E R S A L   P R E C A U T I O N S P O L I C Y***

PA students are required to complete a training session for healthcare professionals in infection control and universal precautions, approved by New York State Department of Health, prior to commencing clinical interactions with patients.

The Wagner College PA Program, Wagner College (the sponsoring institution), and its clinical affiliates, adhere to the Guidelines of the Centers for Disease Control and Prevention. In accordance with the Centers for Disease Control and Prevention Public Health Service Guidelines, this policy covers all exposures to blood/body fluids by any student during any component of the curriculum or any assigned supervised clinical experience.

In the event of exposure to infectious agent via needle stick or splash, the student sustaining the exposure must report the injury immediately to the program and, if on a supervised clinical experience, to the clinical preceptor. The student sustaining the exposure should squeeze the area (if appropriate), wash with soap and water, and scrub with betadine solution or alcohol. The individual must then report to Employee Health Services or the Emergency Department (ED) for initial and further instructions. The individual sustaining significant exposure will be counseled on the risk of HBV, HCV and HIV infection and transmission.

The following materials are felt to be infectious relative to blood-borne pathogens, particularly hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV).

Blood, blood products, tissue, semen, vaginal secretions, breast milk, cerebrospinal fluid, amniotic fluid, peritoneal fluid, synovial fluid, pericardial fluid, pleural fluid, inflammatory exudates or any other body fluid contaminated with blood.

Generally, exposure to urine, feces, sputum, nasal secretions, saliva, sweat, tears, or vomitus that does not contain blood visible to the naked eye is not considered significant.

### *L A T E X A L L E R G Y*

If a latex allergy exists, the student should avoid exposure to latex and ask for latex-free equipment made with vinyl or silicone. Latex-free products are available at the program and at clinical sites.

### *D E P A R T M E N T O F P U B L I C S A F E T Y*

The primary responsibilities of the Public Safety Department are campus law enforcement, parking and traffic administration, general welfare and fire safety. Officers can be radio dispatched to emergency situations at any time of the day or night.

Wagner College is in full compliance with all provisions of the Crime Awareness and Campus Security Act of 1990 (also known as the Clery Act). The Department of Public Safety compiles statistics of crimes and attempted crimes reported. The Public Safety Office provides 24-hour-a-day patrol protection to the campus. All Public Safety officers are certified by New York State. The College also provides ongoing training for patrol officers in the area of patrol procedures, emergency response, report writing, etc. The Department works closely with the New York Police Department and other law enforcement agencies.

Upon receipt of any complaint (criminal or otherwise), an officer responds to handle the situation as appropriate. A follow-up investigation is conducted for those incidents that require it. An incident report is written to document the event.

### *INCIDENTS/ACCIDENTS IN THE CLINICAL SETTING*

Occasionally, accidents may occur on clinical sites. Should a student, patient, or other staff member be injured as a result of an accident involving a student, the student must comply with all accident and injury protocols established at the institution. The student must then notify the PA Program and file a PA Incident Report at the PA Program. It is important that both policy and procedure of the clinical facility be followed and that the PA Program be notified.

### *LIBRARY SERVICES*

The PA Student has several resources for medical research. The Horrmann Library is located on the Wagner College Campus providing textbooks, reference material, PA and other medical journals and Internet access. Additional resources are available at the Program and at affiliated hospital libraries. These sites also provide medical textbooks, medical journals and Internet access.

### *WORK POLICY*

The Program does not maintain a policy that limits or prevents students from working, but does discourage students from working due to the time constraints of the intense curriculum and the requirements of the supervised clinical practice experiences.

PA students are not required to work for the Program. No student workers are used as administrative or technical support staff. PA students do not substitute for instruction staff or, during clinical experiences, do not substitute for clinical or administrative staff.

PA students are also not required to provide or solicit clinical sites or preceptors. The global clinical schedule is prepared with appropriate supervised clinical experiences for all students. Students expressing an interest in a new clinical site and/or preceptor not included in the program's preceptor database must complete a request form and the site is reviewed in compliance with the site development policy. All clinical sites and preceptors are evaluated prior to development and on an ongoing basis.

Participation in a clinical experience may not be construed as gainful employment. Accepting payment can result in loss of malpractice liability coverage for the student. Once the student has completed all requirements and graduates from the PA Program, s/he may pursue a salaried position at the institution.

### *OFFICE OF STUDENT FINANCIAL AID*

The College maintains the Office of Student Financial Aid to assist students in applying for federal and state aid to help pay for their education. Scholarships are also offered to full-time students based on academic performance at the time of admission.

### *COSTS & REFUNDS*

**The tuition rates for full-time undergraduate and graduate students are published each year in the Tuition and Fee Schedule and are available at the Bursar's Office.**

Medical equipment, medical textbooks, white jacket and scrubs are provided to the student by the Program and included in the PA tuition.

Additional costs may be incurred by the students for travel expenses.

A student dropping PA courses without withdrawing from the College will be refunded according to the College policy, as published in the college bulletin.

Students wishing to volunteer on the medical mission trips do not incur any additional costs for travel, housing and food (fundraising for medications is encouraged).

Students wishing to partake on a rotation abroad are responsible for travel and housing.

### *ATTENDANCE/PUNCTUALITY*



Attendance is mandatory for all program lectures, lab sessions (cadaver lab, patient assessment lab, SIM lab...) clinical experiences and other program activities. If a student is forced to miss a class in the didactic phase, the student must call or e-mail the **Program** and notify the *Program Director and Academic Coordinator*. If the student is forced to miss a day of clinical rotation, the student must call or e-mail the **Program** to notify the *Program Director and Clinical Coordinator*, as well as the *Preceptor* or clinical rotation supervisor at the assigned clinical site. The absence must be accompanied by appropriate documentation upon return. Reasonable accommodations are made for religious observances upon request. The student is advised that all missed program days are subject to make-up at the discretion of the **Program Director**.

Attendance is mandatory for all program activities. At no activity will students be required to substitute for regular clinical or administrative staff. Neither will they be required to perform clerical or administrative work for the program.

Lateness is prohibited except under extenuating circumstances, (which is at the discretion of the Program Director), with prior approval, and/or with a practitioner's medical note.

### **A D V A N C E D   P L A C E M E N T**

The PA Program does not grant incoming students advanced placement. Due to the sequential construction of the PA curriculum, PA students are required to attend all courses and rotations in the didactic, clinical, and graduate phases.

### **S C H E D U L E**

The schedule of classes for the Didactic Phase or Professional Year I, is distributed over three (3) semesters. The Didactic Phase consists of 42 weeks of classroom experience (excluding holidays, vacations and reading days) distributed over a summer semester (10 weeks), fall semester (16 weeks) and spring semester (17 weeks). At the beginning of each of the three semesters, students are provided with weekly didactic schedules for that semester.

The Clinical Phase or Professional Year II, also consists of 42 weeks (excluding holidays, vacations and reading days) distributed over a summer semester (10 weeks), fall semester (16 weeks) and spring semester (16 weeks). The Clinical Phase begins with an introductory transition to the requirements of the supervised clinical experiences followed by four (5) week rotations. The clinical rotations are continued in the Graduate Phase or Professional Year III. This phase also consists of eight (8) five week rotations-required and elective clerkships as well as dedicated time for research and the development of a final thesis project. The Graduate Phase, similar to the other two phases, consists of 42 weeks distributed over the summer, fall and spring semesters.

Individual clinical rotation schedules vary and attempts are made to accommodate preferred electives. However, the remainder of the schedule is non-negotiable, and the student is responsible for maintaining the clinical hours of each supervised clinical experience, including on-call, evening and/or weekend hours. In addition, the student is responsible to attend scheduled conference, lectures and departmental rounds pertinent to each rotation.

During both the Clinical and Graduate Phases, students return to the PA Program for scheduled graduate coursework. These courses stress enhancement of lifetime learning skills and include lectures, case

presentations, journal club, and critical thinking sessions with emphasis on problem-based learning, research development, PA professional updates and communication/problem solving forums.

### *COMMUNITY OUTREACH & CIVIC ENGAGEMENT*

Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events. Dedicated time is made available for these activities during each of the phases of the program and the outreach events are correlated to overall program goals. Each student is required to complete a minimum of 25 hours per semester (or a minimum of 150 hours throughout the program).

Wagner College, an institution of higher education, supports the development of a civically engaged academic environment that deepens relationships among students, faculty, staff, and local and global community members. Students reflect critically on their experiences and relate new insights to local and global concerns and are motivated to go on these learning experiences raise civic consciousness and commitment, foster empowerment through hands-on participation, address community-identified issues, and support the continuing improvement of overall quality of life.

The Center for Intercultural Advancement supports and promotes the mission of Wagner College by creating opportunities for intercultural dialog, and assisting with strategic initiatives to internationalize and diversify the campus. The Center serves as a resource for information about internationalization and diversity and supports the PA Programs efforts in Expanding Your Horizons (EYH) programs and five-week international clinical experiences.

Short-term medical educational and medical mission trips provide opportunities for experiential learning through 1 week international faculty-led experiences. During these experiences students volunteer, learn and immerse themselves in new cultures expanding their horizons beyond those of traditional classrooms. Long term experiences involve four week clinical electives with a local mentor and preceptor.

Students work to make a difference in other communities and develop the knowledge, skills, values and motivation to make a difference. These experiences encompass actions, with students participating in activities of personal and public concern that are both life enriching and socially beneficial to the communities they serve.

In addition, these experiences prepare our graduates for their public lives as citizens, members of communities and professionals.

### *INTERNATIONAL MEDICAL TRIPS & ROTATIONS ABROAD*

The students of the Wagner College PA Program have many opportunities to broaden the scope of their education beyond our campus borders, expanding their horizons (EYH) outside the limits of the traditional classroom. From health fairs in the local community to medical educational and/or humanitarian trips to England, Guatemala, Peru and Botswana, to clinical experiences abroad, our students make an impact while enhancing their medical knowledge and skills. These experiences help them appreciate the importance of preventive medicine and strengthen their ability to identify and treat diseases. These unique immersion experiences promote the development of caring and compassionate healthcare providers. They often lead to research projects presented at our Annual Research Forum and at professional conferences. Students interested in participating in medical mission trips or clinical rotations abroad must follow specific procedures (see International Experience Manual). They must submit an application for departmental review and complete all paperwork at the Wagner College Center for International Advancement. CDC vaccination requirements and precaution recommendations are provided in the manual by country of interest. In addition, all students are provided with important contact information at the country, within the program, and with key personnel at Wagner College Center for intercultural Advancement (see International Experience Manual).

### ***SIMULATED INTERACTIVE LEARNING***

The PA Program incorporates into its curriculum dedicated time for interactive simulated learning. The goal is to improve student learning outcomes and competencies through individual and team utilization of advanced technology. Attendance and punctuality as well as compliance with all policies is required.

These sessions strengthen clinical knowledge, provide opportunities to apply knowledge, develop appropriate clinical behaviors in a simulated environment and prepare students for clinical behaviors in the workforce.

The learning sessions provide learning experiences that supplement the didactic curriculum and allow students to apply the knowledge gained in the classroom. They allow students to recognize their strengths and address gaps in knowledge and apply by practicing clinical behaviors and clinical skills in a controlled environment. The practice sessions reinforce procedural skills and provide on-demand access to patient scenarios for application of acquired knowledge. They also address patient safety, help maintain compliance with hospital and professional requirements, and, ultimately, prepare students for future clinical practice.

## ***PROFESSIONAL CONDUCT***

Students of the Wagner College PA Program are expected to conduct themselves at all times in a professional manner. During the entire program, students are expected to adhere to the “Code of Ethics of the PA Profession”. The clinical preceptor or site may, therefore, request the college to withdraw from the clinical experience any student whose performance is unsatisfactory, jeopardizes patient safety or welfare, or whose conduct or demeanor prevents the performance of PA responsibilities. In addition, the misconduct may result in suspension or dismissal from the Program.

A PA student should consistently demonstrate the following:

- ✂ Ethical conduct, integrity and honesty
- ✂ Concern for others, self and the rights of privacy
- ✂ Responsibility to duty
- ✂ An appearance appropriate to the profession
- ✂ An ability to recognize one’s limitations and accept constructive criticism
- ✂ Punctual attendance at all program and clinical activities (classroom, laboratories, clinical rotations, community service, medical mission trips...)
- ✂ Adherence to all deadlines
- ✂ Respect for patients, their families, faculty, staff and peers
- ✂ Individual as well as group responsibility for honorable behavior. Unethical behavior should not be ignored by the student

Should a student not conform to the standards of the profession, program and institution by acting morally, socially or emotionally inappropriate, such behavior will be brought to the attention of the Program Director, who will determine the actions needed to best intervene, and whether the student is to be suspended or dismissed.

Actions deemed as professional misconduct will result in suspension or dismissal from the program.

## ***PROPER IDENTIFICATION & PROFESSIONAL DRESS***

PA students must be clearly identified as such at all times, in particular, during clinical experiences.

- ✂ Students are required to wear the short white consultation jacket with the program patch and official identification badge at all times.
- ✂ The Wagner College PA Program patch, supplied by the Program, is to be affixed to the left sleeve of the consultation jacket. The white jacket is to be worn at all times.

- ✧ I.D. badges must be worn near the shoulder and/or at least 10 inches above the waist at all times so as to be visible and readable by an approaching individual. Only one hospital issued pin may be worn on a badge. Multiple pins should not be displayed on the I.D. badge. Buttons and other adornments may not be displayed on clothing, uniforms or the I.D. badge.
- ✧ Students are expected to present a professional appearance. Attire must be neat and appropriate to a professional setting. Personal belongings should be safeguarded in a locker or locked drawer. The wearing of handbags, backpacks, and pouches/fanny packs while on duty is inappropriate and prohibited. Furthermore, in patient care areas it is a breach of infection control practice. Individual departments may have a dress code that contains additional regulations specific to that department and its operations.
- ✧ Clothing should be well fitted and clean at all times. See-through, overly tight, or revealing clothing is not allowed. Shirts should be fully buttoned (except for top button when appropriate). Skirts should be no more than three inches above the knee and no longer than mid calf.
- ✧ Shoes and hose appropriate for the position are to be worn at all times. Hosiery and shoes must be clean, in good repair, and meet safety and noise abatement needs of the Hospital environment. Hosiery is not to be worn over pants leg. Open toed/heel shoes are not permitted.
- ✧ Suits, pants and coordinated outfits must be appropriate and in good taste. Any clothing made of traditional jean or denim or spandex-like fabrics are inappropriate. Trousers that drag on the floor are not appropriate, nor are outfits with shorts, midriff tops, leggings or stirrup pants. The following are also considered inappropriate attire and often unsafe: *floor length dresses, sundresses, halter-tops, tank tops, thongs, sandals, and clogs.*
- ✧ Baseball caps or other non-uniform hats are not appropriate. If worn, it must be removed when indoors unless religious custom requires otherwise.
- ✧ T-shirts with decals or other insignia are not be permitted if visible underneath uniform. The wearing of pins, buttons, insignia, or any other non-hospital issued item in patient areas is prohibited.
- ✧ Students with long hair must have it pinned up or secured off the shoulders or secured in a hair net. Beards, mustaches and sideburns must be clean and neatly trimmed at all times.
- ✧ Body odor, which is offensive to others, is not acceptable. This includes heavily scented colognes, perfumes or after-shave lotions. Personal cleanliness and good body hygiene are a must in the Hospital environment.

- ✎ Excessive or loose jewelry is a safety risk for students and patients, and their use is discouraged.
- ✎ Hands and nails should be clean, tidy and free of chipped or peeling nail polish. Nail length should be appropriate for a professional setting and under nail cleanliness must be maintained. For this reason, artificial nails, wraps and decals may not be worn.
- ✎ For safety and sanitary reasons, long, dangling earrings, jewelry in pierced body parts (other than ear lobes), or excessive jewelry are not permitted. Jewelry should be limited to one wedding band type ring and one watch for those who provide hands-on care. However, a small holiday pin may be worn at holiday periods if it contains a safety catch.
- ✎ Scrub suits, masks, caps, or paper shoes may not be worn outside of the area required by the duties of the job, e.g., cafeteria, hallways, stairwells, elevators, etc.
- ✎ Gum chewing and eating food are not acceptable in patient care areas, open work areas, or while speaking on the phone. If food is taken outside the cafeteria, it must be in a closed container and all food residues completely discarded in a closed garbage can when finished. This is a regulation of the **Department of Health**. Food and beverages may not be consumed in public hospital areas such as the lobby or other seating areas.
- ✎ Any individual not appropriately dressed is sent home as unprepared and does not receive credit for that period of time. Occurrences are dealt with through the program's Progress Committee and possible disciplinary action may follow.
- ✎ Off duty students visiting the hospital who are not dressed in accordance with the hospital dress code should not wear the hospital identification badge.
- ✎ Body tattoos must be kept covered during the three professional years of the PA Program.

***PROFESSIONAL BEHAVIOR IN THE CLASSROOM,  
ON CLINICAL ROTATION AND DURING PROGRAM  
ACTIVITIES:***

Professional behavior is required during all program activities in the classroom, in the labs (cadaver lab, patient assessment lab, SIM lab...), and clinical rotations.

- ✎ No food in the classroom. Beverages are permitted.
- ✎ Cell phones must be stored in the off mode during all classes and exam times in the designated area.
- ✎ No videography allowed in the classroom.

- ✎ No use of wearable recording devices containing a camera is allowed, including but not limited to google glass, smart watches, audio recording devices or programs.
- ✎ Respectful, professional behavior must be extended at all times to lecturers as well as classmates. Lecturers should be addressed as “Professor” or “Doctor”.
- ✎ Students are not permitted to photograph patients on clinical sites. Students should be mindful of what is posted to social media sites (i.e., Facebook, Twitter...).

### *P A T I E N T   R I G H T S   A N D C O N F I D E N T I A L I T Y   O F   M E D I C A L   R E C O R D S*

1. Students receive HIPPA training prior to initiating patient interactions during their supervised clinical experiences. Certificates documenting compliance with this requirement must be in the student file prior to beginning rotations. Preceptors may contact the Program requesting proof of HIPPA training.
2. All patient data gathered during the course of a supervised clinical experience is considered CONFIDENTIAL. Therefore, students may not discuss a patient’s record in a situation or manner that would reveal confidential information about that patient or his/her record to persons not involved in that patient’s healthcare.
3. Patient charts or content of those charts (e.g., lab reports) may not be removed from the clinical setting. Work submitted to the program for evaluation should not include specific recognizable references to the patient (i.e., name, address, and identification number).
4. Reference, at any time, to a patient in a dehumanizing or insensitive manner is not professional and **will not** be tolerated. Such an infraction will be reviewed by the Program administration, and is justification for recommendation of placement on professional probation.

### *M E D I C A L   D O C U M E N T A T I O N*

Program policy permits students to document on charts; however, hospital policy may differ. If students are not permitted to document on charts, they are encouraged to practice documentation on a separate sheet and have it reviewed by preceptors. We appreciate preceptor assistance/encouragement with this activity.

**Students are reminded that the medical record is a legal document. Whenever a student makes an entry into a patient’s record (i.e., H&P, progress notes, etc.), the student must indicate that s/he is a PA student when signing the entry. Either of the following is acceptable:**

John Doe, PA-S

John Doe, PA Student

Students are also reminded that all documentation, including electronic medical records and documentation on E-value are legal documents. Accuracy must be maintained when logging patient encounters, procedures, diagnoses, clinical hours and all other activities. Falsification of any documents will result in immediate professional suspension and may result in dismissal from the program.

### ***SUBSTANCE ABUSE/IMPAIRED PRACTITIONER***

Alcohol and/or substance abuse is a serious health and professional issue and as such, is a danger to the PA student, his/her colleagues and most importantly, to the patient. Wagner College has strict policies concerning alcohol and substance abuse which may be reviewed in the Wagner College Student Handbook.

The Wagner College PA Program Student Handbook states “Impaired behavior due to the use of illegal substances or dangerous drugs is prohibited. Impaired behavior is described as behavior exhibited by an individual that requires the attention of a staff member and may be out of the ordinary for that individual, including, but not limited to: slurred speech, inability to walk properly, erratic, belligerent or overly aggressive behavior.

Any student who demonstrates these behaviors observed by instructors, fellow students, preceptors or patients will be removed immediately from the classroom or clinical setting and referred to Wagner College Student Health. A thorough assessment of the situation will be conducted in accordance with College protocol in addition to NYS medical professional protocol.

As per Wagner College Policy the College maintains a drug-free policy prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances. If this policy is violated, disciplinary action up to and including dismissal may be necessary.

Practitioners (physicians, medical students, PAs and PA students) suspected of having problems with alcohol, drugs, or mental illness, but whose ability to practice is not impaired, may be reported to the *Committee on Physicians' Health of the Medical Society of the State of New York*. All calls are confidential. The committee identifies, refers to treatment, and monitors impaired physicians and PAs. The program is voluntary and participation is confidential. The names of physicians and/or PAs participating in the program are not shared with the Office of Professional Medical Conduct (OPMC) without a participant's approval unless there is a failure to comply with treatment recommendations. If you believe, however, that a colleague's medical performance may be impaired, you **must** contact OPMC. The law does not exempt physicians and/or PAs from their duty to report colleagues practicing with a suspected impairment to OPMC because they have reported to the committee.



If a student feels that he/she or another needs help, please report this to the Program Director so that appropriate referrals can be made. The Committee on Physicians' Health of the Medical Society of the State of New York is a *non-punitive* agency and will assist with obtaining the appropriate medical or mental health services needed.

Time missed from the classroom or clinical rotations for evaluation and treatment of substance abuse issues will have to be made up after appropriate medical and/or psychological clearance is obtained and may result in delayed graduation.

### ***BACKGROUND CHECK***

All PA students should be aware that certain clinical affiliates require a background check before participation in a supervised clinical practice experience. Clinical affiliates can reject or remove a student from the site if a criminal record is discovered. Students should be aware that a criminal record may have an impact on eligibility to obtain licensure or certification.

### ***URINE SCREEN***

The use of illicit drugs or alcohol prior to or during any activities pertaining to the Wagner College PA Program is strictly prohibited. If there is reasonable suspicion of impairment, the student will be removed from the activity/class/supervise clinical practice experience immediately and urine drug screening will be required at that time. In addition, referral for counseling and/or treatment may be required. If counseling and/or treatment is required, medical clearance must be obtained before returning to activities/classes or supervised clinical practice experiences.

If the PA student refuses or is unable to complete College and/or Program requirements, the student will be advised to withdraw from the Program. Recommendations for specific disciplinary actions and/or withdrawal/dismissal will be handled on an individual basis in accordance with Program and College policy.

### ***ACADEMIC STANDARDS FOR PROGRESSION THROUGH THE PA PROGRAM***

Academic standards are established for all components of the curriculum. Didactic courses are evaluated for academic knowledge by multiple choice exams incorporating all material covered in the previous class sessions (approximately 15 hours per exam) specific to the major topic headings. These exams are modeled in content and format after the National Certification Exam. The exams serve as indicators of students' performance, strengths, weaknesses, and possible need for additional help. During the didactic phase, a student is typically confronted with two to three exams per week. The didactic courses also are enhanced with a laboratory component dedicated to case studies, critical thinking, and procedural skills. These are assessed through the performance of skills, case studies and the completion of other supplementary learning materials.

During the Clinical Phase, exams are administered at the end of each rotation. The material for the end-of-rotation exam is outlined in the learning objectives and referenced to the texts in the student's book list. The final unit grade for each supervised clinical experience is based on three (3) components – Academic Knowledge (70%), Clinical Performance (20%) and Professionalism (10%). Each component is graded independently and, therefore, for successful completion of the unit, each of the components must receive a grade of 75% or above. The unit then receives a final numerical and corresponding letter grade. The letter grade is submitted to the Registrar and included in the Wagner College transcript.

All courses (didactic, clinical, and graduate) receive a numerical grade and must be passed with a minimum grade of 75% or above. All units (comprised of one or more courses) receive a final numerical and corresponding letter grade. All units must be passed with a letter grade of C+ or above. This letter grade is then included in the Wagner College transcript. The unit grade appears as "incomplete" until all courses or components of that unit are passed.

A student is required to take all exams and pass all courses in the Didactic, Clinical and Graduate Phases with a minimum grade of 75%. (In addition, any individual exam with a grade of 65 or below requires a make-up in order to demonstrate minimal competency.)

Additionally, students each phase must successfully pass an OSCE and a comprehensive multiple choice medicine exam with a minimum grade of 80% before progressing to the subsequent year. Students in the didactic phase must pass these exams before progressing to the clinical phase and those in the clinical phase must also as well, before progressing to the graduate year.

Students in the graduate phase must also pass an OSCE as well as take two (2) comprehensive exams, each to be passed with a minimum grade of 80%.

The final unit grade for each supervised clinical experience is based on three (3) components – Academic Knowledge, Clinical Performance and Professionalism. Each component is graded independently and, therefore, for successful completion of the unit, each of the components must receive a grade of 75% or above. The unit then receives a final numerical and corresponding letter grade. The letter grade is submitted to the Registrar and included in the Wagner College transcript.

All courses of the PA Program must be passed with a minimum grade of 75%. This applies to every didactic course within a Unit and every component (Academic Knowledge, Clinical Performance, and Professionalism) within a Supervised Clinical Practice Experience (SCPE). In the event that, at the end of a didactic course a grade is less than 75%, the student must take a comprehensive final make-up exam. In the event that the 'clinical performance' grade is less than 75%, the student must remediate the clinical experience and demonstrate the achievement of minimum competencies. If additional clinical experience is required, this may involve a delay in graduation. The student is also offered remediation work that is developed by the corresponding phase coordinator. The remediation work must be submitted by the student prior to taking the comprehensive final make-up exam and receiving a passing grade for a component/course of a clinical unit. If a student scores 75% or above on the comprehensive final make-up exam, the remediation process is deemed successful and the student passes the course with a grade of 75%, and, the unit with a grade of C+.

The first didactic or clinical failure places the student on “Academic Warning” and the student is provided the opportunity to take a Make-Up Final Exam. Should the student fail the make-up exam or pass the makeup exam but fail a subsequent course, the student will be placed on “Academic Probation”. Therefore, for student on Academic Warning, any subsequent failure places that student on “Academic Probation”.

An “Academic Warning” or “Academic Probation” from one professional year or phase of the program carries over to the subsequent professional year or phase. Once a student is placed on Academic Probation, the student will remain on Academic Probation for the remainder of the professional program. For the student on Academic Probation, any other failure in that or subsequent years will necessitate a meeting of the Progress Committee. The Committee will review the student’s status to determine a course of action, which may include deceleration or dismissal. Students must recognize that deceleration will constitute extension of their time at the Wagner College PA Program.

### ***R E M E D I A T I O N & D E C E L E R A T I O N***

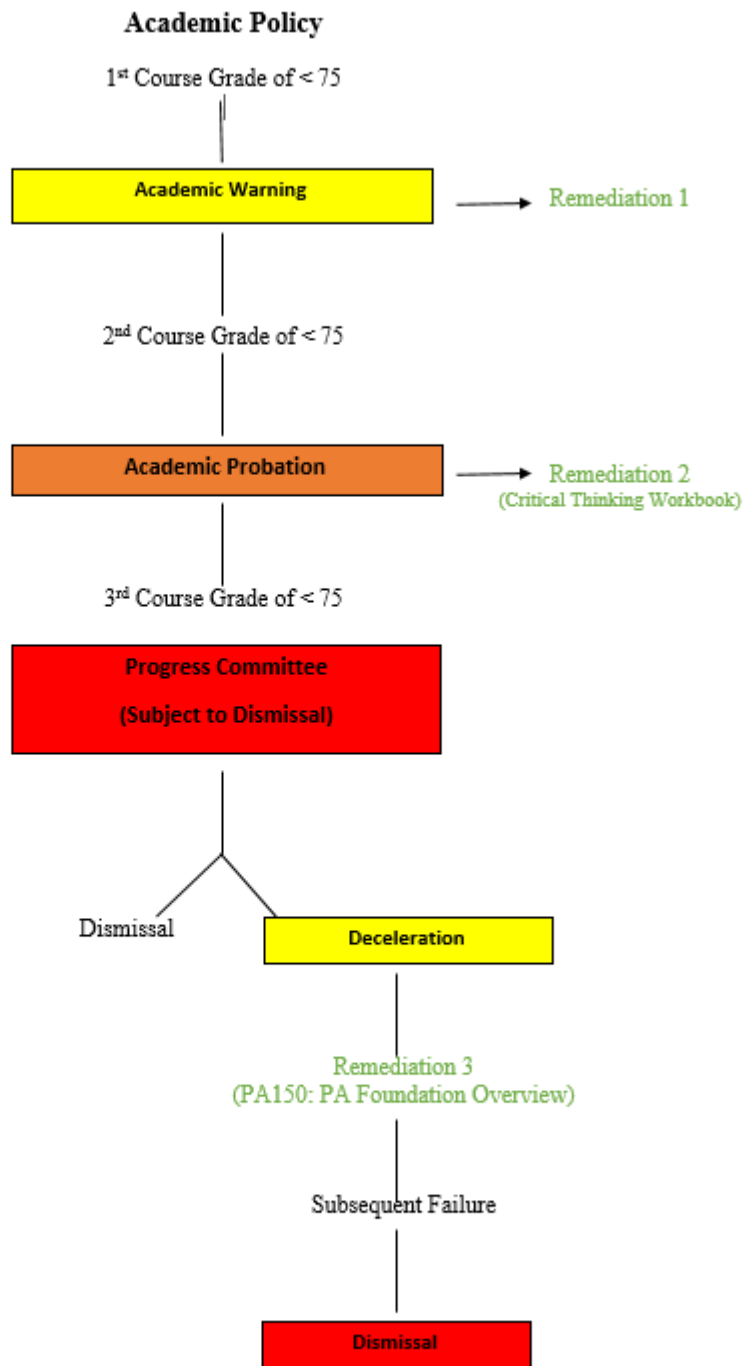
The Wagner College PA Program has a learning intervention process that is implemented in response to students’ learning needs and performance. **Remediation** refers to supplementary learning material created for the student challenged with course content and having difficulty passing a specific course. **Deceleration** is a process that allows for a slower paced progression through the sequential curriculum of the three phases of the PA Program. Remediation and deceleration are considered for the student challenged with the curriculum workload and who will benefit from spending more time focusing on reviewing course content or courses in a decelerated track.

A remediation process is designed to help the faculty and students identify area of difficulty or challenge with respect to either academic or clinical performance. The nature of the remediation process is tailored to address specific learning areas in need or deficiencies. The following factors are considered in determining how the remedial option will be implemented and the opportunity to enter into an individualized remedial program is a privilege and is not automatically granted. The remediation program is developed based on...

1. Student’s academic performance in all other courses.
2. Amount of time ascertained as necessary for the student to achieve competence
3. Schedule of student and faculty member assigned to supervise and conduct the remedial work.
4. Extenuating circumstances that may hinder or impede the remediation process.

After considering these factors and the student’s overall performance, the faculty will determine how best to provide a remediation process that will improve the student’s outcome.

The remediation coordinator is responsible for oversight of the designed remediation plan and the assignment of a remediation advisor to the student. The advisor meets with the student, completes the Remediation Forms, interviews the student, reviews submitted remediation work, and assess completion of the student’s remediation study.



*See page 66 for complete Remediation & Deceleration flow chart.*

## *A C A D E M I C   D I S H O N E S T Y*

The students of the Wagner College PA Program, as members of the Wagner College community, are held to the highest standards with regard to academic honesty and integrity. The Student Academic Honesty and Integrity Handbook assists in understanding those standards.

Violations of the College's Honesty Policy diminish the work of everyone at Wagner College, are not tolerated and may result in dismissal from the Program. Open, honest inquiry stands at the foundation of academic process, and is expected of all students, without exception.

Academic honesty is maintained when work submitted for credit represents the student's own effort.

Students violate this standard when they submit work for credit that is not original, or attempt to deceive the instructor in some other manner. Plagiarism is presenting as one's work, words or ideas of another without proper citations or credit. All work that comes from other sources must be properly acknowledged, and even if the work of others is paraphrased, it should be clearly noted. Cheating consists of taking, or providing, or attempting to take or provide external assistance during an examination. This can include communicating with another student, referring to materials not approved for use during the examination (including cell phones or computers) or copying the work of another student.

Other violations of academic honesty include discussion of examination questions outside of the classroom, falsifying clinical data, falsifying attendance records, clinical performance records or any other action designed to deceive.

When an incident of academic dishonesty is under investigation, the student will be placed on academic suspension until resolution of the case.

## *G R I E V A N C E   P R O C E D U R E*

Students wishing to lodge a complaint regarding academic policy, procedure, or decision, as it relates to any alleged action prohibited by anti-discrimination acts, should first discuss the matter on an informal basis with the Program Director within five business days. The Program Director will give the matter prompt attention and return an answer to the complainant. If the grievance is not resolved at this level, it should be presented, in writing, within five business days to the Office of the Provost.

The document should include, but not necessarily be limited to, the following:

1. Statement of the grievance and the facts upon which it is based.
2. Date of the occurrence.
3. Attempts made to solve the grievance.
4. Student signature and date.

The Provost will attempt to resolve the grievance to the satisfaction of all parties concerned. In the event an acceptable resolution is not achieved at this point, the faculty member or student should request, in a memorandum addressed to the Provost that the grievance be brought before the Equal

Opportunity Grievance Committee which will review all facts and make its recommendation to the President of the College. The decision of the President is final.

### ***H A R A S S M E N T   P O L I C Y***

It is the policy of Wagner College and the PA Program that conduct by any student, faculty, preceptor or employee which may be interpreted as harassment is prohibited. The **Equal Employment Opportunity Commission** defines harassment as unwelcome verbal or non-verbal, physical or sexual conduct that is made as a condition of academic success or employment, is used as the basis for employment/academic decisions, or has the effect of creating an intimidating, hostile, or offensive work/academic environment.

All instances of harassment (sexual or otherwise) must be brought to the immediate attention of the Program and the matter will be given prompt attention and handled in accordance with the published College policies and procedures.

### ***L E A V E   O F   A B S E N C E / W I T H D R A W A L / D I S M I S S A L***

The student who wishes to withdraw from the program or requests a leave of absence is offered appropriate counseling. After discussing with the Program Director, the reason for withdrawal and future plans or options, the student must complete the appropriate "Change of Status" form. This form, signed and dated by the student and the Program Director, is placed in the individual's record. Students dismissed from the program are also referred to the Center for Academic and Career Advisement for consideration of other major or career options.

The student is also referred to the Center for Academic and Career Advisement at Wagner College for completion of appropriate forms. For withdrawal from the College, see the Wagner College Undergraduate & Graduate Bulletin (available at [www.wagner.edu](http://www.wagner.edu)).

If a student takes a leave for medical reasons, the PA Program requires certification from a licensed health care professional attesting to a student's fitness to resume participation in their program.

## *REQUIREMENTS FOR GRADUATION*

### *COMPLETION OF PROGRAM*

To ensure that students have achieved program goals and objectives and are in compliance with program standards, the following are required for completion of the program:

- Adherence to the PA Code of Ethics
- Resolution of any issues/requirements of Academic Dishonesty, Remediation, Deceleration and/or Probation.
- Completion of all required didactic courses
- Completion of all clinical rotations with a minimum of 2,000 clinical hours and 1,000 patient encounters
- Grades of C+ or higher on all didactic, clinical and graduate courses.
- Poster Presentation of Research Proposal
- Poster Presentation of Research Results
- Thesis Defense at Annual Research Forum
- Clinical Practicums (OSCEs)
- Comprehensive Competency Exams (Grade of 80 or higher)
- Professional Portfolio
- Exit Interview

Student who complete the above are invited to participate in the PA Program White Coat Ceremony and the college commencement exercises.

### *THESIS PROJECT REQUIREMENTS*

The thesis subject must be approved by the department. Preparation of the thesis will be directed by a faculty advisor approved by the Program Director.

The thesis must demonstrate the students' ability to select, organize, and evaluate the results of professional investigation. The thesis must meet an acceptable standard for written work on the graduate level. The individual department determines the official standard for written work for all graduate papers, including the thesis. It is the responsibility of the student to follow the form prescribed by the department. The thesis manual is provided as a guide to completion of the thesis. All graduate students are encouraged to review and complete the manual before submitting papers or a thesis in graduate courses.

### *DEADLINE FOR COMPLETION*

The thesis must be completed within three years, but this period may not extend beyond the six-year general limit for the master's degree. A student who has completed all course requirements, including course number 798, but who has not completed the thesis, must reregister for course number 798 each semester in which active work is taking place and for which guidance is being received. Students working independently, or who withdraw for one or more semesters, must register for course number 800, Maintenance-of-Matriculation, each semester until active work under an advisor is resumed. At that time, the student must again register for course number 798. Those who fail to register for Maintenance-of-Matriculation (course number 800) in the intervening semesters will be assessed the appropriate fee due upon resumption of course number 798.

The candidate's thesis will be examined by a panel of three faculty approved by the Program Director.

### ***D E G R E E S   A W A R D E D***

Upon completion of the Program and the above requirements, the student will be awarded:

- *Bachelor of Science*
- *Master of Science in Advanced PA Studies*
- *PA Certificate of Completion*

The student will then be eligible for:

- *State Licensure*
- *NCCPA Boards*

## **C U R R I C U L U M   C O M P O N E N T S   + A C A D E M I C   C R E D I T**



## D I D A C T I C   P H A S E : ( Y E A R   1 )

### Summer

#### Medical Sciences

<i>PA411E: Medical Sciences I</i>	0.0 U	0.0 cr.
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### Fall

#### 5.0 units – (20 credits)

#### Medical Sciences

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<i>PA411: Medical Science I</i>	1.0 U	4.0 cr.
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<i>PA412: Medical Science II</i>	1.0 U	4.0 cr.
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#### Clinical Sciences

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<i>PA416: Clinical Preparatory Science I</i>	1.0 U	4.0 cr.
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<i>PA417: Primary Care and Pharmacotherapeutics I</i>	1.0 U	4.0 cr.
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#### PA Role

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<i>PA418: PA Professional Practice:</i>	1.0 U	4.0 cr.
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Human Behavior, Cultural Sensitivity &  
Medical Ethics

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### Spring

#### 4.0 units – (16 credits)

This is the third semester of the didactic phase of the curriculum and builds upon the content of the summer and fall courses. The emphasis is on Clinical Didactic Instruction and the further development of Professionalism & Ethics.

#### Clinical Sciences

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<i>PA421: Emergency &amp; Surgical Medicine</i>	1.0 U	4.0 cr
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<i>PA422: General Medicine</i>	1.0 U	4.0 cr.
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<i>PA423: Maternal &amp; Child Health</i>	1.0 U	4.0 cr.
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<i>PA424: Primary Care &amp; Pharmacotherapeutics II</i>	1.0 U	4.0 cr.
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## D I D A C T I C   P H A S E :

## S U M M E R   S E S S I O N

### Summer

<u>Unit</u>	<u>Unit Value</u>	<u>Courses</u>	<u>Seminar/Lecture</u>	<u>Skills/Lab</u>
PA411E				
Medical Science I	1.0U	<u>Clinical Anatomy</u>	45 hrs.	30 hrs.
		<u>Diagnostic Anatomy</u>	15 hrs.	15 hrs.
		<u>Medical Physiology</u>	30 hrs.	15 hrs.
		TOTAL		

### **\*Note:**

Clinical Anatomy includes lectures, gross anatomy lab and practicum.

Diagnostic anatomy includes lectures and case based study lab.

## D I D A C T I C   P H A S E : F A L L   S E S S I O N

## Fall

5.0 units – 20 credits

<u>Unit</u>	<u>Unit Value</u>	<u>Courses</u>	<u>Seminar/Lecture</u>	<u>PBL/Lab</u>
PA411 Medical Science I	1.0	(see summer)		
PA412 Medical Science II	1.0	Pathophysiology I & Human Genetics Pathophysiology II & Infectious Disease Health Promotion	30 hrs. 30 hrs. 30 hrs.	15 hrs. 15 hrs. 15 hrs.
PA416 Clinical Preparatory Science I	1.0	Patient Assessment  Radiology & EKG Interpretation	60 hrs.  30 hrs.	30 hrs.  15 hrs.
PA417 Primary Care & Pharmaco- therapeutics I	1.0	Primary Care I Pharmacotherapeutics I	45 hrs. 45 hrs.	15 hrs. 15 hrs.
PA418 PA Professional Practice: <i>Human Behavior, Cultural Sensitivity &amp; Medical Ethics</i>	1.0	Human Behavior & Cultural Sensitivity <u>Intro to Clinical Medicine</u> <i>Clinical &amp; Interview Skills</i>  <u>PA Professionalism</u> <i>PA History &amp; Policies Medical Ethics</i>	30 hrs.  30 hrs.  30 hrs.	15 hrs.  30 hrs.  15 hrs.
<b>TOTAL</b>			<b>360 hrs.</b>	<b>(180 hrs)</b>

## DIDACTIC PHASE : SPRING SESSION

## Spring

4.0 units – 16 credits

<u>Unit</u>	<u>Unit Value</u>	<u>Courses</u>	<u>Lecture</u>	<u>PBL/Lab</u>
<b>PA421</b> <b>Emergency &amp; Surgical Medicine</b>	<b>1.0</b>	<b>Emergency Medicine Surgery</b> <i>General &amp; Subspecialties</i>	<i>45 hrs.</i> <i>45 hrs.</i>	<i>15 hrs.</i> <i>30 hrs.</i>
<b>PA422</b> <b>General Medicine</b>	<b>1.0</b>	<i>Internal Medicine I &amp; Problem Based Medicine</i> <i>Internal Medicine II &amp; Problem Based SIM Learning</i>	<i>45 hrs.</i> <i>45 hrs.</i>	<i>30 hrs.</i> <i>15 hrs.</i>
<b>PA423</b> <b>Maternal &amp; Child Health</b>	<b>1.0</b>	<b>Pediatrics</b> <b>Women's Health</b> <b>Interpretation of Lab Data</b>	<i>30 hrs.</i> <i>30 hrs.</i> <i>30 hrs.</i>	<i>30 hrs.</i> <i>15 hrs.</i> <i>15 hrs.</i>
<b>PA424</b> <b>Primary Care &amp; Pharmacotherapeutics II</b>	<b>1.0</b>	<b>Pharmacotherapeutics II</b> <b>Primary Care I</b>	<i>45hrs.</i> <i>45 hrs.</i>	<i>15 hrs.</i> <i>15 hrs.</i>
<b>TOTAL</b>			<b>360 hrs</b>	<b>(180 hrs)</b>

## CLINICAL PHASE

CURRICULUM COMPONENTS + ACADEMIC CREDIT

**Summer, Fall & Spring Semesters 9.0 units (36 credits)**

<b>REQUIRED</b>	<b>UNIT (Credits)</b>
PA 436 Clinical Practice in Pediatrics, General Practice	1U (4 cr)
PA 441 Clinical Practice in Women's Health	1U (4 cr)
PA 442 Clinical Practice in Psychiatry/Behavioral Medicine	1U (4 cr)
PA 452 Clinical Practice in Primary Care & Family Medicine	1U (4 cr)
PA 454 Clinical Practice in Surgery, General Practice	1U (4 cr)
PA 504 Medical Literature Review & Analysis	1U (4 cr)
PA 514 Advanced Health Assessment	1U (4 cr)

<b>ELECTIVES</b>	<b>UNIT</b>
PA 462 Clinical Practice in Primary Care & Community Health	1U (4 cr)
PA 463 Clinical Practice in Primary Care & Adolescent Medicine	1U (4 cr)
PA 501 Art & Practice of Health Education	1U (4 cr)
PA 503 Leadership Development & Professionalism	1U (4 cr)
PA 593 Independent Study	1U (4 cr)

**SUPERVISED CLINICAL EXPERIENCES**

<b>CLINICAL PHASE</b>	<b>GRADUATE PHASE</b>
Primary Care & Community Health	
Primary Care & Adolescent Medicine	Clerkship
Primary Care & Family Medicine	Emergency Medicine, Main ED

Pediatrics, General Practice	Emergency Medicine, Urgent Care
Psychiatry/Behavioral Medicine	Medicine, Advanced
Surgery, General Practice	Medicine & Long Term Care
Women's Health	Surgery, Advanced Practice

## **CLERKSHIP EXPERIENCES**

Adolescent Medicine	Intensive Care Unit, Cardiac
Burn Unit	Intensive Care Unit, Medical
Cardiology	Intensive Care Unit, Surgical
Community Health	Neurology
Dermatology	Pain Management
Electrophysiology	Pediatrics, General
Emergency Medicine, Adults	Pediatrics, Neonatology
Emergency Medicine, Pediatrics	Pediatrics, Urgent Care
Emergency Medicine, Urgent Care	Psychiatry
Family Practice	Surgery, Cardiothoracic
Forensic Medicine	Surgery, HEENT
Gastroenterology	Surgery, Neurosurgery
Geriatrics & Long Term Care	Surgery, Orthopedics
Health Education	Surgery, Plastic Surgery
Hematology/Oncology, Adult	Surgery, Trauma
Hematology/Oncology, Pediatrics	Surgery, Urology
Infectious Disease	Women's Health

If a student is interested in arranging a clinical experience in a field not listed above, the student should meet with the Program Director and Graduate Coordinator. Appropriate paperwork will need to be submitted in order to review the site and preceptor, and to set up an affiliation agreement with the desired facility. The preceptor and site will be evaluated for appropriateness for meeting learning objectives. This process does take time so please submit paper work with ample time.

## **GRADUATE PHASE**

### **CURRICULUM COMPONENTS + ACADEMIC CREDIT**

**Summer/Fall/Spring Semesters**  
**36 credits**

### **Supervised Clinical Practice**

<b>REQUIRED</b>	<b>CREDITS</b>
PA 532 Clinical Practice in Advanced Medicine	3
PA 535 Clinical Practice in Emergency Medicine, Urgent Care	3
PA 536 Clinical Practice in Emergency Medicine, Main ED	3
PA 544 Clinical Practice in Surgery, Advanced Practice	3
PA 613 Critical Thinking in Medicine I	3
PA 614 Critical Thinking in Medicine II	3

<b>ELECTIVES (Select 4 courses)</b>	<b>CREDITS</b>
PA 502 The Challenges of Medical Ethics	3
PA 503 Leadership Development & Professionalism	3
PA 534 Clinical Practice in Medicine & Long Term Care	3
PA 631 Clerkship I – Developing Community Health	3
PA 644 Clerkship II – Advanced Procedures and Skills	3
PA 693 Independent Study	3

<b>CAPSTONE COURSES</b>	<b>CREDITS</b>
PA 791 Research Design	3
PA 798 Thesis	3

## **COURSE DESCRIPTIONS**

### **PA COURSES**

### **IN THE THREE-YEAR BS/MS PA PROGRAM**

**PA 150 PA Foundation Overview. *One unit***

This course is intended for those PA students struggling with the current curriculum that wish to maintain their matriculation in the PA program. It will provide remediation work to help them with curriculum challenges.

**PA 411E Medical Sciences I. *Zero units.***

The purpose of this unit is to integrate the principles of clinical anatomy and medical physiology into the study of medicine. Instruction is provided regarding human anatomical structures and their intercommunication and relevance to the various systems. Physiologic principles, concepts, and formulas are related to the changes of disease processes. The course outlines are reflective of the systems of the human body, and the content serves as the foundation for an understanding of the effects of disease and disease prevention.

**PA 411 Medical Sciences I. *One unit or four credits.***

This unit is identical to that described for 411E but counts as one undergraduate unit towards the BS/MS degrees.

**PA 412 Medical Sciences II. *One unit or four credits.***

This unit provides an in-depth understanding of disease states through the integration of principles of pathophysiology and human genetics. These principles are presented with an emphasis on developing an understanding of disease processes. Case studies are incorporated to emphasize the clinical relevance of the medical sciences. Pathologic findings are emphasized for their clinical relevance. Discussions focus on characteristic or pathognomonic findings as well as findings that direct work-up, therapy, or follow-up.

**PA 416 Clinical Prep Science I. *One unit or four credits.***

The purpose of this unit is to promote the skills of clinical assessment and diagnosis. The knowledge gained in the medical sciences is utilized to promote the assessment of clinical scenarios. The student develops interview skills, examination techniques, and integrates knowledge of various disciplines to construct differential diagnoses. The student learns appropriate clinical work-up; learning when to order tests, to interpret radiologic and other test results and to correlate findings to clinical management.



**PA 417 Primary Care and Pharmacotherapeutics I. *One unit or four credits.***

The purpose of this unit is to serve as an introduction to clinical medicine, focusing on the commonly encountered problems in primary care and family medicine. The student reviews disease processes from a clinical perspective and learns to approach the evaluation of the patient in a comprehensive manner. Through lectures and discussions, the student formulates a knowledge base of signs and symptoms, etiologies, and management options. Drug therapies are reviewed by classes and in relation to their applicability to systems. Information is provided regarding indications, mechanisms of action, contraindications, and adverse effects. The knowledge gained is enhanced through case studies and is integrated into the practice of primary care medicine.

**PA 418 PA Professional Practice. *One unit or four credits.***

The purpose of this unit is to integrate the principles of professionalism, human behavior, cultural diversity, and ethics into the clinical practice of the physician assistant. The general overview of the role of the PA and the introduction to the history of the profession lead to discussions into issues such as new healthcare initiatives, documentation, quality improvement, billing and coding. The student also learns to integrate the concepts of health promotion and preventive measures mindful of cultural diversity into professional practice.

**PA 421 Emergency and Surgical Medicine. *One unit or four credits.***

The purpose of this unit is to provide students with instruction regarding recognition and management of the surgical patient, and rapid and efficient management of the trauma or emergent patient. Review of surgical cases includes the breakdown of disease states by presentation, history, physical examination, work-up, intervention, surgical, and pre/post-surgical management. Students learn to design personal methods of rapid assessment and management for the critical patient in the emergency department and surgical setting. *Pre-reqs. PA411, PA412, PA416, PA417.*

**PA 422 General Medicine. *One unit or four credits.***

The purpose of this unit is to provide the PA with a broad-based fund of knowledge of general medicine. The unit encompasses an overview of internal medicine and its various subtopics with the course outlines reflective of a systems approach. Its intent is to enable the student to

transition from the acquisition of didactic scientific knowledge to its incorporation into the clinical setting. *Pre-reqs. PA411, PA412, PA416, PA417.*

**PA 423 Maternal and Child Health. *One unit or four credits.***

This unit familiarizes the student with conditions specific to maternal and child medicine. Lectures and case studies are provided on the diagnostic, therapeutic, and counseling techniques aimed at managing the sensitive issues in both the obstetrical and gynecological patients and familiarizing students with conditions specific to pediatric patients. Students recognize the need to counsel both parent and child, and to integrate special techniques, including monitoring confidentiality and anticipatory guidance. *Pre-reqs. PA411, PA412, PA416, PA417.*

**PA 424 Primary Care and Pharmacotherapeutics II. *One unit or four credits.***

The purpose of this unit is to focus on the commonly encountered problems in primary care medicine and family medicine. The PA student reviews disease processes from a clinical perspective, learns to approach the evaluation of the patient in a comprehensive manner. Through lectures and discussions the student formulates a knowledge base of signs and symptoms, etiologies and management options. Drug therapies are reviewed by classes and in relation to their applicability to major systems, with information provided regarding indications, mechanisms of actions, contraindications, and adverse events. *Pre-reqs. PA411, PA412, PA416, PA417.*

**PA 451 Clinical Practice in Internal Medicine. *One unit or four credits.***

This course is a supervised clinical experience dedicated to internal medicine. Clinical interactions take place in inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in internal medicine. *Pre-reqs. PA418, PA422*

**PA 452 Clinical Practice in Primary Care & Family Medicine. *One unit or four credits.***

This course is a supervised clinical experience dedicated to Primary Care and Family Medicine. Clinical interactions take place in the outpatient ambulatory setting. The supervised, clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance

services. This clinical experience is dedicated to clinical practice in primary care and family medicine. *Pre-reqs. PA418, PA424*

**PA 454 Clinical Practice in Surgery, General Practice. *One unit or four credits.***

This course is a supervised clinical experience dedicated to General Surgery. Clinical interactions take place in the inpatient hospital setting. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in the surgical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in surgery in a general surgery practice environment. *Pre-reqs. PA418, PA421*

**PA 436 Clinical Practice in Pediatrics, General Practice. *One unit or four credits.***

This course is a supervised clinical experience dedicated to the general practice of pediatrics. Clinical interactions take place in the outpatient ambulatory and inpatient settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in pediatrics in a general pediatric practice environment. *Pre-reqs. PA418, PA423*

**PA 441 Clinical Practice in Women's Health. *One unit or four credits.***

This course is a supervised clinical experience dedicated to Women's Health. Clinical interactions take place in the outpatient and inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in women's health; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of women's health. *Pre-reqs. PA418, PA423*

**PA 442 Clinical Practice in Psychiatry/Behavioral Medicine. *One unit or four credits***

This course is a supervised clinical experience dedicated to Psychiatry/Behavioral Health. Clinical interactions take place in the outpatient and inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health

maintenance services. The clinical experience is dedicated to clinical practice in the field of psychiatry and behavioral medicine. *Pre-reqs. PA418, PA424*

**PA 462 Clinical Practice in Primary Care and Community Health. *One unit or four credits***

This course is a supervised clinical experience dedicated to Primary Care & Community Health. Clinical interactions take place in the community health related settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of primary care, in a community health setting. Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events. Course also includes SIM learning experiences. *Pre-reqs. PA418, PA424*

**PA 463 Clinical Practice in Primary Care and Adolescent Medicine. *One unit or four credits***

This course is a supervised clinical experience dedicated to Primary Care and Adolescent Medicine. Clinical interactions take place in the outpatient ambulatory and community health settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in primary care and adolescent medicine; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of primary care with emphasis on adolescent medicine. Course also includes SIM learning experiences. *Pre-reqs. PA418, PA424*

**PA 501 The Art and Practice of Health Education. *One unit or three graduate credits***

This course introduces the healthcare practitioner to the philosophies of health education. It identifies the key elements needed to construct an effective healthcare curriculum and provides the foundation for developing teaching approaches and evaluative tools. Each student is guided through the design of a community health educational programs for practitioners or patients reflective of that student's interest. Clinical relevance is optimized through experiential learning during the development of and participation in patient education events. *Pre-req. PA418*

**PA 502 The Challenges of Medical Ethics. *One unit or three graduate credits***

This course provides a forum for the exploration of ethical dilemmas encountered in medical practice. Historical medical case scenarios and current ethical guidelines are reviewed. The opportunity is provided to address ethical dilemmas in relation to cultural beliefs, socioeconomic factors and medical legal issues. *Pre-req. PA418*

**PA 503 Leadership Development and Professionalism. *One unit or three graduate credits***

This course explores the opportunities for leadership in the healthcare delivery system. The course reviews legal foundations for scopes of practice, legislative agendas, professional practice opportunities, performance improvement principles, and the administrative systems providing the framework for the modern healthcare delivery system. The most current issues in health care, such as patient safety, form a foundation for analyzing the successes and failures of the healthcare delivery model. An interactive approach to exploring the material is supplemented by guest lecturers from the field and include peer-reviewed journal research. *Pre-req. PA418*

**PA 504 Medical Literature Review and Analysis. *One unit or three graduate credits***

This course provides the skills for effective review and analysis of the expanse of medical literature. Students presented with various research problems are taught to analyze applicability, appropriately select corresponding literature, and develop a systematic critique of the findings. Statistical methods are introduced and the ability to analyze data and draw inferences is developed. The selection of the medical literature for review and analysis is reflective of each student's area of interest for future research. Experiential learning is emphasized through the designing of a research study and culminates with a presentation of the proposal and research at the medical literature symposium event. *Pre-req. PA418*

**PA 593 Independent Study. *One unit or four credits***

Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by departmental faculty.

**PA 514E Advanced Health Assessment. *Zero units***

The purpose of this course is to develop and enhance clinical judgment and assessment skills for patient populations across the life span. The intent is for the student to improve his/her decision-

making ability and develop appropriate management protocols. Problem solving sessions are utilized for the assessment of case scenarios. Diagnoses are discussed within the framework of preventive medicine, epidemiology, and subsequent improvements in the delivery of clinical medicine. Clinical relevance is enhanced during the development of and participation in community outreach events. Course includes SIM learning experiences.

**PA 514 Advanced Health Assessment. *One unit or three graduate credits***

This course is identical to that described for PA514E but counts as one unit or three graduate credits towards the BS/MS degree.

**PA 532 Clinical Practice in Advanced Medicine. *Three graduate credits***

This course is a supervised clinical experience dedicated to advanced practice of Internal Medicine. Clinical interactions take place in the inpatient hospital setting on the internal medicine floor and the intensive care units. The supervised clinical practice experiences are an intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in the area of internal medicine.

**PA 534 Clinical Practice in Medicine and Long Term Care. *Three graduate credits***

This course is a supervised clinical experience dedicated to Internal Medicine and Long Term Care. Clinical interactions take place in medical/long-term care facilities. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in medicine and long-term care with emphasis on the teamwork of the interdisciplinary health care team. Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events.

**PA 535 Clinical Practice in Emergency Medicine, Urgent Care. *Three graduate credits.***

This course is a supervised clinical experience dedicated to emergency medicine, urgent care. Clinical interactions take place in the emergency room setting. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in emergency medicine settings; emphasizing the provision of diagnostic, therapeutic, preventive, and health

maintenance services. This supervised clinical practice experience is dedicated to clinical practice in the field of emergency medicine, focusing on the urgent care of non life-threatening conditions.

**PA 536 Clinical Practice in Emergency Medicine, Main Emergency Department. *Three graduate credits.***

This course is a supervised clinical experience dedicated to emergency medicine-main emergency department. Clinical interactions take place in the emergency department of a hospital. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences involving emergency clinical scenarios emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This supervised clinical experience is dedicated to clinical practice in the field of emergency medicine, and the care of acute and life threatening conditions.

**PA 540 Clinical Practice in Pediatrics, Advanced Practice. *Three graduate credits.***

This course is a supervised clinical experience dedicated to the advanced practice of pediatrics. Clinical interactions take place in the inpatient hospital setting on the pediatric floor, pediatric intensive care unit (PICU), neonatal intensive care unit (NICU) or the children's emergency center (CEC). The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in pediatric areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in pediatrics in an advanced practice environment.

**PA 542 Simulated Interactive Medicine. *Three graduate credits.***

This course is dedicated to clinical learning in a simulated interactive medical setting. Clinical interactions take place in a simulation lab setting at the program site. This experience is dedicated to simulated practice in non-emergency and emergent medical cases. During this experience students work on cases from inpatient and outpatient clinical settings with patients across the life span presenting with a variety of medical conditions. The focus is on critical thinking, the development of appropriate differential diagnoses and the implementation of medical treatments.

**PA 544 Clinical Practice in Surgery, Advanced Practice. *Three graduate credits.***

This course is a supervised clinical experience dedicated to the advanced practice of surgery. Clinical interactions take place in surgical settings in the operating room (OR), surgical floor, surgical subspecialties and/or surgical intensive care unit (SICU). The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in the surgical subspecialties, emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in the surgical subspecialties and advanced surgical practice.

**PA 613E Critical Thinking in Medicine I. *Zero graduate credits.***

The purpose of this course is to review and expand upon knowledge of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms and flow charts, and the review of evidence based medicine. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities.

**PA 613 Critical Thinking in Medicine I. *Three graduate credits.***

This course is identical to that described for PA613E but counts for three graduate credits towards the MS degree.

**PA 614 Critical Thinking in Medicine II. *Three graduate credits.***

The purpose of this course is to review and expand upon the knowledge of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms and flow charts and the review of evidence-based medicine. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities. This course serves as a summative overview of clinical knowledge in preparation for advanced clinical practice.

**PA 631 Clerkship I: Developing Community Health. *Three graduate credits***

The focus of this clerkship is to precept students in their transition toward becoming professional health care providers. Each student identifies a component or area of health care interest that impacts the community and affords exposure to specific clinical experiences determined during



the pre-clerkship advisement sessions. Through clinical involvement, the student learns to discern specific health needs and is guided through the development of a medically related health project and the acquisition of the medical knowledge reflective of the assessment needs. Relevance is enhanced during the development of and participation in health related civic engagement and community outreach events.

**PA 644 Clerkship II: Advanced Procedures and Skills. *Three graduate credits***

The focus of this clerkship is to precept students through the acquisition of advanced skills for clinical practice in primary care or a specialty area of interest. The student is provided with an opportunity for an in-depth analysis of clinical practice in his/her specific area of interest. Skill development focuses on the areas identified during the pre-clerkship advisement session. The student learns through the development of a clinical project reflective of the unique characteristics of the clerkship.

**PA 652 Health Care Management Theory & Evaluation. *Three graduate credits***

This course introduces the student to principles of leadership and management theories in relation to health care practice. Evaluation of theories is based on clinical case studies, discussions of readings and review of medical literature. Experiential learning is emphasized through development of interview skills, assessment of scenarios in healthcare settings, and incorporation of leadership skills and professional behaviors.

**PA 691 Special Topics in Health Care. *Three graduate credits***

Weekly lectures. Discussion and analysis of problems in health care which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests.

**PA 693 Independent Study. *Three credits***

Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by departmental faculty.

**PA 791 Research Design. *Three graduate credits***

The purpose of this course is to establish the groundwork for a research thesis. The student is provided the opportunity to construct a research project beginning with the framing of the research problem and hypothesis, and progressing to design selection and data analysis. The

course offers students the knowledge and skills needed for instrument design and development. Seminar sessions are dedicated to the scoring and interpretation of data from the individual measurement tools. All proposals require approval by either a hospital Internal Review Board (IRB) or college Human Experimental Review Board (HERB) prior to implementation.

### **PA 798 Thesis. *Three graduate credits***

The focus of this course is the implementation of the research design proposed in PA791. The parameters of the scientific process are utilized to investigate health-related research problems. Each student is guided through a research project. Seminar and individual conferences are dedicated to the analysis and interpretation of data. The thesis is developed and the thesis defense occurs at the Annual Research Forum.

## **REQUIRED MEDICAL TEXTBOOKS**

### **Professional Year I: Summer Semester**

The list of textbooks required for the summer semester of the Didactic Phase of the PA Program is provided below. There may be additional study guides or reference materials suggested by instructors. (These books are provided to the students by the PA Program as hard copies or on Access Medicine.)

1. ***A Short Course in Medical Terminology.*** Nath, Lindsley. 4<sup>th</sup> edition. Lippincott, Williams & Wilkins, 2018. ISBN: 978-1496351470
2. ***Bates Guide to Physical Examination and History.*** Bickley. 12<sup>th</sup> edition. Lippincott, Williams & Wilkins, 2012. ISBN: 978-1469893419
3. ***Clinically Oriented Anatomy.*** Moore, Dalley, Agur. 8<sup>th</sup> edition. Lippincott, Williams and Wilkins, 2017. ISBN: 978-1496347213
4. ***Physiology.*** Costanzo, 6<sup>th</sup> edition, Saunders Elsevier, 2017. ISBN: 978-0323478816
5. ***Problem-Based Physiology.*** Carroll. 1<sup>st</sup> edition. Saunders, 2009. ISBN: 978-1416042174

6. ***Clinical Anatomy: A Case Study Approach.*** Hankin, Morse, Bennett-Clarke. 1<sup>st</sup> edition.  
McGraw-Hill Education, 2013. ISBN: 978-0071628426

## **REQUIRED MEDICAL TEXTBOOKS**

### **Professional Year I – Fall Semester**

The list of textbooks required for the fall semester of the Didactic Phase of the PA Program is provided below. There may be additional study guides or reference texts that may be suggested by instructors. (These books are provided to the students by the PA Program as hard copies or on Access Medicine.)

1. ***Basic Radiology.*** Chen, Pope. 2<sup>nd</sup> edition. McGraw-Hill Education, 2010. ISBN: 978-0071627085\*
2. ***Bates Guide to Physical Examination and History.*** Bickley. 12<sup>th</sup> edition. Lippincott, Williams & Wilkins, 2012. ISBN: 978-1469893419
3. ***Behavioral Medicine: A Guide for Clinical Practice.*** Feldman, Christensen. 4<sup>th</sup> edition. McGraw-Hill Education, 2014. ISBN: 978-0071767705\*
4. ***Current Diagnosis & Treatment: Psychiatry.*** Ebert, Leckman, Petrakis. 3<sup>rd</sup> edition. McGraw-Hill Education, 2018. ISBN: 978-0071754422 \*

5. ***Current Medical Diagnosis & Treatment 2019***. Papadakis, McPhee. 58<sup>th</sup> edition.  
McGraw-Hill Education, 2018. ISBN: 978-1260117431\*
6. ***Current Practice Guidelines in Primary Care***. David, Esherick, Slater. 17<sup>th</sup> edition.  
McGraw-Hill Education, 2019. ISBN: 978-1260440577\*
7. ***Essentials of Obstetrics & Gynecology***. Hacker, Gambone, Hobel. 6<sup>th</sup> edition, Elsevier,  
2015. ISBN: 978-1455775584
8. ***Ethics & Professionalism Guide for the PA***. Cassidy, Blessing. 1<sup>st</sup> edition. F.A Davis  
Company, 2007. ISBN: 978-0803613386
9. ***Medical Genetics at a Glance***. Pritchard, 3<sup>rd</sup> edition. Wiley-Blackwell, 2013. ISBN: 978-  
0470656549
10. ***Pharmacology***. Brenner, Stevens. 5<sup>th</sup> edition. Elsevier, 2017. ISBN: 978-0323391665
11. ***Physiology***. Costanzo. 6<sup>th</sup> edition. Saunders Elsevier, 2017. ISBN: 978-0323478816
12. ***Rapid Interpretation of EKG***. Dubin. 6<sup>th</sup> edition. Cover Publishing Company, 2000.  
ISBN: 978-0912912066
13. ***Wagner College PA Program Electrocardiogram Workbook***. Epstein
14. ***Wagner College PA Program Procedure Manual***. Marchese
15. ***100 Case Studies in Pathophysiology***. Bruyere, Jr. 1<sup>st</sup> edition. Lippincott, Williams and  
Wilkins, 2010. ISBN: 978-0781761451

\*These books are available on line at **AccessMedicine** <http://accessmedicine.mhmedical.com>  
**For off-campus access: Username= wagnerc Password= medicine**

AccessMedicine from McGraw Hill Medical provides a comprehensive set of online medical resources. Includes access to over 85 leading medical textbooks, including *Harrison's Online*, *CURRENT Medical Diagnosis and Treatment*, and *Principles of Critical Care*. AccessMedicine also provides an extensive audio/video library including instructional videos on examination procedures, patient safety, etc.

## **REQUIRED MEDICAL TEXTBOOKS**

### **Professional Year I –Spring Semester**

The list of textbooks required for the spring semester of the Didactic Phase of the PA Program is provided below. There may be additional study guides or reference materials suggested by instructors. (These books are provided to the students by the PA Program as hard copies or on Access Medicine.)

1. ***Current Diagnosis and Treatment: Surgery***. Doherty. 14<sup>th</sup> edition. McGraw-Hill Education, 2015. ISBN: 978-0071792110\*
2. ***Current Diagnosis and Treatment: Pediatrics***. Hay Jr., Levin, Deterding, Abzug. 24<sup>th</sup> edition. McGraw-Hill Education, 2018. ISBN: 978-1259862908\*
3. ***Current Medical Diagnosis & Treatment 2019***. Papadakis, McPhee. 58<sup>th</sup> edition. McGraw-Hill Education, 2019. ISBN: 978-1260117431\*
4. ***Tintinalli's Emergency Medicine: A Comprehensive Study Guide***. Tintanelli. 8<sup>th</sup> edition. McGraw-Hill Education, 2015. ISBN: 978-0071794763\*
5. ***Laboratory Medicine: The Diagnosis of Disease in the Clinical Laboratory***. Laposata. 3<sup>rd</sup> edition. McGraw-Hill Education, 2018. ISBN: 978-1260116793\*
6. ***Rapid Interpretation of EKG***. Dubin. 6<sup>th</sup> edition, Cover Publishing Company, 2000.

ISBN: 978-0781761451

\*These books are available on line at **AccessMedicine** <http://accessmedicine.mhmedical.com>

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## **REQUIRED MEDICAL TEXTBOOKS**

### **Professional Year II** **(Recommended)**

1. ***Maxwell Quick Medical Reference***. Maxwell. 6<sup>th</sup> edition. Maxwell Pub Co, 2011. ISBN: 978-0964519145
2. ***The Washington Manual of Medical Therapeutics***. Crees, Fritz, Huedebert, Noe, Rengarajan, Wang. 36<sup>th</sup> edition. Lippincott, Williams and Wilkins, 2013. ISBN: 978-1975113483
3. ***The Harriet Lane Handbook: Mobile Medicine Series***. Hughes, Kahl. 21<sup>st</sup> edition. Elsevier, 2017. ISBN: 987-0323399555

### **Professional Year III** **(Recommended)**

1. ***Understanding Clinical Research***. Lopes, Harrington. 1<sup>st</sup> edition. McGaw-Hill Education, 2013. ISBN: 978-0071746786\*

2. *A Comprehensive Review for the Certification and Recertification Examination for Physician Assistants*. Babcock O'Connell, Cogan-Drew. 6<sup>th</sup> edition. Lippincott, Williams and Wilkins, 2017. ISBN: 978-1496368782
3. *Research Manual*, Nora Lowy, PhD, MPA, PA-C, Wagner College

\*These books are available on line at AccessMedicine <http://accessmedicine.mhmedical.com>  
For off-campus access: Username= wagnerc Password= medicine

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## MEDICAL EQUIPMENT

**The list of medical equipment required for the Didactic, Clinical and Graduate Phases of the Program is provided below. (This equipment is provided to PA students by the Program)**

1. Stethoscope with bell & diaphragm
2. Sphygmomanometer (blood pressure cuff)
3. Portable otoscope/ophthalmoscope (diagnostic Set)
4. Neurological hammer
5. Tuning fork (C-128)
6. Tape measure

## 7. Penlight



### *GRADUATION PROCEDURES*

The PA Student that has satisfactorily met all academic, clinical and professional requirements of the Wagner College PA Program and has demonstrated adherence to the PA Code of Ethics is eligible for the appropriate credentials from Wagner College. All courses in the didactic, clinical and graduate phases must be passed with a minimum grade of 75 and minimum unit grade of C+.

All PA Students wishing to receive their degrees from the College must submit to the Registrar (in September of the academic year in which that student is completing the PA) an application of candidacy for the degree.

A student who has satisfactorily completed all academic requirements and has been recommended by the faculty will be awarded the Master of Science in Advanced PA Studies provided she/he has:

1. Satisfactorily passed (with a grade of 75 or higher) all courses in the PA Program.
2. Completed a minimum of 128 credits or 36 units, meeting the requirements of the major and the liberal arts core of study towards the Bachelor of Science degree.
3. Maintained a minimum graduate GPA of 3.0.
4. Completed a minimum of an additional 36 graduate credits meeting all requirements for the Master of Science degree.



5. Satisfactorily passed the Graduate Competency Exams (with a grade of 80 or higher), OSCE's (with a grade of 75 or higher), Family Practice PAEA (with a grade of 75 or higher, and completion of thesis project.

*Students must fulfill all financial and other obligations to the Program before the diploma is received.*

At the completion of all of the requirements for the PA Program, the **Wagner College** PA students will participate in an additional ceremony, the White Coat Ceremony, dedicated to the PA students, at which time they will receive the PA Certificate of Completion from the **Wagner College PA Program**. Students that have fulfilled all requirements and graduate from the **Wagner College PA Program** are eligible to sit for the PANCE (Physician Assistant National Certifying Exam), given by the NCCPA (National Commission of Certification of Physician Assistant), and to apply for state licensures.

# Wagner College PA Program

## DECLARATION OF UNDERSTANDING

I have read and understand the document entitled “Wagner College PA Program Student Handbook”, containing the mission statement, PA Code of Ethics, programs goals and objectives, and the policies and procedures for the PA Student enrolled in the three years of the **Wagner College PA Program**. I further understand that all of these policies will be applied to all phases of student education and evaluation. I agree to uphold all of the policies stated herein for as long as I am enrolled as a PA Student in the **Wagner College PA Program**.

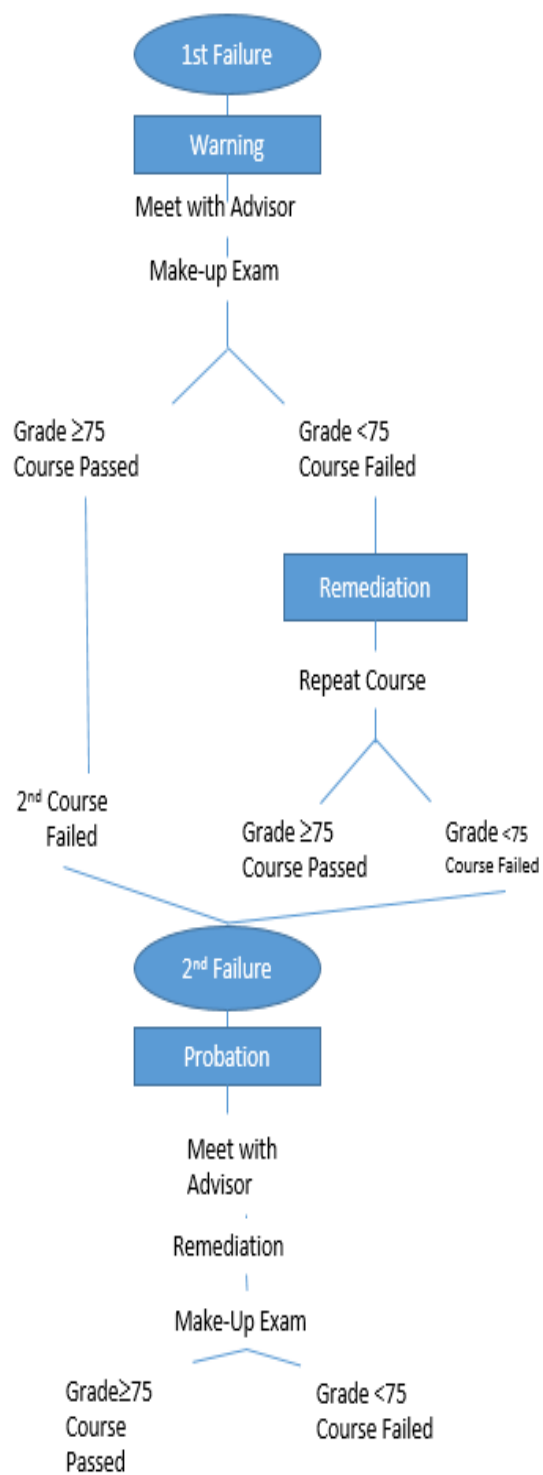
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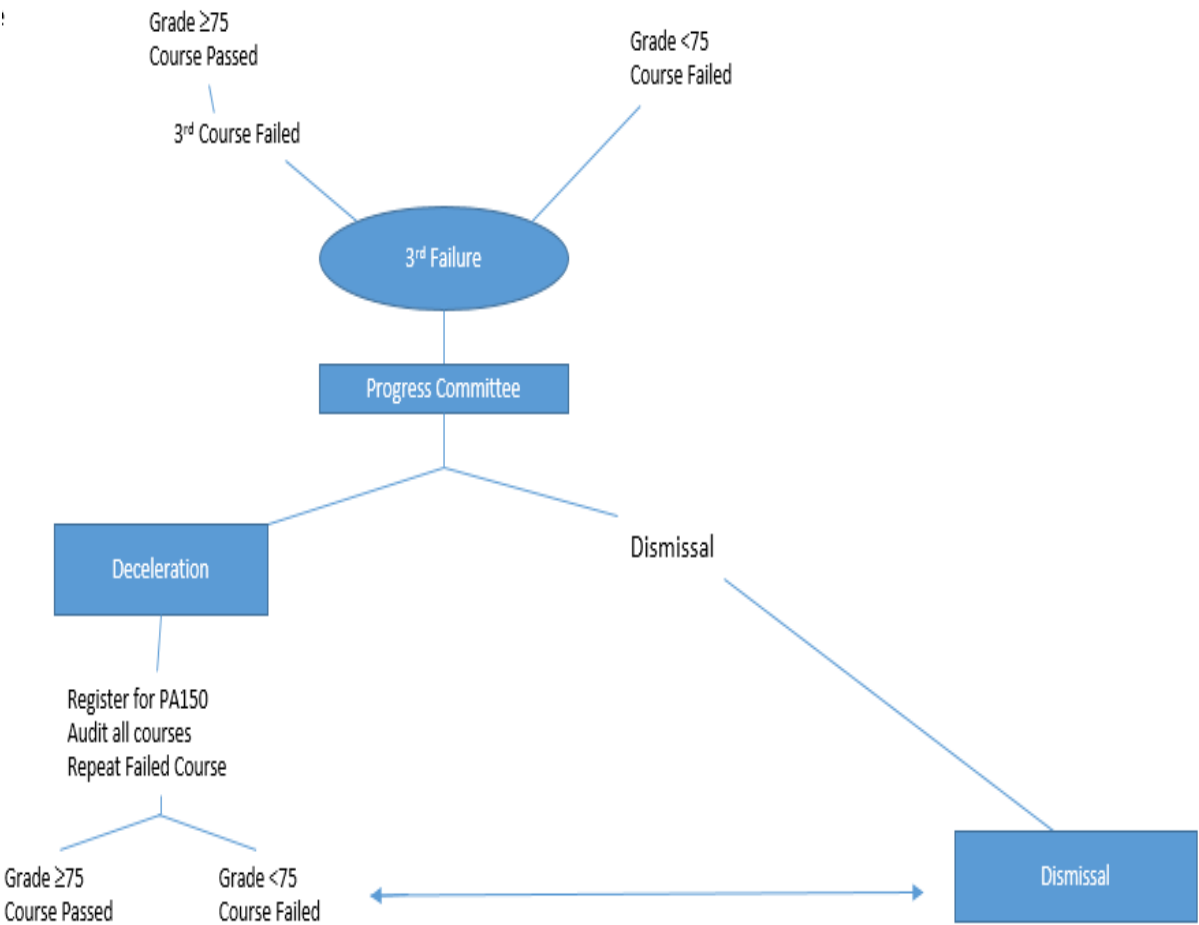
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*PA Student's Signature:* \_\_\_\_\_

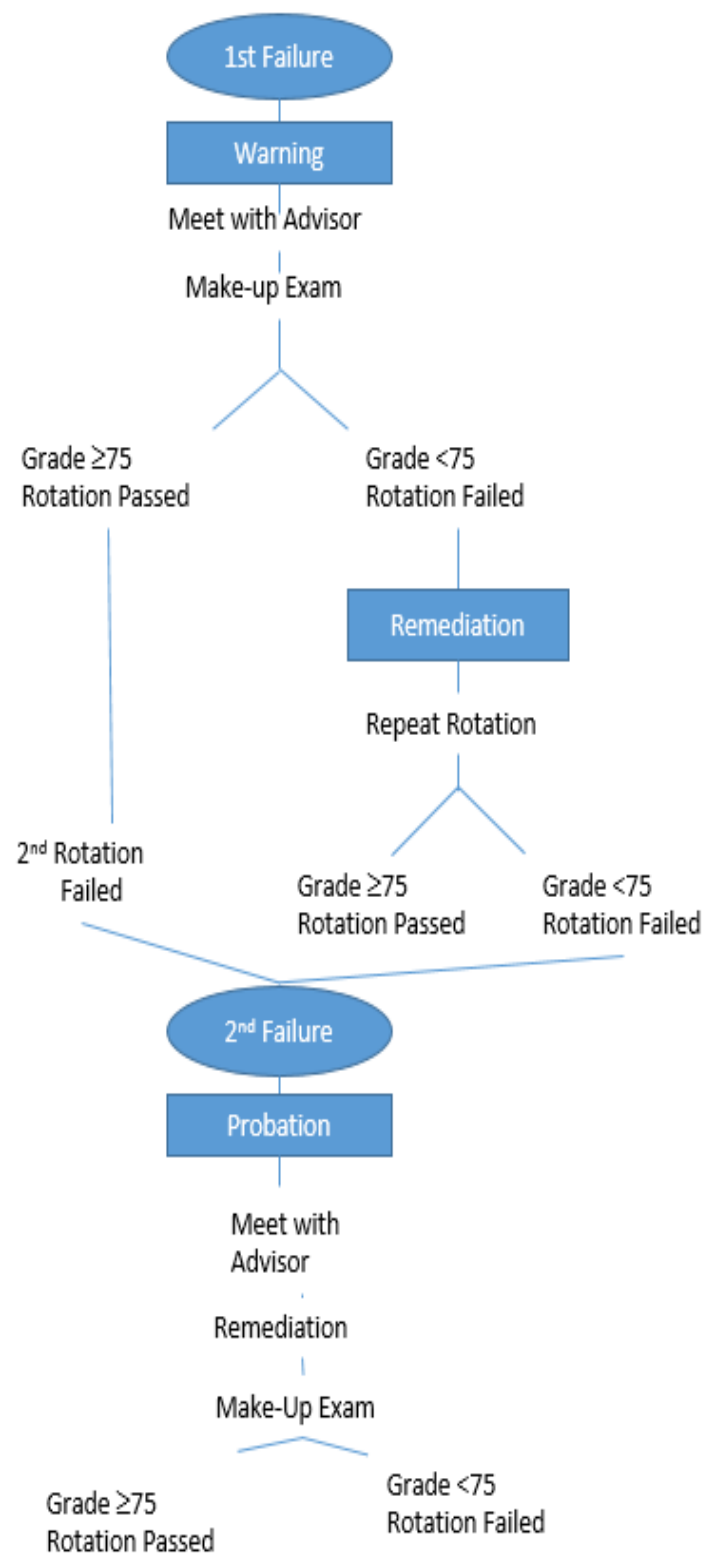


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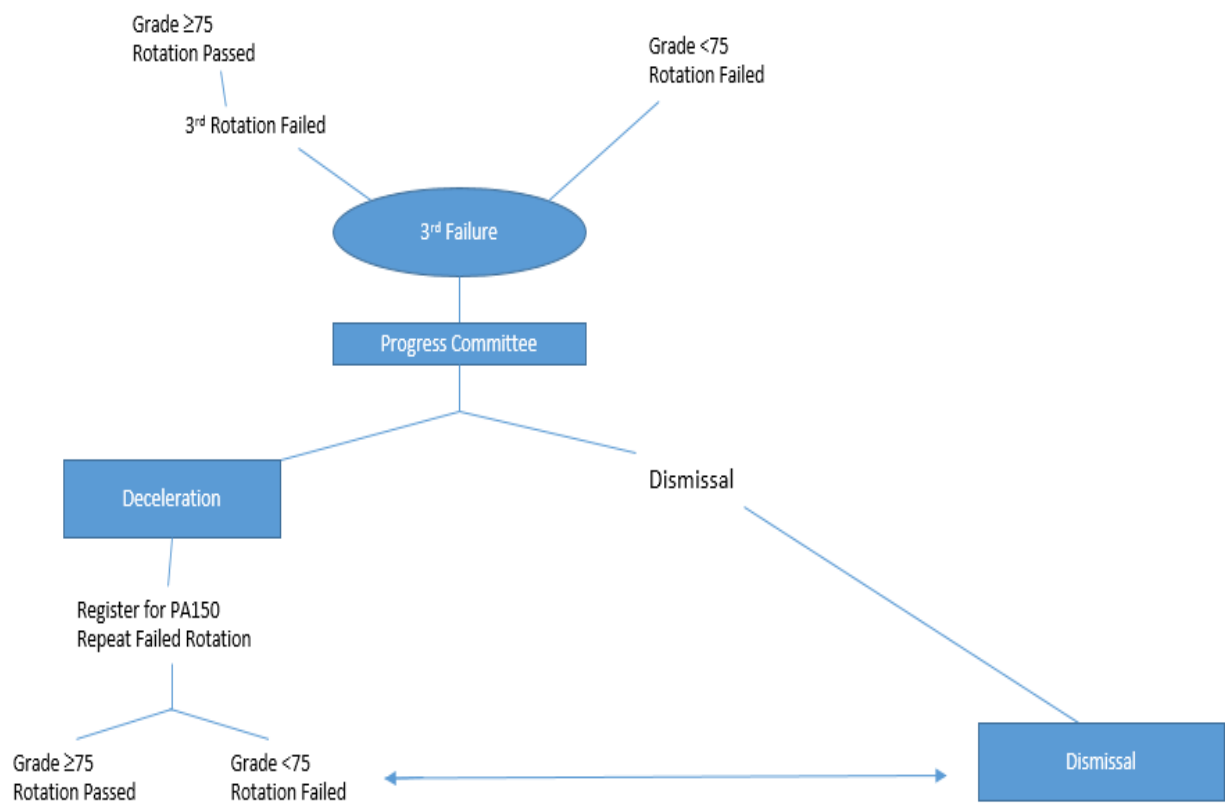




Clinical & Graduate  
Phases:



Clinical & Graduate  
Phases:



## **Additional Information for Students**

For more in depth information about rotations, international experiences, and other program activities, please refer to the following manuals and guides:

- International Experiences Guide
- Competencies & Procedures Manual
- Remediation Guide
- Research Manual
- Rotation Guide, Clinical Phase
- Rotation Guide, Graduate Phase
- Simulation Learning Manual