

# Barry University

## Physician Assistant Program Student Didactic Year Manual 2016-2017



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# Barry University

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## INTRODUCTION

The purpose of the *Student Didactic Year Manual* is to provide new Barry University Physician Assistant Program (BUPAP) students starting their didactic year with the educational expectations, rules, regulations, academic policies and professional standards they need to know to have a successful and rewarding experience. These policies are derived from the traditions of medical education and the collective experience of the Barry University PA faculty in consultation with other PA educators.

In addition, BUPAP is unique having three geographically diverse campuses Miami (BA), St. Petersburg (STPP), and St. Croix (STX). Our program differs from most new students' prior educational experiences. All course work, which can originate from either campus, is videoconferenced to the other two, so students receive the same equivalent educational experience. To make this a successful endeavor, new rules, policies, and procedures have been formulated over the last several years which are also presented and explained in this manual.

The task of making the transition from undergraduate to graduate medical education is often difficult and stressful for students. Besides successfully completing their demanding coursework, PA students must develop the interpersonal skills, professional behaviors and positive attitudes necessary to function as a medical professional. Dress and grooming standards are higher. Punctuality and detail become essential. The PA student must be able to adjust to a variety of personalities, teaching styles, clinical stressors, socioeconomic standards, cultural beliefs, and medical education environments.

Academic achievement alone will not assure successful completion of the PA program. PA students must also demonstrate maturity, integrity, and those attitudes and behaviors expected of all health care professionals. The importance of always acting in a professional manner cannot be stressed enough. Students are expected to conduct themselves in a professional manner in the classroom, clinical sites, on campus and at all other times. Expected conduct is specified in the Barry University Student Handbook, Graduate Catalog, Didactic Manual, and in syllabi and other material distributed by instructors.

Students' attitudes & behaviors will be evaluated to make sure they are consistent with standards for the PA profession. Course instructors and PA program faculty & staff will refer students displaying an attitude & behavior not constructive to development of a health care practitioner for disciplinary action. Please refer to the graduate catalog, program website and program advertising material for detailed information on the *Professional and Technical Standards*.

## **Barry University Mission Statement**

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education.

In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog.

Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

## **Physician Assistant Program**

### **PURPOSE STATEMENT**

The purpose of the Physician Assistant Program is to prepare well-trained health care providers who will extend and complement the capabilities of physicians in primary health care delivery. This purpose is accomplished in a responsive academic and clinical environment conducive to the pursuit of excellence in graduate medical science education, research, and community service.

### **Vision Statement**

Our vision is that our graduates will be PA leaders in health care technology and clinical practice.

### **Mission Statement**

The Barry University Physician Assistant Program educates students in the practice of collaborative medicine and encourages life-long learning and professional development. It fosters a technology rich environment and clinical training experiences among diverse patient populations. The Program enables students to develop competencies required to meet the health care needs of contemporary society.

## FIRST YEAR CURRICULUM

### Fall Didactic

Course Name	Course Number	Credit Hours
Physician Assistant Role in Modern Health Care I	SPM 530 A	1
Neuroanatomy	SPM 586	2
Physiology	SPM 585	4
Clinical Microbiology and Infectious Diseases	SPM 580	3
Gross Anatomy with Lab	SPM 590 P	6
Physical Diagnosis I	SPM 605 C	3
Clinical Pharmacology	SPM 621 A	1
<b>Total</b>		<b>20</b>

### Spring

Course Name	Course Number	Credit Hours
Human Genetics	SPM 510	1
Human Behavior and Psychiatry	SPM 535	3
Medical Pathophysiology I	SPM 602	6
Physical Diagnosis II	SPM 605 D	4
Clinical Pharmacology II	SPM 621 B	2
Surgical Principles	SPM 640	2
Women's Health/Pediatrics/Geriatrics	SPM 701	3
<b>Total</b>		<b>21</b>

### Summer

Course Name	Course Number	Credit Hours
Research in Community Health	SPM 573	4
Medical Pathophysiology II	SPM 603	3
General Radiology	SPM 649 P	3
Emergency & Traumatology I	SPM 705 B	2
Physical Diagnosis III	SPM 605 E	3
Clinical Pharmacology III	SPM 621 C	2
<b>Total</b>		<b>17</b>

## ACADEMIC POLICIES AND PROCEDURES

### Videoconferencing

All three campuses Miami (BA), St Petersburg (STP), and St. Croix (STX) have their own dedicated PA classrooms where all PA classes take place. These classrooms are among the most technologically advanced on campus and are equipped with all of the state of the art audio-visual equipment currently available. All classes except labs and language classes are videoconferenced to the other campuses. Students at the opposite sites can see both the instructor and any slides or other audiovisuals he/she may be using. All students have a microphone at their desk for any verbal responses (ask or answer questions if called upon, etc.). This ensures students & instructors in any of the three campuses can adequately hear. *All lectures are also recorded and placed on Canvas so students can view them again in whole or part as streaming videos if they desire. Please note recorded video lectures are made available within 7 business days of the live lecture, unless otherwise stated.*

### Disruption of Videoconferencing

On occasion, the internet connection between campuses has been lost and could not be restored in a timely manner or class content could not be transmitted from one campus to the other. In cases like this, the lecture will continue. Class sessions are routinely recorded and students who miss the lecture because of this disruption will be later able to view the lecture content. All instructors will wait at least 10 minutes to allow the technical staff some time to reestablish the connection before they continue lecturing. If the connection between campuses cannot be reestablished within an additional 20 minute timeframe, students at the receiving disrupted campus will be dismissed from class to watch the video after it is posted on the video lecture site in Canvas. All video-techs have been instructed to post the video from these missed lectures as soon as possible. A more prolonged disruption can occur during weather emergencies such as hurricanes. In this scenario, when one campus is closed for a considerable amount of time, such as 1 week, all lecture classes will most likely be cancelled and rescheduled for a future time. This is a fairly infrequent occurrence, only happening in October 2005 when Hurricane Wilma struck South Florida.

***"All scheduled breaks are contingent upon any emergency situation and decided by the faculty and University administration."***

### Campus Origin of Lectures

Lectures originate from all 3 campuses. The current ratio is 60 % BA, 30 % STP, &10 % STX, These ratios will likely change in the future as the STX contingent grows.

## **ATTENDANCE POLICIES**

- Attendance is mandatory for all PA courses including lectures, laboratory sessions, clinical rotations, and demonstrations.
- Attendance is monitored daily and absences are recorded. Random attendance checks by the staff or faculty may also be performed.
- If a student arrives late or leaves early, s/he **must** document the time. Students are not permitted to sign in for other students or write comments on the sign-in roster sheets, except late notifications.

### **Reporting Absences**

Students who need to miss a scheduled class or scheduled program activity must request an excused absence from the course director.

- Requests for ***excused*** absence(s) must be made in advance whenever possible or as soon as feasible in the event of an illness, medical emergency (injury, etc.) or family emergency (death, serious illness of family member).
- The request for a planned excused absence (wedding, graduation) should be made during the semester when the absence will occur, rather than the one before. If requests are made too early, current instructors will not be aware of students request submitted during the preceding semester.
- Students must email the course instructor, and copy the Director of Didactic Education, their faculty advisor, and the didactic Administrative Assistant for their respective campus. Students should state the general reason for the requested absence, but should not go into detail about the illness, general medical condition, or personal issues.
- Students with excessive (3 or more) excused absences in any course will be referred to their faculty advisor except in cases of prolonged documented reason such as illness.

### **Unexcused Absences**

- Unexcused absences are considered to be unprofessional behavior. (Please be advised that unexcused absences and tardiness are being recorded.)
- Students incurring **ANY** unexcused absences and/or **tardiness** will be referred to their faculty advisor. After discussing the situation with the student, the faculty advisor may refer a student with unexcused absences or excessive excused absences to the Program Director for an early summative evaluation and/or disciplinary action.
- Repeated unexcused tardiness to class and leaving class early will be documented and managed in the same manner as excessive and unexcused absences.
- Any instructor may, at his/her discretion, include attendance (or the lack thereof) as part of the syllabus, including the impact attendance may have on the grade a student receives while enrolled in a course.
- Students are responsible for all material and assignments covered in that particular course and all examinations including unannounced quizzes.

### **Policy for Letter on Medical Clearance**

#### *Absences in Excess of Two Days Due to Illness*

Absences in excess of two days due to illness require that a **MEDICAL CLEARANCE** be provided to the Program from the student's health care provider, stating that the student is able to resume all activities fully, without limitation, as required by the Program. Missed classroom time and clinical shifts must be made up. If they cannot be completed during the scheduled course or rotation period, the student will receive an incomplete "I" grade, until the minimum requirements have been met.

Any student under treatment for an ongoing issue (including pregnancy) must provide the Program with a medical clearance to continue in the Program and on rotations.

### **Policy on Absences Due to Religious Observations**

Care of the patient is a serious commitment, which must be balanced with the healthcare provider's religious observations and other personal commitments. To foster the ability of students to plan in advance and meet such commitments as future clinicians, the faculty has endorsed the following policy:

Students who plan to be absent from a scheduled didactic, advanced didactic class, or end of rotation activity due to a religious obligation formally recognized by their faith will comply with the following requirements **at least one month in advance** of the anticipated absence in order for it to be counted as excused:

- Submit a written request stating the date(s) and basis for the absence(s) to the Program Director.
- Supply a statement from their faith/religious authority to the effect that the absence is mandatory and required to fulfill a bona fide faith/religious obligation.
- Consult a practicing health care provider of the same faith/religion for their counsel on how that provider balanced clinical and religious commitments during their own medical training. A statement from that health care provider may be requested by the Program to support the need for an excused absence.
- Exams should be taken prior to absence. A different exam from the regular class exam may be given.

If the above requirements are met by the student, the absence(s) will be counted as excused. If not, it will be considered unexcused and managed as an unexcused absence(s). Any other policies on the number and effect of excused/unexcused absences stated in this Didactic Year Manual remain applicable.

### **Student Travel**

Students are prohibited to transfer to another campus. However, students who desire to visit another campus must put their request in writing at least **three** weeks prior to the desired visit. Students are allowed to travel twice during the semester; once to each campus. Student must be in good academic standing in order to visit another campus and may spend up to 1 week at each away campus per semester. It is **highly recommended** that students

submit their travel request in the semester in which they will be traveling. Students should complete the Travel Request Form (Appendix O) to alert their home campus as well as the distant campus of their travel. The form can be found under Physical Diagnosis (for Didactic students) and Clinical Therapeutics (for Advanced Didactic students). Students must submit the form **electronically (in Microsoft Word)** to their advisor. *A sample of the electronic form to be submitted to the faculty advisor can be found in Appendix O. You are to submit to your advisor.*

The following is the procedure for any student requesting to visit another campus:

- Student sends request to their Advisor.
- Advisor will approve or deny the travel and send the travel form to the Administrative Assistant Didactic- Miami campus. As an alternate, an Administrative Assistant Didactic on the student's home campus may assist.
- The Administrative Assistant Didactic will upload the travel form and create a link for everyone to approve. A link will be sent to those involved in the travel of the students. (i.e., the DDE, Director of Distant Campuses, PD Lab Directors)
- Once all approval has been given, it will be forwarded to the Program Director for final approval. This is automatically approved as long as the request has gone through the correct process.
- Advisors will communicate to their advisee (and the AAD on the home and distant campus) that they have been approved. Advisors should also remind their advisee to send flight information to the Office Managers of the St. Petersburg and St. Croix campuses.
- All faculty and staff should be informed prior to visit.

#### **Students may not travel on the following days:**

- Week of Medical Spanish
- Week of Clinical Orientation/ ACLS/ PALS
- Finals Week(s)
- Week of the Primary Care Review Conference
- OSCE/Summative Evaluations
- Commencement

#### **Students Attending Conferences**

Students may attend both the Florida Academy of Physician Assistant (FAPA) conference held during the winter and summer and the yearly American Academy of Physician Assistant (AAPA) conference held annually in late May. This will be considered an excused absence with appropriate documentation and approval of their faculty advisor to attend the conference. Students attending all PA conferences are required to submit proof of conference registration to the Director and Associate Director of Didactic Education on their respective campus in a timely manner. ***Students must be in good academic standing to attend all conferences.***

***Students on academic probation or in program remediation activities are not excused to attend conferences.*** Students must also have a GPA of a 3.0 or higher to attend conferences. Students not attending the yearly AAPA conference must report to class as usual. Instructors are made aware of the conference dates and are instructed not to schedule exams or quizzes during those weeks.

## **ACADEMIC STANDING**

### **Grading Scale**

The official grading policy of the Program in Didactic courses is as follows:

- A 90%-100%
- B 80%- 89.99%
- C 70%- 79.99%
- D 66%- 69.99%
- F below 66%

The official grading policy of the Program in Clinical courses is as follows:

- A 90-100%
- B 80-89.9%
- C 70-79.9%
- F Less than 70%

### **Good Academic Standing**

A student is considered to be in good standing academically, if s/he:

- 1) Maintains both a semester average and a cumulative GPA of 2.5,
- 2) Has no more than one D grade, and
- 3) Has no outstanding financial obligations to the Program

The final transcript of a student may reflect **no more than** one D grade. Students earning more than one D grade will be suspended from the Program.

Students who have successfully completed the didactic first year and clinical portion of the curriculum and encounter academic difficulty in the Advanced Didactic semester will be aggressively remediated. They should anticipate a delay in completing the Program pending successful remediation.

If a student should fail a didactic course, the course instructor has the option of permitting the student to take a cumulative exam after a short period of remediation. If the student scores a 70 or higher on this exam their “F” grade will be changed to a “D”. A student is only given this opportunity once during their didactic year, as a second “D” grade will result in academic suspension from the program.

### **Academic Probation – Suspension - Didactic**

A student in the Physician Assistant Program will be placed on academic probation if s/he:

- 1) Achieves a cumulative or semester GPA below 2.5 (calculated utilizing a 0.0 to 4.00

scale)

OR

- 2) Earns one D grade

All students on academic probation are required to engage in remediation activities. Students not in good standing will be periodically reviewed by the Faculty Student Evaluation Committee to determine eligibility to remain in the Program.

Probation will be rescinded after completion of the subsequent semester of active registration if the student achieves a cumulative GPA of 2.5 or higher with no F or D grades.

A student in the Physician Assistant Program will be suspended if s/he:

- 1) Achieves a GPA of less than 2.2 in any semester

OR

- 2) Qualifies for academic probation for two consecutive semesters

OR

- 3) Earns an F in any semester regardless of GPA

OR

- 4) Earns a second D grade in any semester regardless of GPA.

**A student who has been suspended for academic reasons generally may not petition the Registrar for readmission until one year has lapsed. The Office of the Registrar must have the approval of the Program Director to readmit a student following academic suspension.**

### **Academic Probation – Suspension – Clinical**

A student in the Physician Assistant Program will be placed on academic probation if s/he:

- 1) Achieves a cumulative or semester GPA below 2.5 (calculated utilizing a 0.0 to 4.00 scale)

OR

- 2) Earns a grade of F on a Clinical Rotation

Students not in good standing will be periodically reviewed by the Faculty Student Evaluation Committee to determine eligibility to remain in the Program. Probation will be rescinded after completion of the next semester of active registration if the student achieves a cumulative GPA of 2.5 or higher with no new F grades.

A student in the Physician Assistant Program will be suspended if s/he:

- 1) Qualifies for academic probation for two consecutive semesters

OR

- 2) Earns a second F in any clinical rotation regardless of GPA

### **Incomplete (“I”) grades**

A grade of incomplete (“I”) indicates a failure to complete required coursework within the semester and implies the instructor’s consent that the student may make up the work

which is deficient. The Associate Academic Dean must be informed in writing by the instructor when an “I” grade is issued. When the work is completed to the satisfaction of the instructor, the “I” grade will be changed to a letter grade. The instructor will forward a completed Grade Adjustment form for the grade change to the Associate Academic Dean for signature and then to the Registrar’s office. The grade adjustment form also can be used if an incorrect grade was recorded at the time of submission on Web Advisor.

### **Midterm Progress Reports**

At mid-semester, all instructors complete *Midterm Progress Reports* on any student who has a 70% or lower class average after approximately 50% of the grade has been determined. These forms are e-mailed to the DDE with any specific recommendations the instructor has for the student to improve their performance. The DDE will then forward this report to the student, student’s faculty advisor, Program Director & to the Dean’s office.

### **Letter of Concern**

Didactic students who obtain a semester GPA between 2.5- 3.0 will receive a letter of concern from the Program Director and recommended to enter remediation. These students **will not** be required to sign a remediation contract or attend the Primary Care-Board Review course during their clinical year. However, they are expected to do the other remediation activities.

### **Early Intervention of Students at Risk**

The purpose of this policy is to promptly identify and assist physician assistant students who display academic or professional deficiencies.

Methods of Early Identification:

- Students are expected to be proactive and notify the course director or faculty advisor if they are having difficulty in any course.
- Students who score below a 70% on any course examination are to meet with their faculty advisor for assessment of root causes.
- Mid-term course performance reports are sent by course directors to students who have a mid-term course average below a 70%.
- Semester advisor meetings also document students’ academic and professional progress and identify any need for remediation.
- At risk students are also identified & discussed during monthly faculty meetings and by the student evaluation committee at the end of each semester.

Methods of formative remediation may include:

- Academic advising
- Learning and study skills assessment
- Tutoring
- Written responses to selected exam items with references
- Topic reviews and creating sample test questions

- Case based learning assignments
- Simulation training or work with standardized patients
- Reading assignments
- Counseling referral

The faculty advisor will electronically document remediation efforts and outcomes which will be kept in the student's official file.

### **BUPAP Remediation Policy**

At the end of each semester, students who qualify for academic probation will be enrolled in the remediation tract. The remediation tract is for all first year didactic students who received a "D" grade in any course or obtains a semester or cumulative GPA < 2.5 or maintains a cumulative GPA < 3.0 for two consecutive semesters. Any student placed on probation enters remediation which continues until graduation. Students who also score less than a 3.0 semester GPA will be given the option to enroll in the remediation tract.

1. Frequent meetings at least twice per semester with the faculty advisor to review course performance
2. Utilizing the Exam Master on line software-a minimum of 2 hrs. per week and documenting usage by taking the practice exams. Material covered should correlate with those topics currently being taught in current classes (Pathophysiology, PD, Trilogy, Human Behavior or Pharmacology)
3. Any didactic students in remediation who obtain an exam grade less than 80 % in any course are mandated to review their exams with the course instructor, faculty advisor, or associate didactic or didactic director. Students may be assigned readings and required to construct questions from material that they answered incorrectly on the exam.
4. Taking weekly remediation exams and achieving at least a 90 % score during the advanced didactic semester. These are posted on the Clinical Therapeutics course site.
5. Further individual requirements may be given at a later date.

*Remediation requirements may change or be individualized-tailored to students need  
Additional individual assignments may be given at a later time. All students entered in remediation will participate until graduation.*

## **Tutoring**

Advanced didactic semester students may serve as Teaching Assistants in Gross Anatomy or Physical Diagnosis. They are available as tutors during the first semester. Physiology, Gross Anatomy & Neuro-Anatomy are the three courses that students often request tutoring in. Tutoring sessions may be individual or group & may be video conferenced to opposite campus. Tutors are provided free of charge by BUPAP. Prior to requesting a tutor, students should make every effort to contact and discuss their class performance with their instructors first. Some instructors will provide individual review sessions for their students either in person or via Skype or videoconferencing if the student is on another campus. Students should email and /or speak directly with their instructors when they are doing poorly or have any questions or concerns. All faculty members have office hours to counsel students who have questions.

## **PROFESSIONALISM**

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- Professional relationships with physician supervisors and other health care providers
- Respect, compassion, and integrity
- Accountability to patients, society, and the profession
- Commitment to excellence and on-going professional development
- Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- Sensitivity and responsiveness to patients' culture, age, gender, and abilities
- Self-reflection, critical curiosity, and initiative
- Healthy behaviors and life balance
- Commitment to the education of students and other health care professionals

*Source: NCCPA - Competencies for Physician Assistant Profession*  
(<https://www.nccpa.net/Uploads/docs/PACompetencies.pdf>)

## **Professional Conduct Code & Ethical Behavior**

Students are reminded that they are enrolled in a course in a professional school and are expected to conduct themselves as professionals at all times in the classroom, in clinical

sites, and on campus and at all other times. This conduct includes their demeanor and appearance in lecture.

Expected conduct is specified in the *Barry University Student Handbook, Graduate Catalog*, course syllabi, and other material distributed by instructors. Only the highest ethical and moral behavior is expected from BUPAP students. Behavior which is not of this caliber reflects poorly on the profession and University. Every student should aspire to the highest ethical standards daily. In the event there is an incident in which a student's integrity is questioned and is found lacking (such as a breach of the dishonesty policy), the student will be re-evaluated for suitability in the PA profession and may be dismissed from the program. Unprofessional behavior should be reported to the Program Director for consideration of disciplinary action

***Professional behavior is considered as important as academic performance and students who display repeated unprofessional behaviors will be suspended or expelled.***

All BUPAP students should be cognizant that practicing medicine is a privilege and not a right. Unprofessional behaviors can lead to immediate suspension or revocation of license by the Department of Professional Regulation.

### **Unprofessional Behavior**

All Barry University students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Disruptive behavior is not acceptable in the classroom. Students engaging in such behavior may be asked to leave or may be removed from the class by security personnel. Actions such as violence, shouting, excessive talking to fellow students, use of cell phones and/or beepers, using profanity, interrupting, and any other behavior that the instructor believes creates an unpleasant environment in the classroom will be grounds for withdrawal from the course, or failure of the course.

Other unprofessional & prohibited behaviors include

- Rudeness, disruptive, disrespectful behaviors (profanity, swearing, screaming, etc) to faculty & staff including video techs or peers
- Inflammatory e-mails
- Harassment of other students
- Chronic tardiness
- Recurrent violations of dress code
- Failure to check e-mails, monitor mail size
- Leaving cell phones on (must be turned off during lectures)
- Failure to maintain a well-functioning computer
- Prohibited online testing behavior
- Wearing headphones or ear plugs during lectures

- Not paying attention during class by e-mailing, reading e-mails, text messaging, reading text messages, cell phone use, listening to music, use of face book, twitter, or other social media & surfing the internet while an instructor or professor is lecturing.
- Disrupting other students by talking, laughing, and excessive movement in & out of classroom or making excessive noise in any fashion during lectures originating in one's own or opposite campus.
- Leaving classroom after signing attendance sheet or signing in any other student, whether they are present or not
- Giving feedback on peers or teacher evaluations that is not tactful or constitutes a personal insult.

### **BUPAP Dishonesty Policy**

Cheating or plagiarism will **not** be tolerated within the PA Program. A student who is caught either giving or receiving information or assistance during a testing session or examination will automatically receive an “F” grade on the quiz or examination. The same consequence will apply on any proven case of plagiarism. Further, individual[s] will be referred to Program Director for appropriate disciplinary action. Any student who is referred to the Program Director on two occasions for dishonesty will be dismissed from University.

#### ***An Incident of Cheating or Plagiarism***

An incident upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this evidence directly and may not take action solely on the report of another party.

#### ***Procedures for Handling Cheating and Plagiarism***

Any faculty member discovering a case of suspected cheating or plagiarism shall make a responsible effort to confront the student with the evidence within five working days. If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted. If the student denies cheating and the faculty member continues to believe cheating has occurred, the faculty member will send an Academic Dishonesty Form to the faculty member's dean. The process is described more fully in the relevant graduate catalog section.

#### ***Responsibilities of the Faculty***

Faculty should, at the beginning of each course and on the syllabus, explain plagiarism and cheating, and the penalties for such behavior and refer students to University publications which state the policies. Faculty should do everything within reason to prevent cheating and plagiarism.

#### ***Responsibilities of Students***

Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility. Students must take care not to provide opportunities for others to cheat. Students must inform the faculty member if cheating or plagiarism is taking place.

## **Internet Social Media Policy**

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

## ***Link to Indiana University School of Medicine Guidelines for Use of Online Social Networks***

<http://msa.medicine.iu.edu/files/7113/2648/2858/OnlineProfessionalism.pdf>

## **DIDACTIC DRESS CODE**

Students are required to dress, look, and act professionally. This means maintaining standards of personal grooming and appearance that are generally well received by the general public. Courtesy, patience, attentiveness and professional appearance facilitate favorable interactions with patients and the health care community at large. Therefore, professional demeanor, attire and appearance are required.

Appropriate attire for the classroom differs from clinical setting (patient care visits) dress code in two ways: scrubs with lab coat on lab days and open-toed shoes may be worn in the classroom (**but not flip-flops**). Flip flops are defined shoes that are open in the back and lack a strap.

Men: Appropriate attire for men consists of tailored slacks, and collared shirt. Hair, moustache and beards should be neatly groomed.

Women: Appropriate attire for women consists of tailored slacks, mid-calf capris or knee length skirts and professional blouses (not sheer or see-through). Display of cleavage is considered unprofessional.

Conservative, closed-toe shoes are required in the clinical setting, but sandals (not flip-flops) are permitted in the classroom. Platforms exceeding one inch, stiletto heels, are not permitted in either setting. Scrubs with a short consultation white lab coat may be worn in the classroom 2 days per week on days students are scheduled for lab in the fall semester.

Students are permitted to wear scrubs to class on Tuesday and Thursday during the Spring and Summer Semesters. Scrubs are defined as having a top and bottom – not just one or the other. **Flip flop shoes and shorts are never permitted in any setting.**

Prohibited garments in the classroom include shorts, tee shirts, revealing garments, bathing suits, blue jeans, hats and flip-flops. Violations will be written up on *Professionalism Referral Form* & referred to their faculty advisor and, if necessary, the Program Director. Students who incur repeated violations will be suspended or expelled. Students also may be sent home to change to more appropriate garments.

Barry T-Shirts are not permitted during class. Students should wear Barry T-Shirts during off campus recreational activities or fundraising events. Collared polo shirts are acceptable in class.

### **Recommended Dress for Diagnostic Skills Lab**

**Lab** activities on campus are scrubs with short consultation style white lab coat and easily removable footwear with socks. Additionally, for female students, a bathing suit top, sports or athletic bra is recommended for pulmonary, cardiac, abdominal and musculoskeletal exams. Shorts and undershirts may be worn under scrubs for the musculoskeletal exam.

### **Dress for Patient Care Visits and in the Clinical Setting**

All students are to be attired in a clean “consultation” style (short length) white jacket and Barry University photo ID badge worn on the left lapel or pocket identifying them as a Barry University Physician Assistant student while involved in any clinical activities, such as patient care visits. Appropriate attire for men consists of tailored slacks, shirt and tie. Appropriate attire for women consists of tailored slacks or knee length skirts and professional blouse (not sheer or see-through). Conservative, closed-toe shoes are required in any clinical setting. Modest jewelry may be worn. Fingernails must be short and neatly trimmed. Visible studs and rings (face, tongue, lips, etc.) are to be removed during all clinical rotation activities. Tattoos are to be covered with clothing or other opaque material (cosmetics, Band-Aid) during patient care visits.

***The following are never acceptable at patient care visits or in the clinical setting:***

- Denim jeans and/or patched-pocket pants
- Sandals or open-toe shoes
- Platforms exceeding one inch, or stiletto heels
- Display of cleavage
- Visible studs and rings (face, tongue, lips etc.)
- Gum chewing
- Perfumes, colognes, aromatic after-shaves
- Tattoos should be covered with clothing or other opaque material (Band-Aid, cosmetics) during all clinical rotation activities.

## **Student ID/Name Tags**

While on the BUPAP campus, all students are required to wear the Barry ID badge (or name tag provided to them at New Student Orientation before they obtain a Barry ID.)

## **ACADEMIC ADVISING**

All new didactic year students will be assigned a faculty advisor. Students should set up an initial appointment to meet with their assigned faculty advisor just to get acquainted. This should occur, if possible, during the first two weeks of the fall semester. Faculty and staff are more directly involved with students in PA professional training than in traditional educational experiences.

Students are encouraged to maintain contact with their faculty advisor throughout the year and meet with them if they are having any academic problems. Advanced didactic students are available during the first semester to tutor those first year students struggling with class work and performing poorly. Faculty advisors will arrange this service in conjunction with the DDE.

Faculty advisors are contacted by the DDE early on if any of their advisees are having academic difficulties or any professional behavior issues. When such problems occur students may be emailed to see their faculty advisor to discuss these issues. In addition, students are encouraged to maintain contact with their faculty advisor if they feel isolated, overwhelmed, or have some issues on a personal or professional level. Isolation from faculty and advisors eliminates potential avenues for support. The Barry University Career and Counseling office provides and arranges full range of services for any student needing personal, confidential support to both students on and at distant site campuses. For more information and contact information visit <http://www.barry.edu/counseling-services/about-the-center/>.

## **Advisor Meetings**

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

## **EXAM PROTOCOL**

Satisfactory completion of all courses, rotations, exit examinations, and clinical requirements is necessary for the student to graduate. In addition, a student must attain a minimum cumulative GPA of 2.5, with no more than one D grade, in all academic and clinical courses taken within the School. The type, content, and frequency of examinations will be determined prior to the beginning of each course by the faculty member directing the course. This information will be presented in writing to the students at the beginning of the course. In keeping with the policy of academic freedom, each faculty member reserves the right to determine the percentage of the final grade that is comprised of attendance, dress, attitude, professional behavior, examinations, quizzes, laboratory assignments, etc.

Most testing in the PA Program is conducted by online computer testing.

A test may be administered outside the scheduled examination period only when extenuating circumstances warrant it and at the discretion of the faculty member. The student must make every possible effort to notify the instructor prior to an examination for permission to reschedule the test. Failure to follow this policy will result in a grade of zero or F being assigned to the examination.

Students are to use the restroom before exams if possible. In the event of an emergency and the student needs to use the restroom during the exam, they are to let the proctor know. They are not allowed to take anything with them (i.e., laptops or cellphones). Please note that additional time will not be added to exams if a student leaves to use the restroom during the exam.

Students should only have their lap top computer or written test on the desk along with a pencil/ pen and the attestation sheet. **No** other items including drinks, food, notes, and notebooks are allowed with noted exception of calculators (or notes/ books in an open book test). Students are to be seated where they and their laptops can be seen and may be asked to move from their regularly assigned classroom place to take the exam. Students should have their work area cleared before they receive the attestation form. **In the event that a student arrives late for an exam, they may be asked to meet with their faculty advisor.** If a student arrives after another student has already submitted their exam, they will **not** be able to take the exam.

Student will need to download the software for Respondus Lockdown browser onto their laptop computer to take exams through Canvas.

At the end of the exam, the student is required to hand the attestation sheet to the proctor. Course instructors have been requested to provide an answer key for the students to review after they have finished with their exam. The answer key (printed on colored paper) will be placed in a neutral place near the proctor. Following their review of the key, students must leave the classroom. **A student should not re-enter the classroom until all students have completed the exam.**

Students can also go to their instructor, didactic, or associate didactic director or advisor's office to review their exam, which can be pulled from Canvas or CPAST platforms. Students **should not e-mail** instructors about individual exam questions by copying & pasting or reproducing them in any fashion. This is considered a violation of BUPAP's **Online Examinations & Prohibited Behavior Policies.**

In the event students are unable to access on-line exams due to a power failure, internet connection disruption, Canvas going down, or computer malfunction, they will be provided a paper examination to complete. This will be returned to the proctor, along with their answer sheet if used and signed attestation form when they complete the exam. Other than the attestation sheet, no other papers should be on their desk. The only exception may be when an instructor provides a document for students to use which list normal lab values. These must also be submitted to the proctor at the completion of the exam.

In the event, there is a student utilizing Disability Services, instructors may create an exam A for regular students and an exam B for the disability student if the exam is in

Canvas. If the exam is in CFAST, the exam can be unlocked for any student who is starting early. If a student cannot begin an exam early in Canvas, they then will receive a paper copy.

### **Online Examinations & Prohibited Behavior Policies**

***Prohibited behavior is any behavior that undermines or threatens the integrity of the assessment or evaluation processes of the Barry University Physician Assistant Program, irrespective of whether it occurs before, during or after an exam.***

Prohibited behavior may include, but is not limited to the following:

- Having or seeking access to exam materials before the exam
- Signing in as another examinee
- Allowing another person to sign in to the examinee's exam
- Copying answers from someone else or permitting one's answers to be copied
- Taking notes during a computer-based exam or photographing their attestation sheet or screen
- Looking at another student's computer screen or attestation sheet
- Copying or memorizing and reproducing test items
- Altering or misrepresenting scores
- Stealing or diverting exam materials
- Possessing unauthorized materials during a computer-based exam (e.g., including, but not limited to, cell phones, recording devices, photographic materials, reference material, etc.) or other such behavior which may cast doubt on the exam results of that or another person

The content of all examinations (and each of their items) is the property of the university and is strictly confidential. The unauthorized receipt of any examination materials or question (in whole or in part), retention, possession, copying, distribution, disclosure, whether by written, photographic, electronic, digital, oral or other form of communication, including but not limited to e-mailing, saving, copying or printing of electronic files, and/or reconstitution of exam items via memorization and/or dictation, before, during, or after an examination, is ***strictly prohibited***.

Examinees can be disqualified from taking or continuing to sit for an examination, or from receiving examination scores, and may be required to retake an examination if it is determined that, through proctor observation, statistical analysis, or any other surveillance means available to the program, any student has engaged in collaborative, disruptive, or other prohibited behavior before, during, or after the administration of the examination. This is also the case if the instructor determines that the integrity or validity of the examination is otherwise compromised.

In any incident in which the evidence of prohibited behavior is sufficiently strong to cast doubt upon the validity of test results and the evidence does not enable the instructor to identify the particular individual(s) involved, the program reserves the right, at its sole

discretion, to withhold the scores of all examinees not directly implicated in the prohibited behavior. Such individuals may be required to take an additional examination at a later time under conditions which will ensure the validity of all scores.

Anyone who has information or evidence that prohibited behavior has occurred should submit a written, signed statement to the Program Director detailing the incident with copies of any supporting evidence or documentation.

Any occurrence of prohibited behavior is considered “cheating” and will result in referral for disciplinary action under the policies and procedures outlined in the Graduate Catalogue and Student Handbook. The Student Handbook can be found at <http://www.barry.edu/student-handbook/>

If a student is seen looking at another student's computer screen or attestation sheet, the student may be issued a zero for the exam and referred to his faculty advisor or Program Director if it has been reported and documented previously by a proctor.

The following is strictly prohibited as it is considered a form of cheating, and will be appropriately sanctioned which could include receiving a zero on the exam

- Having any browser window opened during an exam, other than the test window or viewing their desktop
- Emailing or opening up emails immediately before, during or immediately after an exam
- Text messaging during the exam or immediately after an exam
- Copying exam questions & pasting them in a document or email during or after an exam
- Photographing the attestation sheet or any other exam material

### **Make-Up Exam Policy**

Allowing a student to make-up a missed quiz or exam is up to the individual instructor. Most allow a student to make up a quiz or exam for illness, injury, death in the family, or other family emergency. If a student becomes ill or has a family emergency and needs to miss an exam, they need to e-mail the course instructor and Director of Didactic Education (DDE) with the reason why they cannot take the exam. All verbal requests must also have written documentation. All missed exams must be made up in a timely matter. Make-Up exams are generally only given after the scheduled exam is given and may be different from the initial exam or in a different format (Short answers rather than multiple choice test (MCT)). Some instructors may require a signed health care provider note when the student returns in order for them to take the missed exam.

### **Exams & Schedule Changes**

Exams can be scheduled during regular class time or in one of the designated exam/make up class periods embedded in the schedule. This is a course instructor choice. It

is the policy of the BUPAP faculty not to change exam times, unless specifically *requested by an instructor, or an emergency situation arises such as a hurricane warning, etc.* Exams are scheduled after all didactic instructors submit requested times. Every attempt is made by the DDE not to schedule more than one exam per day. This is sometimes a daunting experience when trying to schedule 60 + exams & quizzes during the semester. Having a quiz & exam scheduled on the same day is sometimes unavoidable. All efforts are made not to schedule two major exams on the same day. **Please do not contact the DDE to change exam times.** Any requested exam time change must come from the course instructor.

### **Students with Documented Learning Disabilities**

Students with documented special learning needs must contact the Barry Office of Services for Students with Disabilities at (305) 899-3489. The office of Disability Services will notify faculty members regarding required accommodations (i.e. additional testing time, quiet environment, etc.)

### **CANVAS AND CPAST POLICIES AND PROCEDURES**

Computer skills are critical to the success of PA students in the program and in their future practice. All first didactic year students are required to own a laptop computer that can access the internet via a wireless connection. The program provides students with suggested specifications from the Division of Information Technology (DoIT), which includes system requirements and software. Minimum standard laptop computer specifications may be found at <http://rnwsupport.barry.edu/answers/278/pcpurchase.pdf>. Videoconference technicians on each campus can assist with any problems such as configuration.

The goals of the Canvas & CPAST Online examination system are to:

- Assist faculty and staff in providing efficient, high quality evaluations of student knowledge and understanding.
- Foster a testing environment that requires ethical conduct of students and assures that each student receives an equal opportunity to demonstrate his or her knowledge and competence.
- Preserve the integrity of the testing materials and evaluation processes.
- Provide accurate records and analytical data for individual academic achievement and aggregate student outcomes relevant to continuous curriculum analysis and the self-study process of the program.
- Acclimate students to computer based testing in preparation for the initial Physician Assistant National Certification Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).

### **Use of Canvas and CPAST Online Platforms**

All PA courses have a corresponding Canvas site where course materials, such as the syllabus, lecture notes, assignments, must be placed by the instructor and available on line at

least 48 hours prior to their lecture. Course syllabi, PowerPoint presentations, note, etc. from the course Canvas web site can be easily downloaded and saved on the hard drive or printed out. Most quizzes and exams are given on line using either the Canvas or CFAST (Collaboration PA Standard Test) testing platforms. Paper handouts are no longer routinely distributed as they are easily downloaded from the course Canvas site. Paper copies of exams are, however, available for emergency use (loss of internet connection, computer failure, loss of power, etc.)

***The use of Program copy machines are for official Program business only. All other uses, such as students printing study notes for individual use, are prohibited.***

### **Barry University Remote Access**

To access webmail, Canvas, etc. off campus:

<http://webmail.barry.edu>

1. Login in to Webmail (Input username & password)
2. Login to Access (Library, Web-Advisor, etc.)

Link to Access Library:

<http://bucwis.barry.edu.ezproxy.barry.edu/libraryservices/default.htm>

3. Login to Canvas or go directly to Canvas Login at <http://canvas.barry.edu>

### **Materials Posted to Canvas**

All course syllabi should be posted on Canvas at least one week before classes begin. Course syllabi must include: course description, general goals of the course, grading criteria, required & recommended textbooks & internet sites, specific course content, dates of all classes and exams, individual learning objectives, instructional methods, and any course specific policies. All students should be familiar with the course syllabus prior to the first scheduled class.

### **Attestation Sheets/Canvas Grade Book Problems**

On very rare occasion a student will take an exam on Canvas, submit it, see their score but not have it posted in the grade book. The program now requires all students to fill out an attestation sheet during their exam. On this sheet, the exam grade received on Canvas should be posted and also attest this grade is accurate and aid or participated have not been given or receive in any prohibited behavior. These sheets are collected and on very rare occasion these sheets have served as a backup when a grade has not been recorded.

### **ONLINE MEDICAL TERMINOLOGY EXAM**

All students are to take a 50 questions/ 1-hour examination on this subject, which will be posted on the Canvas or CFAST course web site. The dates the exam will be available to take will be announced in class. This is a pass/fail exam with the minimal passing grade being 70 %. Students who do not pass this examination with a score of at least 70% will be referred to the faculty for remediation and required to retake the exam again after a period of study. The grade for this examination will not make up a component of the SPM 605C (Physical Diagnosis) grade, but is used only to identify those students with weaknesses in this area so that they can undergo remediation.

## **PARTICIPATION IN END OF ROTATION (EOR) ACTIVITIES WITH CLINICAL YEAR CLASS**

Each first year PA student is required to participate as a standardized patient during the End of Rotation (EOR) Clinical Skills Exam (CSE). Each student is given a patient scenario prior to the EOR-CSE. It is the responsibility of each student to research his/her disease process according to the scenario and to come *prepared* as the “live” version of the patient in the scenario. SPM 605C students should **NOT** discuss any components of the patient scenarios with any member of the clinical year class. Discussion of the cases with clinical year students prior to the EOR-CSE exercises will only minimize the learning process for all involved. **All students are required to attend the EOR-CSE lecture** given the following day discussing the cases. EOR CSE participation is mandatory for all students unless they are excused by the PD lab director. Students are not permitted to change their scheduled participation times unless first approved by the PD lab director on their respective campus.

### **PROGRAM REQUIREMENTS AND COMPLIANCE**

#### **Criminal Background Check**

During the course of the Program, most students will complete a minimum of **four** Criminal Background checks. Students admitted to the program before December, have to complete four criminal background checks to be in compliance until graduation. **Student must remain compliant during the entire length of the Program.** The requirement for criminal background checks has become so prevalent that the PA program now requires all students undergo a yearly criminal background check (CBC) and additional CBCs may be required prior to engaging in patient care visits during the didactic year and clinical year activities. Fingerprinting instructions are mailed to students in their third orientation packet. Completed fingerprint cards are brought to the first day of new student orientation. Students are responsible for the cost of providing subsequent CBCs if required by an institution to which they are assigned. Other required documentation includes, but may not be limited to, screens such as the United States Office of the Inspector General, Human Services Administration, social security number, sexual offender and predator databases, domestic violence and child pedophile databases.

Students *must* report any subsequent arrests or convictions for any offense occurring after their initial criminal background check in the program, and/or any disciplinary proceeding action against them (or their license(s) in any other capacity as a licensed, certified or registered health care provider) to the PA Program Director. Failure to do so is grounds for expulsion from the PA program.

Students with positive criminal background checks may be excluded from many future clinical sites and it may not be possible for them to complete their training, depending on the nature of the history. Such individuals should also anticipate difficulties with certification and licensing procedures/processes, which in some instances may limit or prevent their future practice as a physician assistant as determined by licensing statutes, regulations and agencies.

## **Student Health Insurance**

All students must have primary care health insurance coverage which meets the Barry University requirements. . A health insurance plan is offered through the University to full time students. Students should review the Health Insurance Requirements at <http://www.barry.edu/health-services/health-requirements/>

***Students are advised that faculty of the PA program are prohibited by current ARC-PA standards from providing health care services to students. Students must not seek health care from their didactic or clinical faculty. Examples of health forms can be found in Appendix P.***

## **Registration Holds**

All students must be officially registered with the Registrar's Office prior to the beginning of semester classes. If there is a registration hold for any reason, students will not be permitted to attend classes or be enrolled in any Canvas sites until their registration is complete.

## **PROGRAM SCHOLARSHIPS AND FINANCIAL AID**

Scholarships are funded through contributions from private donors, alumni, faculty, staff, parents, campus organizations, and corporations. It is the student's responsibility to seek out that information using this link: <http://www.barry.edu/scholarships/>

### **Dean's Scholarships for Physician Assistant Students**

The Dean's Scholarships for Physician Assistant Students were established to provide scholarships to students who demonstrate academic excellence upon completion of their first didactic curriculum.

Applicants must meet the following criteria:

- Be in outstanding academic standing
- Have completed at least 58 credit hours

### **Physician Assistant Scholarship**

The Physician Assistant Scholarship was established to provide scholarships to students with compelling needs enrolled in the Physician Assistant Program. One scholarship per year will be given per campus (Miami Shores, St. Croix, and St. Petersburg) and is offered to students who have completed their first year of study.

Applicants must meet the following criteria:

- Please submit an essay (up to 500 words) explaining why you feel there is a compelling need to receive this scholarship.
- Have completed 58 credit hours
- At which Barry location do you attend class?

### **Physician Assistant Program Leadership Scholarship**

The Physician Assistant Program Leadership Scholarship was established to provide scholarships to student leaders of the Barry University Physician Assistant Student Association (“BUPASA”).

Applicants must meet the following criteria:

- Must be enrolled in the Physician Assistant Program
- Be an elected student officer (President, Vice-President, Treasurer, Secretary or Historian) of BUPASA.

### **Student Portfolios**

Students are required to keep an paper and electronic portfolio. This will help their advisor supervise their developing clinical competency and it will help students create a resume.

Please keep the following in the portfolio:

- Professional Referral Forms
- Formative skills evaluations (FSEs) from PD Lab
- Graded papers like SOAP notes
- CV
- Transcripts
- Immunization records
- Dean’s letters
- Advisor notes
- Awards
- Certificates
- Scholarships
- Letters of recommendation
- Reflections

For the Clinical Year add:

- Preceptor evaluations
- PACKRAT scores

### **COURSE EVALUATIONS & DIDACTIC SURVEYS**

Every student is expected to complete all assigned instructor, course evaluations and didactic surveys. These are performed on line generally either before or after a class.

Students will be instructed when these are to be completed.

#### **The Survey Protocol is as follows:**

- Students will have two business days to complete a survey.
- Survey links will be distributed via mymail.barry.edu email accounts.
- Statistic Tracking will be enabled via Survey Monkey which does not compromise the anonymity of the survey content.

- The Statistical Tracking will identify those students who did not respond to the survey link within the allotted time.
- Non-compliant students will be required to meet with their individual advisors which may result in a referral for unprofessionalism.

Student input, evaluation and suggestions are very important both to Program success and to individual instructors. Course evaluations are also mandated by the ARC-PA for continued program accreditation. This information is used to continually improve the curriculum. They are reviewed by didactic, curriculum and self-study committees. One cannot stress enough how important these are.

### **PROBLEM BASE LEARNING CLASSES**

To promote critical thinking outside the lecture environment in a collaborative environment, the first year didactic curriculum includes problem based learning. During each semester, there will be various case scenarios on disease topics that will be led by a different faculty member. Students will be assigned to a different group each semester and will work together to figure out the case, answer the posted questions, develop additional questions, research the answers and prepare a presentation.

***The rules, regulations and policies stated in this manual may change if circumstances warrant it during this academic year. Any changes made will be promptly communicated to the didactic year class verbally and also posted on line.***

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**Student Didactic Manual  
Summary Statement to be Signed By:**

---

*(Student's name)*

***I have read, understand and will comply with the requirements in the Barry University PA Program 2016-2017 Student Didactic Manual. I understand that failure to comply with the policies and procedures of the program may result in disciplinary actions, including dismissal from the program.***

---

*Student's Signature*

*Date*

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## Appendices

**Appendix A**  
**Didactic Schedule**

**The Didactic Schedule is subject to changes.  
You will be notified by faculty/staff of any changes.**

Appendix B  
**Barry University**

**Physician Assistant Program  
Clinical Rotation Schedule for Class of 2017**

Rotation #	Dates		EOR
1	August 22, 2016	September 27, 2016	September 28, 29, 30, 2016
2	October 3, 2016	November 8, 2016	November 9, 10, 11, 2016
3	November 14, 2016	January 3, 2017	January 4, 5, 6, 2017
Thanksgiving Break November 21-25, 2016 Holiday Break December 24, 2016 - January 1, 2017			
4	January 9, 2017	February 14, 2017	February 15, 16, 17, 2017
5	February 20, 2017	March 28, 2017	March 29, 30, 31, 2017
6	April 3, 2017	May 9, 2017	May 10, 11, 12, 2017
Semester Break May 15-26, 2017 AAPA Conference May 15-19, 2017			
7	May 29, 2017	July 4, 2017	July 5, 6, 7, 2017
8	July 10, 2017	August 18, 2017	Aug 30, 31, Sept 1, 2017
Break August 21-29, 2017 Advanced didactic semester begins the week of September 4 <sup>th</sup> , 2017			

## Appendix C Emergency Contingency Plan



### BARRY UNIVERSITY PHYSICIAN ASSISTANT PROGRAM

#### **Procedures for the Barry University PA Program Emergency Contingency Plan: such as hurricanes, flood due to extremely hazardous conditions, earthquake, tsunami or other natural disasters.**

The purpose of this document is to outline the procedures for faculty, staff, and students to follow in the event of a loss of video link, power, or natural disaster (such as hurricanes) which affects the ability for interactive video conferencing (IAVC) to function.

#### **Operational Policies**

If school is closed or unable to operate on one campus for any reason such as a loss of power or structural damage, didactic classes will be canceled until such a time that the campus (or campuses) is/are able to function. The exception would be the conducting of labs in the other, unaffected campuses which would continue. In the event of a natural disaster, such as a hurricane, the decision to close the Miami Shores (MS) or St Petersburg (STP) campus would be decided by the administration of each respective college. The decision to close the campus in the USVI would be made either by the PA faculty member acting as Director of Distant Campuses (after consulting with the Program Director), or the Sunshine Mall owner (in the USVI) or by government edict. The time lost in didactic days will be made up through condensed lecture material and longer daily class schedules. Depending on the number of class days missed because the University is closed, some of the break/vacation days at the end of the semester may be utilized for make-up class time.

Students will be notified via their Barry email account or Blackboard of any class/school closings or reopening. If email is unavailable due to electrical power loss, the respective faculty/staff on each campus will contact the students via cell phone or emergency text if possible.

The clinical year student would follow the policy stated in the Clinical Year Manual.

There are times when inclement weather becomes an issue related to attendance on rotation. Barry University generally seeks to maintain its normal operations regardless of weather, the most common exception being a hurricane expected to make local landfall.

- Students who are on clinical assignment should assume that they are to attend rotation activities if feasible and discuss their assignments with preceptors.
- Preceptors are the primary decision makers in case of hurricanes.
- Students must inform the program of any absences due to inclement weather in accordance with the absence policy.
- If student needs additional guidance, they should contact the Clinical Team.

If excessive rotation time is lost, the students will be given the opportunity to make up that time during the advanced didactic semester.

Clinical students on hospital rotation during an emergency should follow the hospital emergency protocol in conjunction with their supervisor.

### **Urgent/ Emergency Notifications**

In the event of a life threatening emergency, the faculty or staff member present will begin notification by any means possible.

In the event of an urgent/emergency situation affecting one or more campuses, an emergency phone and text notification will be sent by the Office Manager (or his/her designee) from the affected campus. Any Barry employee listed on the emergency notification system may initiate a text in an urgent situation if the Director of Distant Campuses cannot be reached and time is of the essence. If the employee is unable to send the emergency message, the employee will contact the Manager to the Public Information Office (PIO), 305-899-3080 (bets number). The PIO will then send an email/ text to faculty, staff, and students on all three campuses alerting them to the situation, time involved, and action to be taken. Urgent/emergency events include, but are not limited to, hurricanes, tornadoes, power outages, natural disasters, and active shooter.

### **Loss of IAVC Capability**

In the event of loss of IAVC capability, the away campus(es) will have access to the recorded class session with voice over through Canvas. If sound is lost but the picture is still streaming, the sound can be recorded through Microsoft Live Meeting.

Presenter URL:

<https://www.livemeeting.com/cc/barryuniversity/join?id=JCK9FN&role=present&pw=b%21kW%608Dp9>

Attendee URL:

<https://www.livemeeting.com/cc/barryuniversity/join?id=JCK9FN&role=attend&pw=hh%2F26D%60s>

If the internet is not functioning, a DVD of the lecture can be sent overnight express to the affected campus(es) along with printed notes/ flash drive of documents Cell phones may also be utilized for voice over of the lecture, although this is not optimal. The archive of last year's lectures will be saved on the N Drive and then downloaded at each campus and saved on an external drive if lecture content cannot be delivered to a campus. If class is cancelled and an adjunct lecturer cannot return to campus for a makeup lecture, that adjunct will record the lecture when they are at the campus, and it will be sent to each campus for viewing when class is in session again. Lecture notes can be faxed through the analogue line.

### **Attending Class at an Alternative campus**

Students are permitted to leave a campus at their own expense and attend another campus in the event of a hurricane threat. The student should complete the "Travel Request Form" to alert the campus where the student would like to travel.

### **Alternative Didactic Sites in the USVI**

This policy covers contingency plans for the Sunshine mall site. In the event of classroom damage at Sunshine Mall, another temporary space in the mall or outside facility may be sought depending on availability.

### **Alternative Living Facilities in the USVI**

In the event of damage to their living quarters, students may need to make alternate living arrangements with their landlords. Faculty will assist students to the extent they can on a case by case basis with temporary arrangements.

In the event that the USVI site is operating at the Gov. Juan F. Luis Hospital/Cardiac Center (JFLH) in Christiansted, the faculty Director of Distant Campuses will consult the hospital administration.

Clinical Students on rotations in St. Thomas, USVI may stay in Roy Schneider Medical Center and assist in patient care. Contact:

Watson, Thelma, MD  
Specialties: Internal Medicine  
Paragon Medical Bldg Ste. 207  
St. Thomas, VI 00802  
[mayala@srmedicalcenter.org](mailto:mayala@srmedicalcenter.org)  
(340)776-8311 (work)  
(340)777-8520 (office)

### **Electricity and Power**

Each campus will have an uninterrupted power supply (UPS) unit to protect equipment in the event of power fluctuations or temporary loss of power. The UPS should not be used as a backup power source. Automatic utilization of the UPS unit should alert the IAV specialist to begin shut down procedures of the electronic equipment affected.

### **Procedure after a Storm**

It is the student's responsibility to contact the appropriate facility to see if class will take place.

Miami Shores: 305-899-3964

St Petersburg: 727-302-6609

St. Croix: 340-692-5061

If internet is available, an announcement will be made on Blackboard or through the Barry email, or through the Barry University texting notification system.

Because of the unique situation in the USVI, students and faculty have the option of meeting the morning after a natural disaster/storm at 8:00 AM at the Study Hall in Queen's Quarter if physically

possible (and if there is not a government curfew in force), if deemed safe per BU on-island faculty. The USVI students should engage the emergency “text tree” with faculty/staff and other students as a chain of contact initiated. Local conditions and closures are typically announced on the island radio stations. Students are not required to participate and should not travel if conditions are hazardous.

### **Student Preparedness**

It is the student’s responsibility to prepare for hurricanes and other natural disasters by having sufficient food, water, medicine, personal hygiene products and alternative light sources BEFORE a disaster occurs. Students may refer to the list below. This information will be disseminated during new student orientation to all campuses.

**Faculty and staff see Appendix 1 (this is information for the phone bridge.)**

### **Phone Numbers and Web Sites:**

**Barry University Emergency Hotline** to check campus closures:  
305-899-4000

**Public Safety:**

305-899-3333

**Hurricane plan for Barry MS campus**

<http://www.barry.edu/prepare/default.aspx>

**Comprehensive Emergency Plan Barry University**

<http://www.barry.edu/public-safety/safety-prevention/>

**St Petersburg College:**

Closure Information toll free: -822-3978

Emergency dispatch: 2560 on campus, 727-791-2560

Contacts for Campus Emergencies: Wendy Berry, 727-394- 6200, [berry.wendy@spcollege.edu](mailto:berry.wendy@spcollege.edu).

Emergency Management Plan

[https://www.spcollege.edu/Emergency\\_Management\\_Plan/](https://www.spcollege.edu/Emergency_Management_Plan/)

Emergency Response Guide

[https://www.spcollege.edu/Emergency\\_Response\\_Guide/](https://www.spcollege.edu/Emergency_Response_Guide/)

**PA Program USVI:**

Main number: 340-692-5061

Seana Hanley, Office Manager: office: 340-692-5059, cell: 305-588-9540

Sarah Hansen, Clinical Coordinator USVI office: 340-692-5055, cell: 305-632-1062

**Emergency Phone Numbers:**

Local Emergency in Florida: 911

Local Emergency (Police/Fire) in St. Croix: Land line: 911

Cell phone: 340-773-9111

Local Emergency (Police/Fire) in St. Thomas: 911

Local Emergency (Police/Fire) in St. John: 911

USVI Hurricane Site

<http://stormcarib.com/>

**Tsunami Evacuation Maps:**

St Croix

[http://www.vitema.gov/assets/images/tsunami/St\\_Croix\\_Tsunami\\_Evacuation\\_Map\\_FINAL.png](http://www.vitema.gov/assets/images/tsunami/St_Croix_Tsunami_Evacuation_Map_FINAL.png)

St Thomas:

[http://www.vitema.gov/assets/images/tsunami/St\\_Thomas\\_Tsunami\\_Evacuation\\_Map\\_FINAL.png](http://www.vitema.gov/assets/images/tsunami/St_Thomas_Tsunami_Evacuation_Map_FINAL.png)

**Subscribe to email/ text messages for "severe weather warnings, significant highway closures, hazardous materials spills, and other emergency conditions" in the USVI:**



<http://www.vialert.gov/Public/News/AllHazardNewsList.aspx?newsType=ALERT>

OAA website:

[http://www.nhc.noaa.gov/HAW2/english/prepare/family\\_plan.shtml](http://www.nhc.noaa.gov/HAW2/english/prepare/family_plan.shtml)

NOAA Hurricane disaster prevention checklist

**NATIONAL HURRICANE CENTER**



## DISASTER SUPPLY KIT

HOME

BASICS

HISTORY

STORM SURGE

MARINE SAFETY

HIGH WINDS

TORNADOES

INLAND FLOODS

FORECASTS


BE PREPARED

TAKE ACTION


DOWNLOADS

USEFUL LINKS


EN ESPAÑOL

[Visit NWS](#)

[Visit NOAA](#)

[Visit FEMA](#)

- Water** - at least 1 gallon daily per person for 3 to 7 days
- Food** - at least enough for 3 to 7 days
  - non-perishable packaged or canned food / juices
  - foods for infants or the elderly
  - snack foods
  - non-electric can opener
  - cooking tools / fuel
  - paper plates / plastic utensils
- Blankets / Pillows, etc.**  **Clothing** - seasonal / rain gear/ sturdy shoes
- First Aid Kit / Medicines / Prescription Drugs**
- Special Items** - for babies and the elderly
- Toiletries / Hygiene items / Moisture wipes**
- Flashlight / Batteries**
- Radio** - Battery operated and NOAA weather radio
- Telephones** - Fully charged cell phone with extra battery and a traditional (not cordless) telephone set
- Cash (with some small bills) and Credit Cards** - Banks and ATMs may not be available for extended periods
- Keys**
- Toys, Books and Games**
- Important documents** - in a waterproof container or watertight resealable plastic bag
  - insurance, medical records, bank account numbers, Social Security card, etc.
- Tools** - keep a set with you during the storm
- Vehicle fuel tanks filled**
- Pet care items**
  - proper identification / immunization records / medications
  - ample supply of food and water
  - a carrier or cage



[Contact Us](#)

— muzzle and leash

- HOME
- BASICS
- HISTORY
- STORM SURGE
- MARINE SAFETY
- HIGH WINDS
- TORNADOES
- INLAND FLOODS
- FORECASTS
- BE PREPARED
- TAKE ACTION
- DOWNLOADS
- USEFUL LINKS
- EN ESPAÑOL

## HAVE A PLACE TO GO

**Develop a family hurricane preparedness plan before an actual storm threatens your area.** If your family hurricane preparedness plan includes evacuation to a safer location for any of the reasons specified with in this web site, then it is important to consider the following points:



**If ordered to evacuate, do not wait or delay your departure.**

If possible, leave before local officials issue an evacuation order for your area. Even a slight delay in starting your evacuation will result in significantly longer travel times as traffic congestion worsens.

**Select an evacuation destination that is nearest to your home, preferably in the same county, or at least minimize the distance over which you must travel in order to reach your intended shelter location.**

In choosing your destination, keep in mind that the hotels and other sheltering options in most inland metropolitan areas are likely to be filled very quickly in a large, multi-county hurricane evacuation event.

**If you decide to evacuate to another county or region, be prepared to wait in traffic.**

The large number of people in this state who must evacuate during a hurricane will probably cause massive delays and major congestion along most designated evacuation routes; the larger the storm, the greater the probability of traffic jams and extended travel times.

If possible, make arrangements to stay with the friend or relative who resides closest to your home and who will not have to evacuate.

Discuss with your intended host the details of your family evacuation plan well before the beginning of the hurricane season.

**If a hotel or motel is your final intended destination during an**



[Visit NWS](#)



[Visit NOAA](#)



[Visit FEMA](#)



[Contact Us](#)

**evacuation, make reservations before you leave.**

Most hotel and motels will fill quickly once evacuations begin. The longer you wait to make reservations, even if an official evacuation order has not been issued for your area or county, the less likely you are to find hotel/motel room vacancies, especially along interstate highways and in major metropolitan areas.

**If you are unable to stay with friends or family and no hotels/motels rooms are available, then as a last resort go to a shelter.**

Remember, shelters are not designed for comfort and do not usually accept pets. Bring your [disaster supply kit](#) with you to the shelter. Find [Pet-Friendly](#) hotels and motels.

**Make sure that you fill up your car with gas, before you leave.**



**To:** Sunshine Mall Tenants  
**From:** Sunshine Mall Management Office  
**Subject:** Hurricane Procedures  
**Date:** June 20, 2016

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The 2016 Hurricane Season is underway. Below is a reminder of our Hurricane Procedures.

In the case of potential severe weather conditions we will issue the following alerts to your emergency contacts on file.

1. When a hurricane **watch advisory** is issued by VITEMA, Sunshine Mall's management, hereinafter referred to as management, shall, through its communications issue a **yellow alert** to all tenants. Yellow alert means that the mall may be closed within 48 hours, if the weather condition does not improve. Mall tenants should begin planning precautionary measures.
2. When a hurricane **warning advisory** is issued by VITEMA, management will issue a **blue alert** to all tenants. Blue alert means that the mall may be closed within 24 hours. Preparations to secure displays, props, and merchandise should be initiated by tenants.
3. When a hurricane **definite hit** is issued by VITEMA, management will issue a **red alert** to all tenants. Red alert means that the mall may be closed within 12 hours. Tenants by this time should have secured all merchandise, props displays and begin evacuation.
4. **Green Alert** will be issued when all is clear.

We urge you to review your companies own emergency preparedness plans.

Please update our office with any changes to your emergency contact information.

In an effort to prevent vandalism and pilferage, entrances to the parking lot will be blocked after evacuation in the event of a red alert mode.

After the Green Alert is issued tenants are permitted back in the mall. Please report any damages to the Sunshine Mall Management within 24 hours.

Thank you

#1 Estate Cane•St. Croix, VI 00840• [www.sunshinemallvi.com](http://www.sunshinemallvi.com)  
Phone (340) 692-5700 • Fax (866) 223-1005

## Appendix D **BUPAP Congruence with Barry University Mission**

### ***Knowledge & Truth***

The PA Program promotes and supports medical knowledge, emphasizing in its students lifelong learning, growth and development and a pursuit of scholarly and critical analysis of the fundamental human experience in health and welfare. The Program encourages the development of solutions of rendering quality medical care to society in a humane and just fashion, regardless of their insurance or ability to pay. It further encourages volunteer and career-choice efforts on behalf of underserved, ethnically diverse and economically disadvantaged patients.

### ***Inclusive Community***

The Program seeks to admit students from all backgrounds and faiths to train them to return to care for their communities. The Program nurtures culture, social, and intellectual diversity and welcomes faculty, staff and students from all faith traditions.

### ***Social Justice***

The Program hopes to promote social change by educating the community about good health and important health practices and by teaching its students to protect and develop the future good health and longevity of all populations.

### ***Collaborative Service***

The Program has already developed one partnership in education and hopes to develop future partnerships in an effort of collaboration to serve local and global communities. The Program accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

### ***PA Program Vision Statement***

Our vision is that our graduates will be PA leaders in health care technology and clinical practice

### ***PA Program Mission Statement***

The Barry University PA Program educates students in the practice of collaborative medicine and encourages life-long learning and professional development. It fosters a technology rich environment and clinical experiences among diverse patient populations. The Program enables students to develop competencies required to meet the health care needs of contemporary society

**Appendix E**  
**Barry University Physician Assistant Program**  
**Statement on Professionalism Behaviors**

The physician assistant profession and PA education programs generally have an excellent reputation for instilling an appropriate sense of professional behavior in PA students and graduates. In order to foster and continue this tradition, the students and faculty of the Barry University Physician Assistant Program have cooperated in developing a system that addresses instances of both positive and negative student behaviors.

Judgments of professionalism are often more qualitative than quantitative. The Barry University Physician Assistant Program relies on the sound judgment of its faculty in the assessment of student professional behavior. Early recognition of positive behaviors and elimination of unprofessional behaviors benefits the individual student, the student body and the program. It also helps avoid the possibility that a student might progress through the program with an adequate fund of knowledge and clinical skills, only to be found lacking in their ability to meet the program's technical standards or demonstrate the professional behaviors necessary for PA practice as a member of the health care team.

When negative issues about professional behavior arise, the program encourages students and faculty, including preceptors, to informally address the student(s) involved in a non-confrontational dialogue. If the issue is resolved in this manner, it may be taken as a sign of success and professional maturity. If the issue or conduct recurs/persists, the individual(s) observing the negative conduct should fill out a referral form addressed to the student's faculty advisor. The advisor will then meet with the student to discuss the issue(s). The faculty advisor will then indicate the advisor's opinion on the reported issue and make written recommendations for corrective action in accordance with program policies, as set forth in the student handbook, graduate catalogue and clinical year manual.

Each instance of referral for either positive or negative behaviors should be tracked on the flow sheet placed at the front of each student administrative file and permanently retained in that record. Instances of conduct deemed to be negative and serious lapses will result in referral to the program director for administrative and/or disciplinary hearings. Repeated episodes of otherwise minor issues may serve as the basis of an early summative review of the student and/or referral to the program director to determine the student's fitness to remain in the program. It is also expected that faculty will refer to the flow sheet to when answering queries concerning professional behaviors of students in training posed by licensing agencies, credentialing bodies and prospective employers of its graduates.

**Barry University Physician Assistant Program  
Professional Behaviors Flow Sheet  
(This form is submitted electronically by your advisor)**

Professional Attributes	Date(s) of Occurrence		
<b>1. Reliability and responsibility</b>			
a. Attendance and punctuality			
b. Completing assignments on time (including course evaluations)			
c. Notification of absences for required activities			
<b>2. Self-improvement and adaptability</b>			
a. Acceptance of feedback and constructive criticism			
b. Recognition of limitations/willingness to seek help			
c. Incorporation of feedback			
d. Adaptability to change			
e. Professional composure in stressful situations			
<b>3. Relationships with students, faculty, staff and patients</b>			
a. Establishing rapport			
b. Being sensitive to the needs of patients			
c. Establishing and maintaining appropriate boundaries in work and learning situations			
d. Maintaining respectful and courteous manner with fellow students, faculty, staff and patients			
<b>4. Upholding the principles of the professional conduct</b>			
a. Showing respect for all people equally without regard to age, race, gender, religion, ethnicity, disability, social status, sexual orientation, or political ideology			
b. Maintaining professional manner in language, deportment, hygiene and appearance			
c. Respecting patient confidentiality			
d. Maintaining honesty and integrity			
e. Contributing to an atmosphere conducive to learning			
f. Resolving conflicts in a manner that respect the dignity of every person involved			

## **Addendum to Barry University PA Student Constitution**

### **Section 6 - Professionalism Committee**

The purpose of the Professionalism Committee shall be to make recommendations to the faculty concerning professional behaviors throughout the didactic, clinical, and research portions of the Barry University Physician Assistant Program. The Professionalism Committee shall meet annually in order to review the Professional Behaviors Flow sheet, Professional Behaviors Referral Form, and the Statement of Professional Behaviors. The committee shall be comprised of the each campus' clinical year Vice President, the didactic year President and Vice President, and one faculty member from each campus.

The committee will be co-chaired by the clinical year Vice Presidents. Committee activities will be reported annually at the Executive Council meeting in writing or in person, at the request of the Chairperson of the BUPASA at any Executive Council Meeting. The term of office will be the same as for other class officers (Article II, Section 4).

**Barry University Physician Assistant Program  
Professional Behavior Referral Form  
(This form is submitted electronically by your advisor)**

Professional behavior is expected with or in front of patients, members of the health care team, and others in the professional environment (school, hospital, clinic, office) such as faculty members, fellow students, standardized patients, visitors, staff and administrative personnel. Please refer to the Barry University Student Handbook, Graduate Catalogue and PA Clinical Year Manual for additional details.

Instances of both positive and negative professional behaviors can be reported. This is a report of:

PRAISE \_\_\_\_\_ CONCERN \_\_\_\_\_

Referred Student's name: \_\_\_\_\_  
(Type or print legibly)

Referring Person's Name: \_\_\_\_\_

Course Director/Clinical Coordinator: \_\_\_\_\_

Semester or Rotation Number: \_\_\_\_\_

Location(s) and Date(s) of Behavior Reported: \_\_\_\_\_  
\_\_\_\_\_

We have read and discussed this evaluation form:

\_\_\_\_\_  
Student Signature                      Date                      Faculty Advisor Signature                      Date

Summary of incident/s (include dates or time frame, persons involved). Please describe specific behaviors observed by you. A narrative description is required:


Recommendations: (Attach additional sheets if necessary)

**Appendix F**  
**THE BEHAVIORS OF PROFESSIONALISM**

Accepts constructive feedback and modifies behavior appropriately	Demonstrates boundaries for patient relationships	Makes valuable contributions during class, rounds, or meetings
Accepts personal risk in provision of health care	Demonstrates sensitivity to power asymmetries in professional relationships	Offers advice when appropriate
Adapts style and content of communication appropriately for each patient	Discloses errors to patients when appropriate	Optimizes patient comfort and privacy when conducting history, physical examination, and procedures
Adheres to institutional policies and procedures	Discusses colleagues without using inappropriate labels or comments	Provides constructive and supportive feedback appropriately
Adheres to local dress code	Discusses patients without using inappropriate labels or comments	Provides patient care without consideration of personal benefit
Admits errors and assumes personal responsibility for mistakes	Displays compassion and respect for all patients even under the most difficult circumstances	Provides patient information to team members in a timely and effective manner
Advocates for changes in policies, procedures, or practices for the benefit of patients	Elicits patient's understanding to ensure accurate communication of information	Reacts appropriately to other's lapses in conduct and performance
Advocates for colleagues	Endures inconvenience to meet patient needs	Requests help when needed
Advocates for societal health issues	Engages in informal teaching and learning activities with colleagues as appropriate	Responds appropriately to help a distressed or impaired colleague
Advocates for the individual patient	Facilitates conflict resolution	Responds promptly when paged or called
Allocates health care resources without bias	Fulfills all clinical responsibilities in a timely manner	Serves as knowledge or skill resource for others
Appropriately incorporates patient's values, customs, and beliefs into management plan	Fulfills all nonclinical responsibilities in a timely manner	Signs over and ensures coverage of patients when unable to fulfill responsibilities
Arrives on time for scheduled activities and appointments	Improves team effectiveness through motivation and facilitation	Solicits values input from colleagues when appropriate
Attributes ideas and contributions appropriately to others	Intervenes immediately when unprofessional behavior presents clear and present danger	Takes on extra work when appropriate to help the patient
Avoids gifts and remunerations that might be perceived as conflicts of interest	Maintains a positive attitude amidst increased and unanticipated additional work	Takes on extra work when appropriate to help the team
Balances personal needs and patient care obligations	Maintains composure during difficult interactions with colleagues	Takes steps to prevent repetition of errors
Breaks bad news with compassion and appropriate candor	Maintains composure during difficult interactions with patients	Teaches and emphasizes tenets of professionalism when appropriate opportunities arise
Collaborates with patients/designated representatives in decision making	Maintains confidentiality of patient information in public areas	Transmits accurate and detailed information for optimal transition of care
Completes assigned share of team responsibilities	Maintains confidentiality of patient information in public areas	Upholds ethical standards in research projects and other scholarly activities
Conveys information and answers questions honestly and tactfully	Maintains thoroughness and attention to detail	Uses resources effectively to ensure optimal patient care
Demonstrates appropriate boundaries for inter-professional relationships		

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## Appendix G

### **Code of Classroom Conduct and Classroom Etiquette\***

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

**Appendix H**  
**Physician Assistant Code of Ethics**  
**American Academy of Physician Assistants**

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

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

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

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

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

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

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

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

Physician Assistants shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.

Physician Assistants shall uphold the doctrine of confidentiality regarding 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.

Physician Assistants shall strive to maintain and increase the quality of individual health care service through individual study and continuing education.

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

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

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

## Appendix I

### Competencies for the Physician Assistant Profession

<https://www.aapa.org/WorkArea/DownloadAsset.aspx?id=3104>

## Appendix J

### **Plagiarism Statement\***

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

I verify that as a student,

- I am responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior.
- Failure of an individual faculty member to remind me as to what constitutes cheating and plagiarism does not relieve me of this responsibility.
- I must take care not to provide opportunities for others to cheat.
- I must inform the faculty member if cheating or plagiarism is taking place.

## Appendix K

### Use of Exam Master Software

- **Registration Instructions:**
  - **Access your custom url:**
    - <https://barry.myexammaster.com>
  - Click on 'Not Registered Yet?'
  - Complete the Registration Information form.
  - Open the 'Exam Master Activation Instructions' message sent to your registered email address. (You must activate your account within 24 hours of registration).
  - Click on the link. Your account is activated and you are ready to get started from the main menu.

Appendix L

**Barry University**

Physician Assistant Program  
Didactic Class of 2018  
Attestation Form

Course Name \_\_\_\_\_

Quiz/Exam # \_\_\_\_\_

Exam Score \_\_\_\_\_

I attest that the above exam score is true.

I have neither received nor given aid during this examination.

I have refrained from all online testing prohibited behavior.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix M  
Physical Diagnosis  
Equipment List Class of 2018

1. **Stethoscope—Recommend a stethoscope with bell and diaphragm-Littman**  
Cardiology III or Welch Allyn Tyco or MDF: Classic Cardiology or ER Premier or Procardial c3\* stethoscopes are examples of good ones.  
Although there are many choices to select from, most quality stethoscopes have the following –Two-in-one tube design, Double-sided chestpiece (bell and diaphragm), “excellent acoustic seal”, comfortable eartips.
2. **Otoscope/Ophthalmoscope with Halogen lighting**—Please purchase the best equipment that you can afford and do not rely on poor quality diagnostic items. It is necessary for you to have your own for training purposes. **The Physical Diagnosis Director recommends the Welch Allyn otoscope/ophthalmoscope sets.** Any other brand is unlikely to be good quality. The W-A pocket set may be adequate for home practice. W-A instruments hold up well over years so often a used set may be refurbished. The full-size 3.5 volt with rechargeable batteries is highly recommended, as is the “panoptic” that makes visualization easier. You will need disposable ear specula 2.5mm and 4mm. One package of each should be sufficient. Optional accessories include: A Transilluminator, Nasal illuminator, Nasal speculum, and an Otoscope Insufflation Bulb/Tip
3. **Hand-held Sphygmomanometer with adult size cuff\*** Large adult cuff and child cuffs are optional
4. **Tuning Fork ⇒ two frequencies required\***
  1. For vibratory sensation testing, low frequency between 100-400 Hz. For eg, **C-128 Hz.**
  2. For auditory evaluation, high frequency between 500-1000 Hz. For eg, **C-512 Hz.**
5. Buck Neurological
6. Pocket Eye Chart/Ruler- **Rosenbaum chart is recommended**
7. Halogen Pen light
8. Retractable Tape Measure
9. Wristwatch with second hand (cellphone does not meet this requirement)
10. EKG Calipers
11. Cotton balls, Q-tips, tongue blades and latex gloves in SMALL quantity
12. If allergic to latex, you will need to have vinyl gloves
13. Carrying Case  
This doesn't have to be a traditional case. Choose whatever is comfortable for you, is spacious and provides easy access to your physical examination instruments.
14. Suture instruments: **(These will need to be purchased on your own through Amazon or another medical supplier). The set of three instruments should cost no more than \$20-25.00:**
  - a) Adson forceps with teeth (Usually about 5" in length) and, if possible, with the distal ends that approximate so that the needle can be grasped with the instrument. You would have to contact the distributor to find that out, since it usually does not specify that in the description.
  - b) Mayo Hegar Needle holder usually 5- 6 "
  - c) Small straight (Iris) scissors with which to cut suture. 4 1/2 " is long enough

15. "Synthetic Skin" Each student is required to have their own synthetic skin/suture pad to use for the suture skills lab, and again for suture skills testing throughout the year. Please be sure you get a multilayer pad. Please reach out to clinical faculty if you need help selecting one. <http://surgireal.com/> <http://sim-vivo.com/>

Prices vary significantly but the total cost of all the instruments you will need will likely be in the \$700-\$1,000 range. (Good instruments are fairly expensive but if you choose wisely you may be able to use the equipment you buy now until you retire from practice!) If you have any questions, your Physical Diagnosis Lab Director may answer them.

In Miami Shores: Wendy Langen [wlangen@barry.edu](mailto:wlangen@barry.edu)

In St. Petersburg: Debbi Hanson [dhanson@barry.edu](mailto:dhanson@barry.edu)

In St. Croix: Michael Funk [mfunk@barry.edu](mailto:mfunk@barry.edu)

This Welch-Allyn vendor has provided discounted high quality items and service to our incoming students for years. Please choose Welch-Allyn oto/ophthalmoscopes. No other brand is recommended. The link is catered to incoming Barry PA students: They also offer a quality stethoscope to our students at discounted cost. <https://www.123contactform.com/form-1992067/BARRY-PA-2016>

\*These items are available at this site, [www.MDFedu.com/Barry.html](http://www.MDFedu.com/Barry.html) also catered for incoming Barry PA students.

If you use these vendors please have your equipment sent directly to you. Shipping prices are likely lower to the mainland.

Amazon and ebay also offer many items.

Appendix N  
**Sexual Misconduct Policy**

**Barry University and the Physician Assistant Program have a zero tolerance for sexual misconduct. Program faculty and staff are required to attend mandatory training sessions provided by the university on the subject of sexual misconduct of all types.**

**The full Barry University Sexual Misconduct Policy for students is located in the student handbook at**  
<http://www.barry.edu/student-handbook/handbook/sexual-offense-policy.html>

**Appendix O**  
**TRAVEL REQUEST FORM**

**Please Do Not Submit This Form. This Is Only A Sample. The Electronic Form Will Be Found Under Physical Diagnosis Or Clinical Therapeutics.**

Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Campus of Origin:      MS          STP          STX

Campus Requesting to Visit:      MS          STP          STX

**Date of Visit:**

You may not travel on the following dates:

- Week of Medical Spanish
- Week of Clinical Orientation/ ACLS/ PALS
- Finals Week
- Week of the Board Review conference
- OSCE/Summative Evaluations
- Commencement

**ACADEMIC STANDING: Are you on remediation or probation?** \_\_\_\_\_

**Have you visited a previous campus during the semester of your request?** \_\_\_\_\_

Faculty Member	Signature/Approval/ Date
Advisor: _____	
Director of Didactic Education: Dr. Fien	
PD Lab Director: <ul style="list-style-type: none"> <li>• Wendy Langen</li> </ul> PD Lab Instructors: <ul style="list-style-type: none"> <li>• STP: Professor Debbi Hanson</li> <li>• STX: Professor Michael Funk</li> </ul>	_____ _____

Once approval has been received from the faculty and administration above, please follow up with your advisor. Please be sure to advise the Administrative Assistant Didactic on your campus about your visit to a distant campus. Also, please send flight information to the St.

**Petersburg Office Manager.**

**Miami:** Ms. Naeema Britton

**St. Pete:** Ms. Stacey Gaeta

**St. Croix:** Ms. Melissa Herbert

Appendix P

Health Forms

**Barry University PA Insurance Waiver  
Barry University PA Initial Form**

Before you create your account with Barry University Physician Assistant Immunization Tracking System, please be aware that your yearly subscription fee for using the Tracking System is \$30.00. You will need your Credit Card to pay this subscription fee.

Instructions for creating your Immunization Account on the Immunization Tracking System (ITS)

You will receive detailed instructions on how to create a user profile in a future correspondence; meanwhile it is imperative that you immediately begin the following health screenings and compiling the supporting documentation for each item as outlined below. There is a deadline of **June 30<sup>th</sup>, 2016** to have all components completed and submitted to the Program. Failure to comply with this deadline may result in delay of matriculation. Additional information will follow in a subsequent email on how to submit proof of these items.

Instructions for entering your Requirements on the Immunization Tracking System

**\*\*\*YOU ARE NOT REQUIRED TO ENTER ANY ITEMS INTO THE TRACKING SYSTEM AT THIS TIME\*\*\***

1. Tdap: Within last 10 Years

You must have a Tdap within last 10 years, or show proof of a Td AND separate Pertussis Vaccination (within the last 10 years). Please enter the date of your Tdap (or Td and Pertussis) vaccination on this Form and in the Tracking System.

2. Varicella (Chicken Pox)

You must have proof of ONE of the following:

a) 2 doses of the Varicella Vaccine

b) Proof of Natural Varicella (Chicken Pox) Disease.

c) Varicella Blood Test, with presence of IgG antibody by either Latex Agglutination or ELISA (preferable) testing. Any students not showing past exposure, or a positive test result, must have the two Varicella Vaccinations which are 4-8 weeks apart. Official lab work printout is required for this option.

Please enter the Vaccine date, OR Varicella Blood Test date with result, OR the Natural Varicella Disease date on this Form and in the Tracking System.

3. Hepatitis B

You must have a Hepatitis B Surface Antibody Blood Test (Anti-HBsAg) with "Positive (POS) or Negative (NEG)" result to be compliant. If your Hepatitis B testing is not-immune (Negative/Equivocal) you must repeat a 3 shot series for Hepatitis B, and then re-test for Anti-HBsAg. Please enter your Hepatitis B Test date and any necessary vaccinations on this Form and in the Tracking System. Official lab work printout is required for this option.

4. Measles (Rubeola), Mumps, and Rubella

You must have proof of ONE of the following:

a) 2 doses of Measles, Mumps, and Rubella Vaccines

b) Measles, Mumps and Rubella IGG Bloodwork showing immunity. If you show as Not-Reactive, Negative Immunity, you must show proof of a complete MMR Series. Official lab work printout is required for this option.

c) Documented dates of disease for Measles, Mumps and Rubella.

Please enter the date of the vaccinations, diseases or titers. Official documentation required for the blood-work, if completed.

5. PPD: Annual

You must have a PPD every 12 months. If the PPD is Negative, you are required to have Annual PPD. Please enter the date and Negative result on this Form and in the Tracking System.

If a PPD is Positive, you will need a Chest X-Ray with a Negative result (One Time) to be compliant. Please enter your Positive PPD date, Chest X-Ray date, and result on the Form and in the Tracking System.

If you received the BCG vaccination in the past, please submit documentation for that vaccination (One Time). See your healthcare provider for further steps in relation to your TB Infection/Exposure Status. Enter the date of your vaccination on the form and into the Tracking System.

6. Statement of Good Health: Annual

You must present the Statement of Good Health. This should not include any other student health information and should not include a physical examination; it should attest to the student's good health and state that the student may enroll in the Program without restrictions. Please fill out Page 3 and sign the form. Also make sure to upload the signed Statement of Good Health Form to American DataBank.

7. Student Health Insurance: Annual

You must present proof of current Health Insurance Coverage. This can be either Barry U Health Insurance, proven by enrollment form, receipt of payment, or insurance card. OR, you can decline Barry U coverage, turning in the Insurance Waiver Form AND a copy of the front and back of your insurance card. See [www.barrypa.com](http://www.barrypa.com) for the Waiver Form. Note: Be sure to renew early, as Students may not have a lapse in coverage.

8. American Heart Association BLS CPR Card: Renew When Expired

First Year Barry students must have a BLS Certification valid for the entire didactic year (August-July). See [www.heart.org](http://www.heart.org) for more information on the AHA BLS for Healthcare Providers CPR Certification. A copy of the front and back of your current CPR Card should be submitted to ADB.

## Physician Assistant Initial Immunization Record Form

I hereby certify that the certification information below is true and correct to the best of my knowledge and abilities, and willingly release it to Barry University, American DataBank, and any and all clinical sites for the purpose of my education and clinical experiences. This information will not be disseminated for any other purpose than that specified by the applicant. By affixing my signature, I grant my full consent for the duration of my enrollment at Barry. I am aware that I can revoke my consent, in writing, at any time.

Student Name (Print): \_\_\_\_\_ Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)

Student Signature: \_\_\_\_\_ Student ID: \_\_\_\_\_

**\*\*\*Student MUST scan and upload documents to their ITS Profile.\*\*\***

Program of Study:  Physician Assistant  Campus:  St. Croix  St. Petersburg  Grade Level:  Didactic (1<sup>st</sup>)  Adv. Didactic (3<sup>rd</sup>)  
 Miami Shores  Clinical (2<sup>nd</sup>)

### Immunization Requirements: Initial Form

**Tdap (Tetanus Diphtheria and Acellular Pertussis)**

Required Within last Ten Years

**A** Tdap Vaccination Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)

**B** Td Vaccination Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) **If you have an allergy to TT or Td Pertussis Vaccination Date: \_\_\_\_ M \_\_\_\_ D \_\_\_\_ Y**

**Varicella (Chickenpox)**

Required One Time

**A** Proof of Natural Varicella (Chicken Pox) Disease Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)

**B** Varicella Dose 1: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) **Varicella Dose 2: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)**

**C** Varicella Presence of IgG Antibody Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)

**◀ MUST SEND LABWORK PRINTOUT**

**Hepatitis B**

Required One Time

**HepB 1<sup>st</sup> Shot Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) HepB 2<sup>nd</sup> Shot Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) HepB 3<sup>rd</sup> Shot Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)**

**Required >** **Hepatitis B (Anti-HBsAg) Test Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)  POS or  NEG**

**◀ MUST SEND LABWORK PRINTOUT**

If Non-responder, repeat shots and re-test as shown below:

**for the Antibody, Repeat Shots and Re-Test**

**HepB 4<sup>th</sup> Shot Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) HepB 5<sup>th</sup> Shot Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) HepB 6<sup>th</sup> Shot Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)**

**Hepatitis B (Anti-HBsAg) Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)  POS or  NEG**

**◀ MUST SEND LABWORK PRINTOUT**

**MMR (Measles, Mumps and Rubella)**

Required One Time

**A** MMR Dose 1: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) **MMR Dose 2: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)**

**Measles Immune IgG Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)  POS or  NEG**

**Mumps Immune IgG Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)  POS or  NEG**

**Rubella Immune IgG Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)  POS or  NEG**

**Measles Date of Disease: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)**

**Mumps Date of Disease: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)**

**Rubella Date of Disease: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)**

**◀ MUST SEND LABWORK PRINTOUT**

**PPD (Tuberculosis Testing)**

Required Every Year

**A** PPD (ANNUAL) : \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) **Result:  Positive or  Negative**

**B** Chest X-Ray (ONE TIME) Date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y) **Chest X-Ray Result:  Positive or  Negative**

**C** Have you received the BCG Vaccination? If so, indicate the date: \_\_\_\_ (M) \_\_\_\_ (D) \_\_\_\_ (Y)

Physician/Healthcare Provider Signature: \_\_\_\_\_ Signature Date: \_\_\_\_\_

Physician/Healthcare Provider Stamp:

**Barry University  
Physician Assistant Program**

**Student Statement of Good Health**

This form is to be completed by your health professional and uploaded to your American DataBank ITS account.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Last 4 Digits of SS# \_\_\_\_\_

Barry Student ID# \_\_\_\_\_

**Statement of Good Health:**

I have examined the above named student who appears to be in good health and who may enroll in the Physician Assistant Program without restrictions.

*Health Care Provider (Please sign and place health care provider address and phone number or stamp below).*

Name of Provider \_\_\_\_\_ Address \_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_