



**MARQUETTE**  
**UNIVERSITY**

***COLLEGE OF HEALTH SCIENCES***

***DEPARTMENT OF  
PHYSICIAN ASSISTANT STUDIES***

**CLASS 2026  
PROGRAM HANDBOOK**

Rev 5/2024

**MARQUETTE UNIVERSITY  
PHYSICIAN ASSISTANT PROGRAM  
HONOR CODE**

To ensure the best learning environment for myself and my classmates, as well as to show respect to my classmates and lecturers, I will abide by the following honor code:

***Attendance:***

I know that attendance is mandatory. I will arrive, be seated, and have all necessary materials ready at least 5 minutes prior to the scheduled lecture/exam time so we can start on time. I understand the PA Program follows the Office of the Provost's Undergraduate Attendance Policy and realize that withdrawal from a course may result if too many absences are accrued. I also understand that any withdrawal from a course in any year of the PA curriculum may result in automatic dismissal from the program. I understand that if I am more than 10 minutes late to a class, without an excused absence, I may lose the 3% points from that course final grade.

In the event of remote teaching, I know my engagement in live teaching is crucial to my learning and will participate fully. I will also review all materials posted by instructors for remote teaching. I will attend all mandatory remote sessions according to the protocols required by my instructors and be fully engaged in my learning. If I anticipate not being able to attend, I will follow the absence policy and notify my instructors or the program.

***Schedule:***

I understand that I am expected to be available for class from 7:30am until 5:00pm, Monday-Friday. Due to the nature of the classes I am taking, isolated exceptions to this time frame may be warranted, requiring, early A.M., evening, and weekend involvement.

***Electronics:***

During lectures and discussions, I will only use my electronic device to follow along with the lecturer and take notes. I will stay on task and remain participatory and engaged in the class setting.

**\*I will not surf the internet.    \*I will not check e-mail.  
\*I will not text/message.        \*I will adhere to the Social Media Policy.**

***Attire:***

I recognize that I am a student in a professional program where I will regularly encounter lecturers and presenters from various medical disciplines and patients. As a representative of this program, I am aware that my outward appearance

should be reflective of my personal desire to be perceived as a competent health care professional, cast the PA profession in a positive light, and promote Marquette University's positive image. I will abide by the dress attire guidelines of the PA program.

On days when casual dress is accepted in the classroom and for online learning, I will dress appropriately, my attire will always be neat, clean, and properly fitting, and will adhere to the below guidelines. I understand the following are inappropriate:

- Revealing clothing (see-through or lace shirts/clothing, spaghetti straps, visible cleavage, short skirt/shorts, tight-fitting tops, or skin showing between the shirt and pants).
- Hats/scarves unless worn for religious purposes.
- Clothes/tattoos displaying inappropriate language or graphics.
- Clothes displaying support of any political group, movement or views, or jargon that associates the student with support of any such group.
- Low-riding pants that potentially show my underwear or skin in the midriff/waist area.
- Bare feet.

### ***Classroom Behavior:***

I realize that everyone learns in different ways and at different paces. Therefore, I will be respectful when other students are asking questions in class or in remote teaching settings. I will use the chat function of Microsoft Teams appropriately, if allowed, and for learning purposes. I will be attentive to lecturers and participate in discussions. I will not be disruptive during class by talking, surfing the web, texting, or by participating in activities that are off task.

### ***Community Behavior:***

I understand that I represent not only myself but additionally the MUPA Program in public and outside the institution. Any inappropriate behaviors at MU sponsored events or informal gatherings where I am known to be from the program reflect poorly on me and the perception of the program in general. I am proud to be associated with the MUPA Program and all its class members.

### ***Cheating:***

I know that if one person cheats, the integrity of the whole program is compromised. I will neither give nor receive aid in examinations or assignments unless expressly permitted by the instructor. I will not solicit aid or provide aid for in-person or online exams and assessments including AI generated responses. I will report anyone I see or hear of cheating on a test, OSCE, lab, or an

assignment. I will not share information about examinations with peers or undergraduates. I will abide by the attached test-taking guidelines for D2L and Respondus. Please see the [HESP Bulletin](#) for the process in the event of a violation.

Marquette PA also abides by the university's Academic Integrity Policy and Honor Pledge. This information can be found at: <http://www.marquette.edu/provost/integrity-pledge.php>

All students must complete the tutorial by Friday June 7, 2024 (completed via D2L-HESP) if not done so already.

I understand that I have received and have access to the student Program Handbook (on the MUPA webpage), and I agree to abide by all the policies and procedures to remain in the MUPA program.

MU Honor Pledge:

*I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

Please sign and submit it to the PA main office by **June 7, 2024.**

Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Authorization for Disclosure of Medical Information**

Student Name: \_\_\_\_\_  
(Please Print)

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

I, the above-named student, hereby grant permission to and authorize Marquette University, through its Physician Assistant Program personnel, to maintain and provide copies of any or all my medical records, (limited to immunizations, vaccinations, and titers) to **clinical placement facilities** at which I will, or may, be placed, for evaluation and confirmation.

This information is authorized to be released for purposes related to my studies at Marquette University. This authorization is valid until my graduation date. I agree that a photocopy of this authorization is as valid as the original.

This form will be collected again by the Clinical Team closer to placement of rotations.

My signature hereunder indicates that I have read, fully understand, and agree to the terms contained in this authorization form.

---

Signature

Date (due 6/7/2024)

## **MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM HEALTH INSURANCE REQUIRMENTS**

Students are required by the program to carry personal health insurance throughout the duration of their studies. MU does not cover you, MUPA, or a rotation site's employee health in the case of injury, needle stick, infectious exposure, or illness during your didactic or clinical year experiences.

If you do not have health insurance, you will not be eligible for placement at clinical rotation sites, as this is a condition of your placement. You may also not participate in the Community Clinics program in your didactic years which will directly impact your grade in courses, and potentially your graduation.

Students can purchase health insurance through multiple avenues or from the insurance provider of their choice.

Castle Branch will require you to submit a copy of your health insurance card or other proof of insurance to ensure compliance with this policy at various times throughout the program.

The PA Program faculty, the program director and the medical director may not participate as health care providers for students in the program, except in an emergency.

# Table of Contents

<b>WELCOME.....</b>	<b>9</b>
<b>SECTION I .....</b>	<b>10</b>
<b>GENERAL INFORMATION .....</b>	<b>10</b>
<i>DEFINITION OF A PHYSICIAN ASSISTANT .....</i>	<i>11</i>
<i>DESCRIPTION OF THE PROFESSION AND HISTORICAL OVERVIEW .....</i>	<i>11</i>
<i>MISSION STATEMENT.....</i>	<i>13</i>
<i>COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION .....</i>	<i>13</i>
<i>PHYSICIAN ASSISTANT COMPETENCIES .....</i>	<i>14</i>
<i>DEPARTMENTAL EDUCATIONAL GOALS.....</i>	<i>17</i>
<i>STUDENT EDUCATIONAL LEARNING OUTCOMES .....</i>	<i>18</i>
<i>Marquette University Physician Assistant Program Technical Standards .....</i>	<i>21</i>
<i>Faculty and Staff Contact Listings.....</i>	<i>25</i>
<i>PHYSICIAN ASSISTANT STUDIES FACULTY BIOGRAPHIES .....</i>	<b>Error! Bookmark not defined.</b>
<b>SECTION II .....</b>	<b>31</b>
<b>PHYSICIAN ASSISTANT PROGRAM .....</b>	<b>31</b>
<i>ACADEMIC CALENDAR 2023-2025.....</i>	<i>32</i>
<i>ACCREDITATION STATUS.....</i>	<i>33</i>
<i>PROGRAM COURSE LISTING.....</i>	<i>34</i>
<i>COURSE DESCRIPTIONS .....</i>	<i>35</i>
<i>Supervised Clinical Practice Experiences (PHAS 7986).....</i>	<i>42</i>
<i>Clinical Site Placement.....</i>	<i>43</i>
<b>SECTION III .....</b>	<b>44</b>
<b>ACADEMIC &amp; ADMINISTRATIVE .....</b>	<b>44</b>
<b>PROGRAM POLICIES &amp; REGULATIONS.....</b>	<b>44</b>
<i>ATTENDANCE POLICY.....</i>	<i>45</i>
<i>MU PA Recording Policy .....</i>	<i>49</i>
<i>Classroom Attire .....</i>	<i>49</i>
<i>PROFESSIONAL CODE OF CONDUCT .....</i>	<i>50</i>
<i>PROFESSIONAL BEHAVIOR EVALUATION.....</i>	<i>51</i>
<i>MUPA PUBLIC DISPLAY WITH SOCIAL MEDIA POLICY.....</i>	<i>54</i>
<i>MARQUETTE UNIVERSITY CRIMINAL BACKGROUND CHECK POLICY .....</i>	<i>60</i>
<i>ALCOHOL AND ILLICIT DRUG USE POLICY.....</i>	<i>60</i>
<i>EMPLOYMENT DURING THE PROGRAM POLICY.....</i>	<i>61</i>

<i>EMERGENCY EVACUATION PLAN</i> .....	61
<i>HEALTH INSURANCE &amp; HEALTH MAINTENANCE POLICIES</i> .....	62
<i>MUPA STUDIES INCIDENTAL FINDINGS POLICY</i> .....	66
<i>MUPA INFECTIOUS DISEASE POLICY</i> .....	66
<i>EXPOSURE POLICY</i> .....	67
<i>ACADEMIC PROGRESS POLICIES</i> .....	71
<i>PHAS TEST TAKING/ASSESSMENT POLICY</i> .....	71
<i>RESPONDUS/D2L EXAMS/ASSESSMENTS POLICY</i> .....	71
<i>STUDENT PEER REVIEW COMMITTEE FOR PHAS COURSES POLICY</i> .....	73
<i>REMIEDIATION FOR PHYSICIAN ASSISTANT STUDIES STUDENTS</i> .....	74
<i>PHAS and BISC COURSES POLICY</i> .....	74
<i>PROGRESS AND PROMOTION COMMITTEE</i> .....	77
<i>PROTOCOL FOR PROMOTION OF PHYSICIAN ASSISTANT STUDENTS</i> .....	78
<i>ACADEMIC PROGRESS</i> .....	78
<i>TEMPORARY WITHDRAWAL, MEDICAL WITHDRAWAL, and DECELERATION</i> .....	81
<i>ACADEMIC APPEALS POLICY</i> .....	85
<i>STUDENT REVIEW OF ACADEMIC RECORD</i> .....	85
<i>STUDENT GRIEVANCES and MISTREATMENT</i> .....	85
<i>SEXUAL HARASSMENT, TITLE IX, STUDENT MISTREATMENT</i> .....	85
<b>SECTION IV</b> .....	<b>86</b>
<b>PROFESSIONAL ORGANIZATIONS</b> .....	<b>86</b>
<i>PROFESSIONAL AND STUDENT PHYSICIAN ASSISTANT ORGANIZATIONS</i> .....	87
<i>THE AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS</i> .....	87
<i>STUDENT ASSOCIATION OF PHYSICIAN ASSISTANTS</i> .....	88
<i>WISCONSIN ACADEMY OF PHYSICIAN ASSISTANTS</i> .....	88
<i>MU-STUDENT ASSOCIATION OF AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS</i> .....	88
<b>SECTION V</b> .....	<b>93</b>
<b>SCHOLARSHIPS, LOANS, AND GRANTS</b> .....	<b>93</b>
<i>PHYSICIAN ASSISTANT PROGRAM SCHOLARSHIPS</i> .....	94
<i>SCHOLARSHIP OPPORTUNITIES</i> .....	94
<i>NATIONAL SCHOLARSHIPS/GRANTS</i> .....	95
<i>LOAN/SCHOLARSHIP INFORMATION</i> .....	95



**WELCOME**  
**MARQUETTE UNIVERSITY FACULTY**  
**DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

Your presence here today is the culmination of several years of planning and months of effort. We want you to enjoy your education and we want you to know that we will do everything in our power to assist you in attaining your own personal career goals.

The next two years will be among the most difficult, stressful, challenging, and rewarding of your life and we want to do all we can to make the experience both a positive and successful one. Our offices are open for questions, concerns, or problems. We are here to help you, but we need your assistance in identifying the kind of help you individually want and need. The best way to reach the faculty is to email to set up an appointment so that we can devote full attention to you.

While most of your didactic time will be spent here on campus, the clinical year will be primarily spent in a variety of clinical settings. You will have the opportunity to meet hundreds of patients, dozens of physicians, many other health care workers, and numerous practicing PAs as you learn your new profession. We want to remind you that you are the Program and therefore, just as you rely on us for a comprehensive and quality education, we rely on you to help us build the reputation we all desire. This responsibility is a heavy one, but one that is vital to your future and the future of our Program.

Sincerely,

**THE DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES FACULTY AND STAFF**

Robert Paxton, PA-C, MPAS; Interim Program Director, Associate Chair, Director of Didactic Education, Clinical Professor

Joshua Knox, PA-C, MEd; Acting Program Chair, Assistant Director of Curriculum, Clinical Professor

Patrick Loftis, PA-C, MPAS, RN; Assistant Program Chair, Clinical Professor

Michael Toppe, DMSc, MS, PA-C; Acting Associate Program Director, Clinical Associate Professor

Jeremy Barrett, PA-C, MPAS; Clinical Associate Professor

Amie Billstrom, PA-C, MMS; Clinical Assistant Professor

Catherine Brill, PA-C, MPAS; Clinical Professor

Francesca Johnson, PharmD, MEd; Clinical Assistant Professor

Anne Melvin, PA-C, MPAS; Assistant Director of Clinical Education, Clinical Assistant Professor

Sarah Misustin, PA-C, MPAS; Director of Clinical Education, Clinical Assistant Professor

Kimberly Thiery, MSW; Director of Assessment

Heidi Toth, PA-C, MPAS; Clinical Assistant Professor

Alyssa Truong, PA-C, MMS; Director of Admissions, Clinical Assistant Professor

Nicole Winchester, PA-C, MPAS; Clinical Assistant Professor

Erica Galligan, Administrative Assistant

Lori Kazaks, Program Specialist

Mary Workman, Assessment Coordinator

**SECTION I**

**GENERAL INFORMATION**

## **DEFINITION OF A PHYSICIAN ASSISTANT**

*Physician assistants are health professionals licensed or in the case of those employed by the Federal Government, credentialed to practice medicine with physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician assistant practice is centered on patient care and may include educational, research, and administrative activities.*

*Adopted 1995*

*Amended 1996*

*AAPA House of Delegates Definition of a Physician Assistant*

### **Physician Assistant/Physician Associate**

*Amended from AAPA (January 2022)*

*PAs (physician associates/physician assistants) are licensed clinicians who practice medicine in every specialty and setting. Trusted, rigorously educated and trained healthcare professionals, PAs are dedicated to expanding access to care and transforming health and wellness through patient-centered, team-based medical practice.*

## **DESCRIPTION OF THE PROFESSION AND HISTORICAL OVERVIEW**

Physician Assistants are skilled members of the health care team who practice medicine with supervision by licensed physicians, fulfilling a broad range of medical services that would otherwise be provided by a physician.

The Physician Assistant (PA) profession has grown dramatically since its inception in 1965. Initially, the profession grew in response to the national problem of maldistribution and shortage of physicians. Former medical corpsmen, highly skilled after time spent in the military during the Vietnam War era, were many of the first PAs.

**New Graduates** – NCCPA (2023) estimates there were approximately 178,708 people certified and 93.7% in clinical practice as PAs.

**Accredited PA Programs** – 300+ Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The typical PA program is 27-28 months long and requires at least two years of college and some health care experience prior to admission. The majority of students have a BA/BS degree and prior health care experience before admission to a PA program. While all programs recognize the professional component of PA education with a document of completion for the professional credential (PA-C), the terminal degree for Physician Assistants is a Master's Degree.

**Prescribing** – All 50 states, the District of Columbia, American Samoa, and Guam have enacted laws that authorize PA prescribing.

**Income** – Results of the 2022 AAPA Physician Assistant Salary Survey indicate that the median total income (salary plus bonus) for a new graduate was \$115,000. Class of 2023 from MUPA average starting salary was ~\$115,000.

**Outlook on Profession** – The proportion of those PAs eligible to practice within a clinical environment remains high at 95.4 percent (2017). The United States Bureau of Labor Statistics (BLS) projects that the number of PA jobs will increase 36% by 2026. Jobs have been expanded access under the Affordable care Act and the aging population. The current CARES acts are looking to expand the scope and practice authority of our profession.

## **DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

### **MISSION STATEMENT** **College of Health Sciences**

The College of Health Sciences has the mission of preparing students for careers in the health sciences and as health care providers. It is dedicated to improving health by educating excellent and ethical health care professionals through a program of teaching, research, and service. Students are instilled with the Jesuit ideals of concern for the spiritual, emotional, and physical development of the individual as well as a lifelong commitment to leadership in the advancement of their personal skills and their profession. The college has specially designed programs that invite participation by minority and disadvantaged students in health-related careers.

### **MISSION STATEMENT** **Department of Physician Assistant Studies**

Our mission is to develop physician assistants in the Jesuit tradition who realize their full potential as excellent clinicians and national leaders. We pursue this for *ad majorem Dei gloriam*, the greater glory of God, and the benefit of the human community.

An ideal graduate of our program is well-rounded, clinically, and intellectually competent, committed to professional growth, spiritually centered, compassionate, and dedicated to doing justice in generous service to others. Our graduates will be leaders in promoting health, wellness, and preventing disease in diverse healthcare settings and in their communities.

### **COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION**

The PA competencies were originally developed in response to the growing demand for accountability and assessment in clinical practice and reflected similar efforts conducted by other

health care professions. In 2005, a collaborative effort among four national PA organizations

produced the first Competencies for the Physician Assistant Profession. These organizations are the National Commission on Certification of Physician Assistants, the Accreditation Review Commission on Education for the Physician Assistant, the American Academy of PAs, and the Physician Assistant Education Association (PAEA, formerly the Association of Physician Assistant Programs). The same four organizations updated and approved this document in 2012.

The resultant document, *Competencies for the Physician Assistant Profession*, is a foundation from which each of those four organizations, other physician assistant organizations and individual physician assistants themselves can chart a course for advancing the competencies of the PA profession. The competencies were revised again and adopted in 2020 by all organizations.

## **Introduction**

This document defines the specific knowledge, skills, and attitudes that physician assistants (PA) in all clinical specialties and settings in the United States should be able to demonstrate throughout their careers. This set of competencies is designed to serve as a roadmap for the individual PA, for teams of clinicians, for health care systems, and other organizations committed to promoting the development and maintenance of professional competencies among PAs. While some competencies are acquired during the PA education program, others are developed and mastered as PAs progress through their careers.

The PA professional competencies include seven competency domains that capture the breadth and complexity of modern PA practice. These are: (1) knowledge for practice, (2) interpersonal and communication skills, (3) person-centered care, (4) interprofessional collaboration, (5) professionalism and ethics, (6) practice-based learning and quality improvement, and (7) society and population health. The PA competencies reflect the well-documented need for medical practice to focus on surveillance, patient education, prevention, and population health. These revised competencies reflect the growing autonomy of PA decision-making within a team-based framework and the need for additional skills in leadership and advocacy.

As PAs develop greater competency throughout their careers, they determine their level of understanding and confidence in addressing patients' health needs, identify knowledge and skills that they need to develop, and then work to acquire further knowledge and skills in these areas. This is a lifelong process that requires discipline, self-evaluation, and commitment to learning throughout a PA's professional career

## **AAPA PHYSICIAN ASSISTANT COMPETENCIES**

### **1. Knowledge for Practice**

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:

- 1.1 Demonstrate investigative and critical thinking in clinical situations.
- 1.2 Access and interpret current and credible sources of medical information.
- 1.3 Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
- 1.4 Discern among acute, chronic, and emergent disease states.
- 1.5 Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision making, clinical problem-solving, and other evidence-based practice skills.

- 1.6 Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
- 1.7 Consider cost-effectiveness when allocating resources for individual patients or population-based care.
- 1.8 Work effectively and efficiently in various health care delivery settings and systems relevant to the PA's clinical specialty.
- 1.9 Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.
- 1.10 Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.
- 1.11 Utilize technological advancements that decrease costs, improve quality, and increase access to health care.

## **2. Interpersonal and Communication Skills**

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:

- 2.1 Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs, and goals are met to deliver person-centered care.
- 2.2 Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
- 2.3 Communicate effectively to elicit and provide information.
- 2.4 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.
- 2.5 Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.
- 2.6 Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.
- 2.7 Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.
- 2.8 Recognize communication barriers and provide solutions.

## **3. Person-centered Care**

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and health care that is evidence-based, supports patient safety, and advances health equity. PAs should be able to:

- 3.1 Gather accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.
- 3.2 Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.

- 3.3 Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions.
- 3.4 Develop, implement, and monitor effectiveness of patient management plans.
- 3.5 Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty.
- 3.6 Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.
- 3.7 Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings and follow up on patient progress and outcomes.
- 3.8 Provide health care services to patients, families, and communities to prevent health problems and to maintain health.

#### **4. Interprofessional Collaboration**

Demonstrate the ability to engage with a variety of other health care professionals in a manner that optimizes safe, effective, patient- and population-centered care. PAs should be able to:

- 4.1 Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- 4.2 Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.
- 4.3 Engage the abilities of available health professionals and associated resources to complement the PA's professional expertise and develop optimal strategies to enhance patient care.
- 4.4 Collaborate with other professionals to integrate clinical care and public health interventions.
- 4.5 Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

#### **5. Professionalism and Ethics**

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations. PAs should be able to:

- 5.1 Adhere to standards of care in the role of the PA in the health care team.
- 5.2 Demonstrate compassion, integrity, and respect for others.
- 5.3 Demonstrate responsiveness to patient needs that supersedes self-interest.
- 5.4 Show accountability to patients, society, and the PA profession.
- 5.5 Demonstrate cultural humility and responsiveness to a diverse patient population, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
- 5.6 Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.



- 5.7 Demonstrate commitment to lifelong learning and education of students and other health care professionals.
- 5.8 Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.
- 5.9 Exercise good judgment and fiscal responsibility when utilizing resources.
- 5.10 Demonstrate flexibility and professional civility when adapting to change.
- 5.11 Implement leadership practices and principles.
- 5.12 Demonstrate effective advocacy for the PA profession in the workplace and in policymaking processes.

## **6. Practice-based Learning and Quality Improvement**

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement. PAs should be able to:

- 6.1 Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
- 6.2 Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- 6.3 Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
- 6.4 Use practice performance data and metrics to identify areas for improvement.
- 6.5 Develop a professional and organizational capacity for ongoing quality improvement.
- 6.6 Analyze the use and allocation of resources to ensure the practice of cost-effective health care while maintaining quality of care.
- 6.7 Understand of how practice decisions impact the finances of their organizations, while keeping the patient's needs foremost.
- 6.8 Advocate for administrative systems that capture the productivity and value of PA practice.

## **7. Society and Population Health**

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:

- 7.1 Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
- 7.2 Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community.
- 7.3 Improve the health of patient populations
- 7.4 Demonstrate accountability, responsibility, and leadership for removing barriers to health.

## **DEPARTMENTAL EDUCATIONAL GOALS**

**Department of Physician Assistant Studies**

**Goal 1:** The program supports students academically during their physician assistant training for them to achieve their academic and professional goals.

- Starting with a thoughtful and fair admission process and continued support to the students throughout the program, we strive to maintain a low attrition and deceleration rate. Students are challenged with a rigorous medical curriculum while being supported by the faculty and administration through a low student-to-faculty ratio, academic advising, wellness programming and continuous socioemotional support.

**Goal 2:** The program recognizes students learn from a variety of teaching methods. The program uses innovative teaching methods to enhance student learning including problem-based learning, virtual reality, simulation, ultrasound, early clinical experiences, and self-reflection exercises.

**Goal 3:** The program strives for its graduates to attain a first-time passing rate of 100% on the PANCE exam. Our PA graduates perform well on the exam and are excellently prepared for clinical practice by our rigorous curriculum and strong clinical rotations.

**Goal 4:** The program prepares our graduates to promote the PA profession through their leadership, ethical practice, scholarship, and service.

- Graduates are leaders of the profession at the local, state, and national level.
- Graduates provide compassionate, patient-centered care to a diverse population of patients.
- Graduates foster integrity through accountability to patients, society, and the PA Profession.
- Graduates meet all regulatory requirements for licensure and maintain their professional certification through the completion of ongoing professional development.

- 

## **STUDENT EDUCATIONAL COMPETENCIES and LEARNING OUTCOMES**

### **1. Medical Knowledge:**

Graduates of the program will be able to apply comprehensive knowledge of biologic and clinical sciences to provide acute, chronic, urgent, and emergent, patient-centered care to include women's health, behavioral health, prenatal care, and care across the life span (infants, children, adolescents, adult, and the elderly).

**MK1:** Apply principles of basic and clinical science, including anatomy, physiology, pathophysiology, and genetics to identify, diagnose, and provide patient centered care to healthy and ill patients.

**MK2:** Recognize the etiology, risk factors, epidemiology, and clinical presentation of various medical conditions.

**MK3:** Appropriately select diagnostic studies to inform differential diagnosis and clinical decision-making related to patient care.

**MK4:** Identify pharmacological and non-pharmacologic treatment options with risks and benefits inclusive of patient education and counseling, in caring for health and/or ill patients who present with various medical conditions.

## **2. Clinical Reasoning and Problem Solving**

Graduates of the Marquette University PA program will be able to analyze and synthesize relevant clinical, diagnostic, cultural, and contextual information to diagnose and manage patients to include patients across the lifespan (prenatal, infant, child, adolescent, adult, and older adult), and across settings including pre-op, intra-op and post op, women's health and pre-natal, and psychiatric/behavioral health patients.

**CRPS1:** Synthesize information acquired through all aspects of patient encounters and the medical literature to develop appropriate differential diagnoses for acute, chronic, and emergent health conditions.

**CRPS2:** Interpret data collected from diagnostic, laboratory, and imaging studies and procedures to accurately diagnose acute, chronic, and emergent health conditions.

**CRPS3:** Formulate and apply health management strategies including pharmacologic and non-pharmacologic therapies and patient education, in the prevention and treatment of acute, chronic, rehabilitative, and emergent conditions for care across the lifespan, pre/intra/post operative care, women's health care including pre-natal, and psychiatric/behavioral health care.

**CRPS4:** Recognize and integrate an understanding of cultural, socioeconomic, environmental, and other population health elements impacts on medical decision-making and the development of individualized care plans.

## **3. Clinical and Technical Skills**

Graduates of the Marquette University PA program will be able to demonstrate the clinical and technical skills required to provide age-appropriate assessment, evaluation, and management of patients.

**CTS1:** Conduct effective, patient-centered history-taking and physical examination for comprehensive and problem-focused patient visits.

**CTS2:** Convey aspects of a patient encounter to all health care team members through accurate and timely written and verbal communication.

**CTS3:** Perform procedural and clinical skills considered essential for entry into PA practice.

**CTS4:** Counsel and educate patients and families from diverse backgrounds to empower them to participate in their care and enable shared decision-making.

#### **4. Interpersonal Skills**

Graduates of the Marquette University PA program will be able to communicate effectively with patients, families, and health team members, incorporating cultural humility and compassion to build relationships.

**IS1:** Use effective communication skills to elicit and provide information to patients, families, and health team members.

**IS2:** Establish rapport with patients and families to initiate and build relationships. Demonstrate ability to provide compassionate and respectful care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other needs.

**IS3:** Establish respectful working relationships and interact effectively with all members of the health care team.

#### **5. Professional Behaviors**

Graduates of the Marquette University PA program will be able to demonstrate integrity, deep understanding of the practice environment, and a commitment to lifelong learning and personal well-being that enables them to provide high quality, equitable care for individuals and communities.

**PB1:** Collaborate professionally with physicians, other health professionals, and health care teams to optimize team member roles and coordinate care.

**PB2:** Demonstrate integrity, ethical practice, and respect for the dignity and privacy of patients, including maintaining confidentiality, patient autonomy, and informed consent in the delivery of team-based care.

**PB3:** Exhibit an understanding of the regulatory environment, and laws and regulations regarding professional practice.

**PB4:** Approach the provision of quality care with consideration to financial impact and cost effective resource allocation. Recognize the importance of patient and provider safety.

**PB5:** Recognize the importance of self-care and provider well-being as it relates to patient care. Recognize the importance of preventing and responding to provider burnout and the ability to practice safely.

**PB6:** Demonstrate a commitment to the PA professionalism, readiness, reflection, and develop strategies for ongoing self-assessment and professional development.

## **Marquette University Physician Assistant Program Technical Standards**

### **Purpose**

Delineation of technical standards is required for the accreditation of U.S. physician assistant programs by the Accreditation Review Commission on Education for Physician Assistants (ARC-PA).

### **Overview**

Physician assistants (PAs) are academically and clinically prepared to practice medicine on collaborative medical teams. The collaborative medical team is fundamental to the physician assistant (PA) profession and enhances the delivery of high-quality health care. Within the collaborative medical team, PAs are medical professionals who diagnose illness, develop, and manage treatment plans, prescribe medications, and may serve as a patient's principal healthcare provider. PA education requires thousands of hours of general medical training, emphasizing versatility and collaboration. PAs practice in every state and every medical setting and specialty, improving healthcare access and quality.

Practicing medicine as a PA requires intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to respond to emergencies quickly and calmly. Essential attributes of the graduate PA include an attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare.

The essential abilities and characteristics embodied in these technical standards require Marquette PA applicants and students to possess specific necessary physical and cognitive abilities and sufficient mental and emotional stability. Doing so assures that candidates for admission, promotion, and graduation can complete the entire course of study and fully participate in all aspects of medical training. Marquette University PA program intends for its graduates to become medically competent and compassionate PAs capable of entering clinical practice and meeting all medical licensure requirements.

Nothing in these technical standards is meant to deter the application or participation of any student who might be able to complete the requirements of the PA curriculum with reasonable accommodations. Per Marquette policies, which, in turn, embody applicable federal, state, and local laws, the Marquette PA program does not discriminate in admissions or educational programs against any individual based on his/her disability. No otherwise qualified individual with a disability will be excluded from admission. However, the use of an intermediary that would, in effect, require a student to rely on another individual's power of observation and/or communication is not considered a reasonable accommodation.

### **ETHICAL AND LEGAL STANDARDS**

Students must meet the highest standards of ethical and moral behavior. Applicants and current students must meet the legal standards to be licensed to practice medicine in the U.S., the State of Wisconsin, and the Marquette University Physician Assistant Program's standards. Upon application to Centralized Application System for Physician Assistant (CASPA), candidates for admission must disclose and provide a written explanation to the Marquette University PA program of any felony offense(s), misdemeanor offense(s), and institutional action(s) taken against them before matriculation. This disclosure is required of all charges and convictions, including expunged and diverted offenses. Institutional actions include, but are not limited to, Title IX or Title VII violations, and all disciplinary actions. Further, after matriculation, students enrolled in the Marquette PA program must immediately notify the program chair of any arrest, charge, conviction, or institutional investigation or action occurring thereafter. A felony conviction or failure to disclose prior or new offenses may lead to disciplinary action, including dismissal.

## **ESSENTIAL SKILLS**

### **COMMUNICATION**

Students must communicate effectively, in English, in multiple formats, including verbal, written, reading, and electronic, to understand and complete the curriculum. Students must use effective verbal and nonverbal communication when interacting professionally and during patient care. Students must be able to receive and understand information and ideas as well as express and exchange ideas. Relevant skills include the ability to acquire a medical history promptly; interpret non-verbal information; establish a therapeutic rapport with patients; record information accurately and clearly in medical records; and communicate effectively and efficiently with other health care professionals.

### **BEHAVIORAL, EMOTIONAL, AND SOCIAL ATTRIBUTES**

Students must possess specific emotional attributes such as compassion, empathy, integrity, interpersonal skills, and self-motivation / regulation. These attributes are necessary qualities to develop into effective and caring physician assistants. Students must also be aware of their beliefs and biases that can affect personal, professional, and patient relationships. Students must have the willingness to work towards cultural competency. In addition, students must have self-awareness of their limitations and a desire to address these limitations. Notably, students must demonstrate a commitment to lifelong learning through study and self-assessment as a core aspect of providing quality care during their career as a PA. Throughout the student process, from admission onward, students must display truthfulness, strong interpersonal skills, and respectful behaviors towards all individuals. PA students must be able to tolerate physically and mentally taxing workloads, effectively carry out responsibilities, and function effectively under stress in academic and clinical environments.

### **COGNITIVE, INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES**

Students must be able to demonstrate academic maturity and be able to comprehend, interpret, and synthesize, and apply technically detailed and complex medical knowledge from formal lectures, small group problem-based and active learning environments, and individual study of the medical literature. Students must be able to measure, calculate, reason, analyze, synthesize, and apply information across modalities, appreciate three-dimensional spatial relationships, and think critically to learn to effectively diagnose and treat patients as an integral part of a health professions team.

Students must meet the required physical and mental essential abilities in the areas of observation and motor function.

### **OBSERVATION**

Observation requires the functional use of visual, auditory, and somatic sensations (i.e., touch, pressure, pain, motion, temperature).

Students must be able to observe and actively participate in didactic and clinical environments, including demonstrations and experiments in the basic sciences; visual and oral presentations in lectures and labs; laboratory diagnostic and microbiologic testing, technical skills-based training; simulations; patient encounters both at a distance and close at hand.

Students must be able to perceive essential structures and signs of disease as presented in the basic science / clinical courses and clinical rotations. PA students must also be able to assess and distinguish normal from abnormal physical examination findings.

### **MOTOR FUNCTION AND COORDINATION**

Students must be able to demonstrate sufficient motor function and coordination that require both gross and fine motor movements, equilibrium, and functional use of tactile, visual, and auditory senses. Students must be able to obtain information from patients by palpation, percussion, auscultation, or other diagnostic maneuvers; document information elicited from patients in written histories and clinical notes; perform fundamental laboratory tests such as urinalysis, wet mounts, fecal occult blood testing, and other rapid diagnostic testing; execute motor movements required to provide general care and emergency treatment for patients including cardiopulmonary resuscitation, application of pressure to bleeding wounds, suturing, insertion of intravenous catheters, splinting of fractures, injections, urinary catheters, lumbar puncture, endotracheal intubation, removal of foreign bodies and abscess drainage; attend and participate in all classes, groups and activities requiring a motor component including anatomic dissections; read and write to record, interpret or complete lecture presentations, textbooks, ECGs, diagnostic imaging, case presentations, and Capstone papers; complete timed demonstrations of skills and competencies by Objective Structured Examination (OSCEs) or technical assessments; provide patient care within a reasonable time period appropriate to the patient care setting; competently function in outpatient, inpatient, surgical and other procedural venues with reasonable

independence or as an assistant for surgeons, specialists and generalists as needed; participate in on-call responsibilities; and possess sufficient stamina to endure demanding physical and mental workloads.

## **ACCOMMODATIONS**

The faculty and administration of MU PA believe that a diverse student body enhances educational opportunities for all students and is beneficial to the profession at large. Students with an existing or newly diagnosed disability who wish to establish accommodations must contact the Office of Disability Services (ODS) at ODS@marquette.edu. Candidates may seek to document a disability and request reasonable accommodation at any time before or after matriculation. Candidates must follow the procedures of the ODS to document the existence and nature of the disability. Marquette ODS and PA will engage in an interactive process with the student to determine the necessity and reasonableness of the requested accommodation. Students may voluntarily share disability information with the program to best identify reasonable accommodation. Once the need for and availability of reasonable accommodation has been established, the ODS and the student will engage in an interactive process to determine the reasonableness of the requested accommodation. Some standard accommodations are communicated to faculty through an accommodation letter; non-standard or uniquely applied accommodations may require additional coordination, and will be specified in written communication between ODS, the student, and appropriate program administrators. It is the student's responsibility to request clarification of, or adjustments to, the accommodations they have been granted.

If a student in the Marquette Physician Assistant Program is approved for the use of a reasonable accommodation and they decline to utilize it or have exhausted the exploration of reasonable accommodations and subsequently experiences academic difficulty, the candidate will be treated as any other candidate who experiences academic difficulty.

In general, candidates should establish the existence of a disability prior to the onset of academic problems. The accommodations process is not retroactive. If a candidate comes forward after failing a course(s) and maintains that the reason for the failure was a disability not previously claimed, Marquette University may consider the information, as appropriate, in making its decision regarding remediation, if any must be made. It is in the student's best interest to explore necessary accommodations in a timely manner so that any barriers to access may be addressed prior to any difficulties being realized.

All claims and proceedings under this provision will be kept confidential to the extent provided by law and University policies. Dissemination of information related to the existence of a disability will be restricted to Marquette University administrators with a need-to-know this information. Except as provided by law, no mention of the candidate's disability will appear in any Marquette University correspondence with external agencies unless the candidate specifically requests such disclosures in writing. If a disability-related need for accommodations exists in the clinical environment, the student will need to approach the program faculty well before clinical rotations, allowing



time for discussion with clinical partners to identify what reasonable accommodations can be applied, and what limitations to reasonable accommodations may exist.

The Marquette PA program is extremely rigorous and fast-paced. Accommodations that may have been appropriate in an undergraduate program may no longer be appropriate in this program or its clinical components. There are limitations to what accommodations can be approved, taking into consideration the essential elements of the program itself, reasonableness of the requested accommodations and the fundamentals of clinical practice. Students who need accommodations to meet the technical and academic standards of the program are responsible for engaging in the interactive accommodations process.

I have received the MU PA Technical Standards and understand what is required of me for success in the PA program. I have had the opportunity to address any questions with PA Program Leadership or Marquette University. Signature of the handbook implies acceptance.

\*Students are asked to review the technical standards and sign them each semester.

### Faculty and Staff Contact Listings

	<u>Phone</u>	<u>Clinical Day</u>
Robert Paxton, PA-C, MPAS ( <a href="mailto:robert.paxton@marquette.edu">robert.paxton@marquette.edu</a> ) Interim Program Director, Associate Chair, Director of Didactic Education, Clinical Professor	414- 288-0602	Friday
Joshua Knox, PA-C, MA ( <a href="mailto:joshua.knox@marquette.edu">joshua.knox@marquette.edu</a> ) Acting Program Chair, Asst. Director of Curriculum, Clinical Professor	414- 288-8483	Wednesday
Patrick Loftis, PA-C, MPAS, RN ( <a href="mailto:patrick.loftis@marquette.edu">patrick.loftis@marquette.edu</a> ) Assistant Chair, Clinical Professor	414- 288-0603	Wednesday
Michael Toppe, DMSc, MS, PA-C ( <a href="mailto:michael.toppe@marquette.edu">michael.toppe@marquette.edu</a> ) Acting Associate Program Director, Clinical Associate Professor	414- 288-2424	Friday
Jeremy Barrett, PA-C, MPAS ( <a href="mailto:jeremiah.barrett@marquette.edu">jeremiah.barrett@marquette.edu</a> ) Clinical Associate Professor	414- 288-8482	Wednesday
Amie Billstrom, PA-C, MMS ( <a href="mailto:amie.billstrom@marquette.edu">amie.billstrom@marquette.edu</a> ) Clinical Assistant Professor	414- 288-5684	Thursday
Cathy Bril, PA-C, MPAS ( <a href="mailto:cathy.bril@marquette.edu">cathy.bril@marquette.edu</a> ) Clinical Professor	414- 288-0609	Friday
Francesca Johnson, Pharm.D., M.Ed ( <a href="mailto:francesca.johnson@marquette.edu">francesca.johnson@marquette.edu</a> ) Clinical Assistant Professor	414- 288-8570	Wednesday
Anne Melvin, PA-C, MPAS ( <a href="mailto:anne.melvin@marquette.edu">anne.melvin@marquette.edu</a> ) Assistant Director of Clinical Education, Clinical Assistant Professor	414- 288-1661	Wednesday
Sarah Misustin, PA-C, MPAS ( <a href="mailto:sarah.misustin@marquette.edu">sarah.misustin@marquette.edu</a> ) Director of Clinical Education, Clinical Assistant Professor	414- 288-0793	Thursday
Kimberly Thiery, MSW ( <a href="mailto:kimberly.thiery@marquette.edu">kimberly.thiery@marquette.edu</a> ) Director of Assessment	414- 288-3353	N/A
Heidi Toth, PA-C, MPAS ( <a href="mailto:heidi.toth@marquette.edu">heidi.toth@marquette.edu</a> ) Clinical Assistant Professor	414- 288-6118	Thursday

Alyssa Truong, PA-C, MMS ( <a href="mailto:alyssa.truong@marquette.edu">alyssa.truong@marquette.edu</a> ) Director of Admissions, Clinical Assistant Professor	414- 288-7739	Thursday
Nicole Winchester, PA-C, MPAS ( <a href="mailto:nicole.winchester@marquette.edu">nicole.winchester@marquette.edu</a> ) Clinical Assistant Professor	414- 288-2136	Friday
Erica Galligan ( <a href="mailto:erica.galligan@marquette.edu">erica.galligan@marquette.edu</a> ) Administrative Assistant	414- 288-0607	N/A
Lori Kazaks ( <a href="mailto:lori.kazaks@marquette.edu">lori.kazaks@marquette.edu</a> ) Program Specialist	414- 288-0610	N/A
Mary Workman ( <a href="mailto:mary.workman@marquette.edu">mary.workman@marquette.edu</a> ) Assessment Coordinator	414- 288-2310	N/A

## **PHYSICIAN ASSISTANT STUDIES FACULTY BIOGRAPHIES**

### **Interim Program Director; Associate Chair; Director of Didactic Education**

Robert Paxton, PA-C, MPAS  
E-mail: [robert.paxton@marquette.edu](mailto:robert.paxton@marquette.edu)

Robert Paxton graduated from the University of Nebraska-Lincoln with a Bachelor of Science in Biology in 1996, which was followed by two years of infectious disease research and teaching microbiology. He received his Masters of Physician Assistant Studies from Marquette University in 2001. He joined the Marquette University Physician Assistant Program as Adjunct Clinical Professor in 2001 and in 2005 joined faculty full-time and is now a Clinical Professor. He is also a Departmental Associate Chair and Director of Didactic Education. Since graduating from PA school, he has worked in infectious disease which includes critical care management, HIV medicine, and travel medicine.

### **Acting Program Chair; Assistant Director of Curriculum, Clinical Professor**

Joshua Knox, PA-C, MEd  
Email: [joshua.knox@marquette.edu](mailto:joshua.knox@marquette.edu)

Josh Knox received his B.S. in Biology from the University of Illinois-Chicago. He worked in infectious disease research before completing his professional PA education at UW-Madison in 2000. Josh completed a post-graduate clinical fellowship in Gastroenterology and Hepatology at the Medical College of Wisconsin in 2001. Mr. Knox practiced at the Medical College of Wisconsin and Froedtert hospital from 2000-2009. Josh currently practices emergency medicine part-time and serves as the associate director of the Marquette University Emergency Medicine Post-graduate PA program. In 2023, Josh was promoted to full Clinical Professor. His areas of clinical expertise include gastroenterology, hepatology, hematology/oncology, emergency medicine, public health, and evidence-based medicine.

Mr. Knox is active in social justice and public health issues in Milwaukee including volunteer service for anti-violence, homelessness and food insecurity non-profits. Josh's educational research interests include application of sociocultural learning theory and

Jesuit pedagogy to PA education, quality improvement in assessment, postgraduate PA education, health literacy and simulation in healthcare education. Josh serves as an ambassador for the National Health Service Corps and as a grant reviewer for HRSA PA educational training grants. Mr. Knox is committed to a culture of inclusion at Marquette. He currently represents the PA program on the President's Task Force on Equity and Inclusion and the University Academic Senate -Committee on Diversity and Equity.

**Assistant Program Chair; Clinical Professor**

Patrick Loftis, PA-C, MPAS, RN

Email: [patrick.loftis@marquette.edu](mailto:patrick.loftis@marquette.edu)

Patrick Loftis joined the Marquette University Physician Assistant Program in July of 2008 as a Clinical Assistant Professor. He was promoted to Clinical Associate Professor in July of 2014, and to full Clinical Professor in 2022. Prior to coming to Marquette, he was a hospitalist Physician Assistant at Froedtert Hospital and The Medical College of Wisconsin. He has also worked in the areas of occupational, industrial, emergency, and urgent care medicine. Some of his clinical interests include palliative care and hospice as well as pain management. He currently practices clinically in an occupational medicine and urgent care clinic. He is also especially interested in legal matters involving physician assistants.

**Acting Associate Program Director, Clinical Associate Professor**

Michael Toppe, DMSc, MS, PA-C

Email: [michael.toppe@marquette.edu](mailto:michael.toppe@marquette.edu)

Michael Toppe graduated from the University of Wisconsin-Madison in 1997 with a BA in History and Zoology. From 2000-2002, he served as a Peace Corps volunteer in Niger, West Africa. He received his MS in Physician Assistant Studies from the University of New England in 2005, and a Doctorate in Medical Science from the University of Lynchburg in 2021.

Prior to joining the Marquette PA program, Professor Toppe worked in primary care at a federally designated rural health clinic in Newport, North Carolina from 2005-2010. He served as a Medical Officer in Gambia, West Africa and then Pretoria, South Africa from 2010-2014. From 2014-2023, he was faculty at the Concordia University-Wisconsin PA program, and also worked in the student health center and travel clinic there.

His interests include primary care, tropical medicine, and public health both in the United States and in Low and Middle Income Countries (LMICs). He has served as a consultant on faith-based health programs in Nigeria, Malawi, and Ethiopia. Since 2016, he has coordinated clinical rotations to South Africa for PA students.

**Clinical Associate Professor**

Jeremy Barrett, PA-C, MPAS

Email: [jeremiah.barrett@marquette.edu](mailto:jeremiah.barrett@marquette.edu)

Jeremiah Barrett graduated from Indiana University with a Bachelor of Science degree in Biology in 1998. He received his Masters of Physician Assistant Studies from Marquette University in 2001. He joined the Marquette University Physician Assistant Program as an Adjunct Clinical Professor in 2004 and in 2010 he joined the faculty full-time as a Clinical Assistant Professor. His areas of clinical experience include cardiology and endocrinology. Jeremiah remains employed at the Medical College of Wisconsin in the Division of Endocrinology where he continues to practice with a special interest in metabolic bone disease and calcium disorders.

### **Clinical Assistant Professor**

Amie Billstrom, PA-C, MMS

Email: [amie.billstrom@marquette.edu](mailto:amie.billstrom@marquette.edu)

Amie Billstrom graduated from University of Wisconsin-Milwaukee with a Bachelor of Science degree in Kinesiology in 2007. She received her Master of Medical Science in Physician Assistant Studies from Midwestern University in 2014 and commissioned as a Physician Assistant in the United States Army in 2015. She deployed to Central America as a medical provider in support of Operation Central Skies in 2018 as well as completed an Emergency Medicine Ultrasound Fellowship with the San Antonio Uniformed Services Health Education Consortium at Brooke Army Medical Center in 2020. Amie joined the Marquette University Physician Assistant Program as a Clinical Assistant Professor in 2020. Her areas of clinical expertise include emergency medicine, military medicine, and point of care ultrasound. Amie continues to practice in emergency medicine in the greater Milwaukee area.

### **Clinical Professor**

Cathy Bril, PA-C, MPAS

Email: [cathy.bril@marquette.edu](mailto:cathy.bril@marquette.edu)

Cathy Bril earned a Bachelor of Science degree from the Marquette University Dental Hygiene Program in 1992. After practicing dental hygiene for 6 years, she returned to Marquette where she received a Masters of Physician Assistant Studies in 2000. She is a certified physician assistant and has been practicing in general pediatrics since 2000. She has been a part of the adjunct faculty here at Marquette University since 2001 and became a full-time Clinical Assistant Professor in 2008. She was promoted to Clinical Associate Professor in July of 2014. She teaches in the didactic portion of the professional program.

### **Medical Director**

Paul Coogan, M.D.

E-mail: [paul.coogan@aurora.org](mailto:paul.coogan@aurora.org)

Dr. Coogan was born and raised in Peoria, Illinois. He received his Bachelor of Science degree in Biology from Marquette University in 1986, attended the Chicago Medical School in North Chicago, IL 1986-90, served his Internship at St. Joseph's Hospital in Milwaukee, WI 1990-91 and completion of his Residency in Emergency Medicine at the

Medical College of Wisconsin, Milwaukee in 1994. Upon completion of his Residency, he joined the medical staff at St. Michael Hospital as an attending Emergency Physician, Milwaukee, WI. Dr. Coogan also serves as Medical Director of Emergency Medicine at Aurora Sinai Medical Center in Milwaukee. He was elected to Wisconsin ACEP Board of Directors from 1996-98.

**Clinical Assistant Professor**

Francesca Johnson, Pharm.D., M.Ed.

Email: [francesca.johnson@marquette.edu](mailto:francesca.johnson@marquette.edu)

Dr. Francesca Napolitano Johnson graduated from Northeastern University in 2017 with her Doctor of Pharmacy degree. She pursued a 24-Month PGY1 Pharmacy Practice Residency Training Program in Ambulatory Care and Academic Leadership with Concordia University Wisconsin. During that time, she specialized in primary care for underserved populations and academia and completed both her residency training and Master of Science in Education in 2019.

Since then, Dr. Johnson has practiced at the top of her license as a clinical pharmacist at Progressive Community Health Centers as the onsite medication expert to whom providers refer their most complicated chronic medication management patients. In this role, Dr. Johnson provides significant education to providers and patients and evaluated and directly implemented medication therapy care plans for some of Milwaukee's most vulnerable patients. She has moonlighted as a staff Pharmacist at Costco pharmacy since 2021. She has also maintained a faculty position at Concordia University Wisconsin teaching pharmacy students and is excited to join Marquette's PA Program as the first Faculty Pharmacist!

Dr. Johnson remains employed at Progressive Community Health Centers and Costco Pharmacy on a part-time basis. Dr. Johnson's professional passions include student-centered learning, chronic disease management, improving clinical quality measures, cultural humility, and wellbeing (for students, health professionals, and patients).

**Assistant Director of Clinical Education, Clinical Assistant Professor**

Anne Melvin, PA-C., MPAS

Email: [anne.melvin@marquette.edu](mailto:anne.melvin@marquette.edu)

Anne Melvin graduated from the University of Wisconsin - La Crosse in 2006 with a Bachelor of Science in Nuclear Medicine Technology. She then worked in nuclear cardiology in Seattle, WA prior to returning to Wisconsin to attend PA school. She graduated from Marquette University's Physician Assistant Studies program in 2010. Anne has a special interest in geriatrics and chronic disease management. For the first three years of her career, she worked as a hospitalist PA at a large Milwaukee-

area hospital before transitioning to outpatient internal medicine in 2013. Anne joined Marquette full-time as a Clinical Assistant Professor in 2023.

### **Director of Clinical Education, Clinical Assistant Professor**

Sarah Misustin, PA-C, MPAS

Email: [sarah.misustin@marquette.edu](mailto:sarah.misustin@marquette.edu)

Sarah M. Misustin received her B.S. in Biomedical Sciences from Marquette University in 2008 and then completed her Master's Degree in Physician Assistant Studies at Marquette University in 2009. She joined Marquette University Physician Assistant Program in November 2017 as a Clinical Assistant Professor. Prior to coming to Marquette, Sarah spent eight and a half years at Froedtert and the Medical College of Wisconsin working in Surgical Oncology. She also spent time working in General Surgery at several local community hospitals. Her areas of expertise include Surgical Oncology, General Surgery and Endocrine Surgery. She was selected as the Wisconsin PA of the year by the Wisconsin Academy of Physician Assistants in 2014.

### **Director of Assessment**

Kimberly Thiery, MSW

Email: [kimberly.thiery@marquette.edu](mailto:kimberly.thiery@marquette.edu)

Kimberly Thiery is a data enthusiast with nearly 15 years of experience in program development and assessment; study design and implementation; and statistical analyses. She earned a bachelor's in sociology from the University of Wisconsin – La Crosse, followed by a master's in social work from Washington University in St. Louis. Throughout her career, she has led research initiatives in criminology, education, and healthcare, with a primary focus on assessing and addressing needs. Notable projects include evaluating the impact of prison-based dog training programs on behavior; examining the predictive validity of standardized tests, which led to changes in state-wide policy; and assessing the needs of historically underrepresented patient populations.

As someone who grew up struggling with math, she aims to make data meaningful, easy to understand, actionable, and (hopefully sometimes) fun. In her spare time, she conducts small-scale, personal research projects that seek to answer questions like: *What is the most "Nicolas Cage" Nicolas Cage movie? Are our childhood heroes also kind of criminals? And does that one lotion from Sephora really attract spiders?*

She is currently pursuing a PhD.

### **Clinical Assistant Professor**

Heidi Toth, PA-C, MPAS

Email: [heidi.toth@marquette.edu](mailto:heidi.toth@marquette.edu)

Heidi Toth received her B.S. in Biomedical Sciences from Marquette University in 1998 and then completed her Master's Degree in Physician Assistant Studies at Marquette

University in 2000. She joined Marquette University's Physician Assistant Studies Program in February 2023 as a Clinical Assistant Professor. Prior to coming to Marquette, Heidi worked for two years in Gastroenterology. She has been practicing Emergency Medicine since 2001 at several local community hospitals, where she continues to work. Her areas of interest include Emergency Medicine, Urgent Care medicine, and Gastroenterology.

**Director of Admissions, Clinical Assistant Professor**

Alyssa Truong, PA-C, MMS

Email: [alyssa.truong@marquette.edu](mailto:alyssa.truong@marquette.edu)

Alyssa Truong earned a Master of Medical Science in Physician Assistant Studies at Midwestern University in Downers Grove, Illinois in 2007. She completed her medical training in Illinois at academic health centers including Rush University Medical Center, Mount Sinai Hospital and Northwestern Medicine Central DuPage Hospital. She is a certified Physician Assistant and has practiced in Orthopedics, Interventional Neuroradiology and Emergency Medicine. Prior to joining the faculty at Marquette University, Alyssa was working full time in an Urgent Care setting.

**Clinical Assistant Professor**

Nicole Winchester, PA-C, MPAS

Email: [nicole.winchester@marquette.edu](mailto:nicole.winchester@marquette.edu)

Nicole Winchester graduated from Marquette University with a Bachelor of Science in Biomedical Science in 2001. She completed her Master's Degree in Physician Assistant Studies at Marquette University in 2002. She joined Marquette University as a Clinical Assistant Professor in 2020. Her areas of clinical experience include Hematology/ Oncology/ Bone Marrow Transplant, Hospital medicine/ Perioperative medicine, and Cardiology. Nicole remains employed at the Medical College of Wisconsin in the Division of Hematology/ Oncology and Hospital Medicine

**SECTION II**

**PHYSICIAN ASSISTANT PROGRAM**

## **ACADEMIC CALENDAR 2024-2026**

Students are asked to review the timetable of classes for the didactic training beginning May 2024. The timetable outlines in detail classes, scheduled breaks, and final exam schedules.

Summer 2024



\*\*All dates subject to change by Marquette University or PA Program

Classes Start	Tuesday, May 28, 2024
Independence Day 2024	July 4, 2024- given holiday – July 4, 2024, through July 5, 2024
Classes Resume	Monday, July 8, 2024
RNC (virtual class)	Monday, July 15 – Wednesday, July 17, 2024
Wellness Days	Thursday - Friday, July 18-19, 2024 (virtual)
Classes resume	Monday July 22, 2024
Classes End/Finals	Friday, August 9, 2024 *Finals may be given earlier.
Make up Finals Day	Monday, August 12, 2024
Summer Break	August 12 – 25, 2024

#### Fall 2024

\*\*All dates subject to change by Marquette University or PA Program

Classes Start	Monday, August 26, 2024
Labor Day	Monday, September 2, 2024, classes excused.
Fall Break	October 10-13, 2024, classes excused.
Thanksgiving Break	November 27 – Dec 1, 2024, classes excused.
Classes End	Friday, December 6, 2024
Final Exams	December 9-13, 2024 (make up finals day is Dec 13, 2024)
Winter Break	December 14, 2024 – January 13, 2025

#### Spring 2025

\*\* All dates subject to change by Marquette University or PA Program

Classes Start	Monday, January 13, 2025
MLK Day	Monday, January 20, 2025, classes excused
Spring Break	March 8-16, 2025, classes excused.
Easter Break	April 17-21, 2025, classes excused.
Classes Resume	Tuesday, April 22, 2025
Classes End	Friday, May 2, 2025
Finals Week	May 5 – 9, 2025 (make up finals day is May 9, 2025)
Summer Break	May 12 – May 26, 2025 (includes Memorial Day)

#### Summer 2025

\*\*All dates subject to change by Marquette University or PA Program

Classes Start	Tuesday, May 27, 2025
Independence Day	July 2-4, 2025, classes resume July 7, 2025
Classes end/Finals	Friday, August 8, 2025
Clerkships Start	Monday, August 18, 2025

### **ACCREDITATION STATUS**

The American Academy of Family Physicians, the American Academy of Pediatrics, the American Academy of Physician Assistants, the American College of Physicians – American Society of Internal Medicine, the American College of Surgeons, the

American Medical Association, and the Association of Physician Assistant Programs cooperate with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) to establish, maintain, and promote appropriate standards of quality for entry level education of physician assistants (PAs) and to provide recognition for educational programs that meet the minimum requirements.

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

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

The Department of Physician Assistant Studies at Marquette University has continuing Program Accreditation- Probation as of October 2023. The Department will next be evaluated in September 2025 after completing an ARC-PA site visit in April 2025.

**MARQUETTE UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF PHYSICAN ASSISTANT STUDIES  
PROGRAM COURSE LISTING**

**COURSE  
NUMBER**

**Summer 1A SESSION**

**CREDITS**

BISC 7230	Medical Anatomy	6 cr
BISC 7220	Medical Pharmacology	3 cr
PHAS 7050	Intro to History Taking and Physical Exam	3 cr
PHAS 7095	Public Health	2 cr
PHAS 7270	Diagnostics Technology	<u>3 cr</u>
	Total	17 cr

### **Fall 1 SESSION**

PHAS 7145	Physician Assistant Practice	1 cr
PHAS 7080	Evidence Based Practice 1	2 cr
PHAS 7091	Clinical Medicine 1	5 cr
PHAS 7092	Clinical Medicine 2	5 cr
PHAS 7115	Clinical Decision Making 1/Medical Coding	2 cr
PHAS 7200	Interpersonal Communication	2 cr
PHAS 7301	Experiential Learning 1	1 cr
IPED 9705	IPE: Team Communications	0 cr
IPED 9715	IPE: Teams/Teamwork	<u>0 cr</u>
	Total	18 cr

### **Spring 1 SESSION**

PHAS 7093	Clinical Medicine 3	5 cr
PHAS 7094	Clinical Medicine 4	5 cr
PHAS 7116	Clinical Decision Making 2	2 cr
PHAS 7085	Evidence Based Practice 2	2 cr
PHAS 7260	Pediatric Medicine	3 cr
PHAS 7265	Health Care Systems	1 cr
PHAS 7302	Experiential Learning 2	2 cr
IPED 9710	IPE: Values/Ethics	0 cr
IPED 9720	IPE: Roles and Responsibilities	<u>0 cr</u>
	Total	19 cr

### **Summer 1B SESSION**

PHAS 7118	Clinical Decision Making 3	3 cr
PHAS 7220	Clinical Pharmacotherapeutics and Comp Pt. Mgmt..	4 cr
PHAS 7235	Emergency Medicine	3 cr
PHAS 7250	Surgical Principles & Procedures	3 cr
PHAS 7303	Experiential Learning 3	1 cr
PHAS 7245	Professional and Ethical Issues	<u>1 cr</u>
	Total	15 cr

### **CLINICAL YEAR**

PHAS 7986	Clerkships	30 cr
PHAS 7887	Summative Clinical Assessment	6 cr
PHAS 7997	Capstone	<u>3 cr</u>
	Total	39 cr

**Program Total: 108 Credit Hours**

## **COURSE DESCRIPTIONS**

### **Medical Anatomy (BISC 7230) 6 cr**

The study of human gross anatomy, including a cadaver dissection laboratory. Anatomy of the limbs, back, thorax, abdomen, pelvis, and head and neck are approached on a regional basis, with a special focus on fundamental neuroanatomical information in a clinical context. Lectures emphasize regional anatomical relationships and functional aspects of the systems and provide a guide to the dissections. The ultimate objective is

to attain a detailed understanding of structure-function relationships in the human body that underlie the practice of medicine.

**Medical Pharmacology (BISC 7220) 3 cr**

Fundamentals of human pharmacology and basic principles dictating drug actions within the human body with emphasis on applications in general medicine. Focuses on therapeutic actions and clinical applications of various drug classes. Topics include cellular mechanisms, physiological responses, adverse reactions, drug-drug interactions, and clinical indications, accompanied by discussion on the pathological conditions for which common therapeutic agents are used. Applications of pharmacology commonly encountered by physician assistants are presented and are reinforced through interactive clinically correlated lectures presented by practicing physicians and physician assistants. Prereq: BISC 3213, BISC 4145 and PHAS major.

**Public Health (PHAS 7095) 2 cr**

This 2-credit semester course provides an overview of public health and commonly encountered chronic diseases that have public health implications. Topics include an overview of noncommunicable disease, violence, chronic stress, obesity / food-related health disorders, food safety, antibiotic stewardship, exercise prescription, principles of addiction, and environmental health. Prereq: PHAS major; admitted to Physician Assistant Studies.

**Introduction to Medical History and Physical Examination (PHAS 7050) 3 cr**

Develops the student's interviewing skills in eliciting a complete medical history. Instructs the student in the methods and modalities to complete an entire adult wellness exam. At the conclusion of the course, the student is expected to be competent in eliciting a complete medical history and physical exam, appropriately documenting the exam including all positive and negative findings. Medical terminology is reviewed throughout the course. Prereq: PHAS major; admitted to Physician Assistant Studies.

**Diagnostic Technology (PHAS 7270) 3 cr**

Consists of three distinct class sections: a 12-Lead ECG interpretation section, a radiology section, and a laboratory section. Provides a broad introduction to these topics that are expanded upon in clinical medicine courses and clinical decisions making courses. The ECG interpretation section will provide students with a systematic method of interpreting a 12-Lead ECG with respect to rate, rhythm and blocks, electrical axis determination, hypertrophy (atria and ventricles), ischemia/injury/infarction, and miscellaneous drug, electrolyte, disease, and pacemaker effects. The radiology section will provide students with a systematic method of interpreting common radiographic studies seen in primary care. The laboratory section emphasizes the utilization of laboratory methods for the diagnosis and treatment of disease. The content focuses on those aspects pertinent to the provision of ambulatory primary care. Prereq: PHAS major; admitted to Physician Assistant Studies.

**Clinical Medicine 1 (PHAS 7091) 5 cr**

This is the first course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Cardiology, EENT, and Dermatology are presented. The course is organized by systems. Clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition, and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making courses. Prereq: PHAS major; admitted to Physician Assistant Studies.

### **Clinical Medicine 2 (PHAS 7092) 5 cr**

This is the second course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Pulmonology, Immunology, Oncology, Endocrinology, and Medical Genetics are presented. The course is organized by systems. Clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition, and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making course. Prereq: PHAS major; admitted to Physician Assistant Studies.

### **Clinical Decision Making 1 (PHAS 7115) 2 cr**

Designed to expand the student's medical knowledge base and facilitate critical thinking and diagnostic skills. Students develop differential diagnoses and order and interpret appropriate laboratory and imaging studies. Finally, students demonstrate the ability to succinctly present a working diagnosis, treatment plan, and prognosis. Prereq: PHAS major; admitted to Physician Assistant Studies.

### **Interpersonal Communication (PHAS 7200) 1 cr**

A course intended to build upon basic interviewing skills that were introduced in PHAS 7050. Consists of a series of patient-encounters, classroom discussions and readings relevant to working constructively with problems in clinician/patient communications. Common types of difficult patient interactions will be addressed. Self-awareness is emphasized as the basis upon which clinicians develop an enhanced capacity for empathic listening and responsiveness. Prereq: PHAS major; admitted to Physician Assistant Studies

### **Physician Assistant Practice (PHAS 7145) 1 cr**

This course emphasizes current issues facing the profession, including legal and professional standards and how PAs fit into the healthcare system. Students will become familiar with the history and traditions of the PA profession as well as the current standards and expectations to practice medicine as a physician assistant. This will include information about certification and licensure, employment, professional

organizations, and political/legislative topics. Prereq: PHAS major; admitted to Physician Assistant Studies.

**Evidence Based Medicine 2 (PHAS 7080) 2 cr**

Provides a practical approach to making sound medical decisions based on current evidence in medical literature. Using a series of didactic presentations, group exercises, independent inquiry and reading, students learn the basic principles of evidence-based medicine. Basic skills in accessing MEDLINE and other medical databases will be emphasized and practiced. Research principles, research ethics, and basic statistical analysis are introduced. Students use their foundation in EBM throughout their didactic and clinical education. Skills learned will be essential in formulating and completing the capstone project. Prereq: PHAS major; admitted to Physician Assistant Studies.

**Experiential Learning 1 (PHAS 7301) 2 cr**

Experiential Learning I is an introduction to the technical and clinical management skills required for the clerkship phase of physician assistant studies. This course is multifaceted and includes pre-clinical experiences, case simulation(s), bedside ultrasound, clinical procedures, and self-directed experiential learning activities. Students will have the opportunity to explore medicine through art, investigate health disparities and community resources, experience the power of observation and self-reflection while honing resiliency and teamwork. Prereq: PHAS major; admitted to PA program.

**IPE: Team Communication (IPED 9705) 0 cr**

This course module is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Specifically, the course will provide practice in interprofessional communication on a health care team. Students will engage in online pre-work via D2L to prepare for an in-person or virtual workshop experience (In-person workshops preferred but virtual workshops can occur if necessary.)

**IPE: Interprofessional Teams and Teamwork (IPED 9715) 0 cr**

This course module is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Specifically, the course will provide practice in interprofessional communication on a health care team. Students will engage in online pre-work via D2L to prepare for an in-person or virtual workshop experience (In-person workshops preferred but virtual workshops can occur if necessary.)

**Clinical Medicine 3 (PHAS 7093) 5 cr**

This is the third course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Hematology/Oncology, Gastroenterology, Neurology, and Psychiatry are presented. The course is organized by systems. Clinical information is presented by core faculty

and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition, and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS major; admitted to Physician Assistant Studies.

#### **Clinical Medicine 4 (PHAS 7094) 5 cr**

This is the fourth course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Nephrology, Urology, Orthopedics, and Rheumatology are presented. The course is organized by systems. Clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition, and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS major; admitted to Physician Assistant Studies.

#### **Clinical Decision-Making 2 (PHAS 7116) 2 cr**

A continuation of PHAS 7115 that focuses on application and further development of the student's approach to working-up and solving medical problems. Intended to build upon, refine and integrate basic clinical skills and competencies that students have acquired in previous coursework. Provides an opportunity for students to interact with patients in the clinical setting, and document and present the case to faculty and peers. Bridges the transition between academic learning and clinical practice during the clerkship year. Prereq: PHAS major; admitted to Physician Assistant Studies.

#### **Evidence Based Practice 2 (PHAS 7085) 2 cr**

This course aims to strengthen the writing process and teach the fundamentals of effective scientific writing for physician assistants. Instruction will focus on the process of writing and publishing scientific manuscripts. Prereq: PHAS major; admitted to Physician Assistant Studies.

#### **Pediatric Medicine (PHAS 7260) 3 cr**

An introductory pediatrics course which covers well child and common problems. Employs a system-oriented, problem-based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to Physician Assistant Studies.

#### **Health Care Systems (PHAS 7265) 1 cr**

This course focuses on the ever-changing health care marketplace. Various health care system models and reimbursement methods will be compared and contrasted. Various

topics to include more information on specific local and regional programs influencing health care delivery. Prereq: PHAS major; admitted to Physician Assistant Studies.

### **Experiential Learning 2 (PHAS 7302) 1 cr**

Experiential Learning II is the second course in a series which provides students with the opportunity to learn the technical and clinical management skills required for the clerkship phase of physician assistant studies. This course is multifaceted and includes pre-clinical experiences, case simulation(s), bedside ultrasound, clinical procedures, and self-directed experiential learning activities. Students will have the opportunity to explore medicine through art, investigate health disparities and community resources, experience the power of observation and self-reflection while honing resiliency and teamwork. Prereq: PHAS major; admitted to PA program.

### **IPE: Interprofessional Values and Ethics (IPED 9710) 0 cr**

This course module is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Specifically, the course will provide practice in interprofessional values and ethics on a health care team. Students will engage in online pre-work via D2L to prepare for an in-person or virtual workshop experience (In-person workshops preferred but virtual workshops can occur if necessary.)

### **IPE: Interprofessional Roles and Responsibilities (IPED 9720) 0 cr**

This course is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Specifically, the course will provide practice in interprofessional values and ethics on a health care team. Students will engage in online pre-work via D2L to prepare for an in-person or virtual workshop experience (In-person workshops preferred but virtual workshops can occur if necessary.)

### **Clinical Decision Making 3 (PHAS 7118) 3 cr**

This is a course continuation of PHAS 7116 that focuses on application and further development of the student's approach to working up and solving medical problems, as well as providing patient education and counseling. It is intended to build upon, refine and integrate basic clinical skills, interpersonal skills, and competencies that students have acquired in previous coursework. This course will develop a student's ability to provide patient counseling and effective patient education. In particular, the course will address motivational interviewing and counseling as it relates to smoking cessation and weight loss. It will also review common causes of non-compliance/adherence and identify strategies students can utilize to reduce non-compliance/adherence in their patient population. This course will also help students develop communication skills to utilize when caring for patients with developmental disorders.

The course will address methods used to deliver bad news to patients as well as safety issues related to patients with limited English proficiency. Students will interface with translator students to practice the clinical skills needed to use interpreters effectively and safely during patient encounters. Students will have the opportunity to practice skills in both scenarios during two simulated clinical experiences throughout the



semester. Lastly this course will also hone a student's clinical skills by providing classroom activities to practice how to approach a focused history, physical exam and address an acute complaint in a simulated primary care outpatient setting.

**Pharmacotherapeutics and Comprehensive Patient Management (PHAS 7220) 4 cr**

Focuses on the development of a systematic approach to the process of solving clinical therapeutic problems and management of comorbid diseases. Emphasizes: 1) gaining familiarity with the medications used for commonly encountered clinical problems, and 2) exercising the thought process of rational pharmacologic management.

Accomplished through a lecture-style format by working through clinical patient scenarios in small groups. Intended to apply and integrate information introduced in previous course work: basic clinical sciences – including pathology, physiology, and microbiology; evaluation of the history and physical exam; and interpreting diagnostic information. Prereq: PHAS major, BISC 7220, and admitted to PA program.

**Emergency Medicine (PHAS 7235) 3 cr**

Provides a comprehensive introduction to diagnosis and treatment of common and life-threatening patient presentations in the Emergency Department. Prereq: PHAS major; admitted to Physician Assistant Studies.

**Surgical Principles and Procedures (PHAS 7250) 3 cr**

An introduction to the role of the physician assistant in surgery and surgical procedures commonly performed in post-operative care. Employs a system-oriented, problem-based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to Physician Assistant Studies.

**PA Professional and Ethical Issues (PHAS 7245) 1 cr**

This course emphasizes current issues facing the profession, including legal and ethical problems, reviewed from the unique vantage point of professionals within the healthcare system. Students will become familiar with the history and traditions of the PA profession. This is complimented by information about certification and licensure, employment, professional organizations, and political/legislative topics. A portion of the course confronts ethical issues facing today's healthcare providers as outlined by the PA Ethical Guidelines and student presentations. Prereq: PHAS major; admitted to Physician Assistant Studies.

**Experiential Learning 3 (PHAS 7303) 1 cr**

Experiential Learning III is the third course in a series which provides students with the opportunity to learn the technical and clinical management skills required for the clerkship phase of physician assistant studies. This course is multifaceted and includes pre-clinical experiences, case simulation(s), bedside ultrasound, clinical procedures, and self-directed experiential learning activities. Students will investigate health disparities and community resources, practice lumbar puncture, suturing techniques, and wound management, demonstrate competency in suturing skills and achieve ACLS certification while honing resiliency and teamwork. Prereq: PHAS major; admitted to PA program.

**Supervised Clinical Practice Experiences (SCPEs) (PHAS 7986) 30 cr**

Various course descriptions- please see course syllabi.

**Summative Clinical Assessment (PHAS 7887) 6 cr**

This course is a summative assessment course offered every semester of the clinical year which utilizes several evaluation tools throughout the clinical year to collectively provide a comprehensive appraisal of every student's readiness and eligibility for graduation.

**Capstone (PHAS 7997) 3 cr**

The Capstone Course is a summative course that expands upon the previous courses of PHAS 7080 Evidence-Based Practice 1, 7085 Evidence Based Practice 2. It is the culmination of the evidence-based practice curriculum, and the research capstone is required to be successfully completed prior to graduation.

**MARQUETTE UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

**Supervised Clinical Practice Experiences (PHAS 7986)**

subject to change

**Students register for all core rotations in the clinical year for (16 credits) and register for a total of 30 credits of rotations.**

110	Internal Medicine	6 weeks (4 credits)	CORE
120	Emergency Medicine	6 weeks (4 credits)	CORE
140	Surgery	6 weeks (4 credits)	CORE
150	Family Medicine	6 weeks (4 credits)	CORE
126	Pediatric Medicine CORE	6 weeks (4 credits)	CORE
123	Pediatric Medicine CORE	3 weeks (2 credits)	CORE
223	Pediatric Medicine Elective A	3 weeks (2 credits)	ELECTIVE
323	Pediatric Medicine Elective B	3 weeks (2 credits)	ELECTIVE
226	Pediatric Medicine Elective C	6 weeks (4 credits)	ELECTIVE
326	Pediatric Medicine Elective D	6 weeks (4 credits)	ELECTIVE
236	Behavioral Health CORE	6 weeks (4 credits)	CORE
233	Behavioral Health CORE	3 weeks (2 credits)	CORE
336	Women's Health CORE	6 weeks (4 credits)	CORE
333	Women's Health CORE	3 weeks (2 credits)	CORE
103	Adult Medical Elective A	3 weeks (2 credits)	ELECTIVE
203	Adult Medical Elective B	3 weeks (2 credits)	ELECTIVE
303	Adult Medical Elective C	3 weeks (2 credits)	ELECTIVE
106	Adult Medical Elective D	6 weeks (4 credits)	ELECTIVE
206	Adult Medical Elective E	6 weeks (4 credits)	ELECTIVE
306	Adult Medical Elective F	6 weeks (4 credits)	ELECTIVE
113	Adult Surgical Elective A	3 weeks (2 credits)	ELECTIVE
213	Adult Surgical Elective B	3 weeks (2 credits)	ELECTIVE
116	Adult Surgical Elective C	6 weeks (4 credits)	ELECTIVE
216	Adult Surgical Elective D	6 weeks (4 credits)	ELECTIVE
316	Pediatric Surgical Elective	6 weeks (4 credits)	ELECTIVE
313	Pediatric Surgical Elective	3 weeks (2 credits)	ELECTIVE
399	General Elective	3 weeks (2 credits)	ELECTIVE

PHAS 7887  
PHAS 7997

Summative Clinical Assessment (2 credits each semester)  
Master's Capstone (3 credits)

CORE  
CORE

### **Clinical Site Placement**

Students are not required to find their own clinical placements. The program will work with each student to match the student to clinical sites in a sequence that will foster the greatest amount of clinical learning.

Students who wish to establish a "one-time" clinical placement must work with the clinical director well in advance of the actual placement, to guarantee that the necessary forms and approvals are in place before the first day of the clinical experience. The student will have a combination of the above core rotations and electives in addition to the Master's Capstone Project throughout the Clinical Year to total 38 credits.

Once clinical placements are finalized, changes can only be made with the approval of the Clinical Coordinators.

### **SECTION III**

## **ACADEMIC & ADMINISTRATIVE PROGRAM POLICIES & REGULATIONS**

## **ATTENDANCE POLICY**

Mandatory attendance is required in all PHAS didactic and clinical course activities to completely obtain the knowledge and skills necessary to practice complete and competent medicine. The mandatory attendance requirement is drawn from the faculty's combined experiences and is structured from their experiences practicing as PAs in today's health care environment. Attendance is counted both in-person and in the remote setting for didactic courses. Like the work environment where attendance and timeliness are expected, we have modeled an identical classroom expectation. Due to the rigor of coursework and clinical activities in the professional program, all students are held to this attendance standard. Exceptions are not made for collegiate athletes or those involved in extra-curricular activities. If the PA Program is teaching in a remote setting, it is expected that students will still attend class and participate in all classroom discussions and mandatory sessions. In person attendance is required unless the program allows virtual attendance via Microsoft Teams. This may be in unique circumstances such as extended illness or pre-approved missed days. In the event students are attending class virtually, students must be logged into the streamed live

session with their camera on. The program will work to provide reasonable accommodations for students when they must report to campus for mandatory assessment such as procedures, OSCEs, and Simulation events. This may include consultation with the Office of Disability on campus.

Students who are ill or anticipate absence for a family emergency must immediately contact the Director of Didactic Education, Program Director, or PA's main office. All students must consult with the course instructor(s) for makeup work, if necessary. If the work cannot be made up due to time/schedule constraints, or if the student is not available for the makeup date for some other reason, the student will meet with the Progress and Promotion Committee. Students may be offered an incomplete with an alternate make up opportunity, an academic withdrawal from the program with deceleration to the next cohort or may not be able to progress in the program resulting in an academic withdrawal/dismissal from the program. Each instance of absence due to illness or quarantine will be assessed on an individual basis, necessitating a medical excuse from your healthcare provider's office for verification.

All students are expected to be in attendance for every class for the entire duration of each class. If a student is more than 10 minutes late to a class without an excused absence, it will be counted as an unexcused absence. Attendance beyond the scheduled end of class time does occur with some frequency. Students are expected to remain and participate during these occurrences.

There are excused absences that are acceptable such as:

- 1) Immediate family illness/death or of the spouse/significant other: (Parents, siblings, grandparents, children, spouse).
- 2) Students own personal health concerns. Students are expected to keep the Program Director and instructors apprised when they anticipate returning to coursework if too ill to participate remotely.

Unexcused absences include the following:

- 1) Leaving class before being excused by the instructor
- 2) Weddings
- 3) Family vacations/engagements
- 4) Illnesses/death of non-immediate family persons
- 5) Car/traffic problems
- 6) Alarm clock problems
- 7) Tardiness (beyond 10 minutes will be considered an absence)
- 8) Employment conflicts
- 9) Travel arrangements
- 10) Child/elder care conflicts

**\*Unexcused absences cause the student to lose 3 percentage points (3%) from total course points (per class) for each absence. Any partial absence is treated as a complete absence.**

Dates of unexcused absences will result in a loss of 3% grade reduction for each course missed per the policy. The penalty of 3% final grade reduction will not be applied to labs, OSCEs, clinics, or group/paper cases. If a student misses these events for an unexcused absence, s/he will get a 0% for that grade. Students are responsible for all work and material that is missed. For isolated days missed, students should contact a classmate for class notes/content and follow up with the instructor as needed. For anticipated longer periods of absence (must be discussed with the instructor up front), students should request course material/lecture recordings of the proposed dates missed via email to the Director of Didactic Education and instructors. All recorded lectures will be obtained by the PA program, it is faculty or guest faculty, and distributed to students on an as-needed basis. The program will make every effort within reason to keep PA students advancing in their coursework. All decisions will be communicated in email back to the students.

PA students must complete all defined Program Learning Outcomes and Instructional Objectives for progression in the program and graduation. Students in the Department of Physician Assistant Studies are participants in a professional training program whose graduates assume positions of high responsibility as providers of health care. Students must have academic and clinical skills but also must demonstrate interpersonal skills, reliability, professional appearance, and conduct. Deficiencies in any of these areas will be brought to the students' attention. Continued deficiencies may result in disciplinary actions, including probation or dismissal. The PA Program follows the Office of the [Provost's Undergraduate Attendance Policy](#). In accordance with the MU PA policy, efforts will be made for students to complete makeup work for excused absences. However, a withdrawal from a course may result if too many absences/tardiness are accrued. Any withdrawal from a course in any year of the PA curriculum may result in automatic dismissal from the program. There is not sufficient time to repeat coursework as makeup. It is noted that approved attendance in the remote setting is not counted as an absence from class.

**If more than 6 absences are present in any single course (excused or unexcused), the student will come before the Progress and Promotion Committee (P&P) for review.** The Physician Assistant Studies Progress and Promotion Committee will review any student who has surpassed 6 absences in any single course to determine if the academic withdrawal will be enforced. The P&P Committee may choose not to enforce the policy if the absences threshold is surpassed given the student circumstances. The P&P Committee will work with students who may be affected with illness on a case-by-case basis.

A student is expected to attend every meeting, lecture, lab, or clinical experience (clinics) of this course. Any absence, regardless of the reason, prevents the student from getting the full benefit of the course and renders the student liable to university censure. In the Department of PA Studies, class attendance requirements and the impact that absences may have on students' grades are made by the individual instructors and the department.

### Critical Absence Days

The faculty have identified several key days within the calendar year that have been misused by students in the past and absences that occur on these days are more heavily weighted.

These days are found immediately before and after scheduled University time-off or holiday breaks. Please note travel time has already been added by the University to accommodate travel.

Critical Absence Day	University Scheduled Break/Start	Critical Absence Day
<b>SUMMER 2024</b>		
N/A	Memorial Day	Tuesday, May 28, 2024
Wednesday, July 3, 2024	July 4 <sup>th</sup> Independence Break	Monday, July 8, 2024
<b>FALL 2024</b>		
N/A	First Day of Class	Monday, August 28, 2024
Wednesday, October 9, 2024	Fall Break	Monday, October 14, 2024
Tuesday, November 26, 2024	Thanksgiving Holiday	Monday, December 2, 2024
<b>SPRING 2025</b>		
N/A	Martin Luther King Day	Tuesday, January 21, 2025
Friday, March 7, 2025	Spring Break	Monday, March 17, 2025
Wednesday, April 16, 2025	Easter Break	Tuesday, April 22, 2025
<b>SUMMER 2025</b>		
N/A	Memorial Day	Tuesday, May 27, 2025
Tuesday, July 1, 2025	July 2-4, 2025	Monday, July 7, 2025

Any absence that occurs at any time the day before a scheduled University break or extends anytime past the scheduled return to classes is automatically an unexcused absence. These days are considered critical days by the department and any absence or tardiness on these days will result in a full grade lowering of the final grade for the given course per each occurrence. Example: final grade is B+ → B.

Individual students are expected to plan accordingly as they have been given ample information, scheduled break times, and clear expectations.

### Procedures for Requesting Excused or Unexcused Absences



Any student needing to arrange any time off from any scheduled class time is to notify the Director of Didactic Education or Program Director immediately. This may be done in person or in an email or phone request. Notification of each instructor for classes excused/unexcused must be done by the student to inquire about makeup work.

**\*\*Note**, some courses require mandatory in person assessments (e.g., labs, procedures, OSCEs, SIM, Clinics). These courses that have mandatory events must be completed in-person and cannot be completed via distance learning. The inability to complete mandatory events during the scheduled or make-up opportunity may result in withdrawal from the course or an incomplete grade and may result in a delay of graduation.

### **MUPA Recording Policy**

Students may be afforded the opportunity to remotely participate in lecture-based learning in the event of prolonged illness or missed class. This will be done using Microsoft Teams. Each instructor will work with the student to identify if remote participation is appropriate or not. Additionally, some courses routinely use Microsoft Teams, even with students present in the building, for breakout rooms or group work as part of the pedagogy of the curriculum. In all cases, presentations are not allowed to be recorded by students. They will not be recorded for routinely missed classes due to excused absences (i.e., illness). In rare situations, the faculty may choose to record the lecture and will do so within Microsoft Teams. Students are not allowed to record. Similarly, students are not allowed to use recording devices of their own to record lectures. Any lecture, live or pre-recorded such as a Voice-Over PowerPoint, is proprietary property of Marquette University.

### **Classroom Attire**

Students are in a professional program where they will regularly encounter guest lecturers from various medical disciplines and patients. As representatives of this program, they should be aware that their outward appearances should be reflective of personal desires to be perceived as a competent health care professional, cast the PA profession in a positive light, and promote Marquette University's positive image. I will abide by the dress attire guidelines of the PA program.

Classroom and Lab/Procedures Dress attire: MUPA Scrubs. Marquette apparel allowed on top.

For other events, such as OSCEs, clinics, etc., the faculty will indicate the type of appropriate dress attire. There will be days when casual dress is allowed in the classroom- students will be notified in advance of such days.

On days when casual dress is accepted in the classroom and for online learning, I will dress appropriately, my attire will always be neat, clean, and properly fitting, and will adhere to the below guidelines. I understand the following are inappropriate:

- Skimpy clothing (any sleeveless shirts, see-through shirts/clothing, spaghetti straps, visible cleavage, short skirt/shorts, tight-fitting tops, yoga pants/workout pants, or skin showing between the shirt and pants).

- Hats
- Clothes/tattoos displaying inappropriate language or graphics
- Clothes displaying support of any political group, movement or views, or jargon that associates the student with support of any such group.
- Low-riding pants that potentially show my underwear or skin in the midriff area
- Facial/oral piercings except piercings worn in the ear lobes. These are acceptable for men/women. Additional piercings that are for religious or cultural reasons must be discussed with the Program Director.
- Bare feet
- Sweatpants, leggings as pants, yoga pants, workout attire pants

At all times piercings must be limited to the ear lobe unless for religious or cultural reasons. Please see the Program Director if there is a requested exemption for religious or cultural reasons.

## **Clinical Experiences and Standardized Patient Encounters**

If professional dress attire is approved by the faculty member, please use the following guidelines:

Women – a skirt/dress that maintains a hem at knee length, or dress pants, a blouse and short white clinical jacket with student. Skin in the shoulder area will be covered, (no spaghetti straps, no visible cleavage), at least a cap sleeve. The name tag will be clearly visible. No visible tattoos; no facial, tongue piercings. Hair should be groomed in such a manner as to not interfere with patient care.

Men – dress pants, dress shirt and short white clinical jacket with student name tag clearly visible. No visible tattoos; no facial, tongue piercings. Hair should be groomed in such a manner as to not interfere with patient care. Beards and mustaches should also be trimmed so as not to interfere with patient care. In some instances, students with beards and mustaches may not be able to fully participate in clinical activities, particularly in surgery. The name tag will be clearly visible.

In addition, excessive jewelry, heavy perfume, or cologne should be avoided. The faculty will counsel students if attire is not meeting the professionalism standard of the program. Students may be asked to leave the classroom/clinical setting and to return with appropriate attire. Students may be asked to wear scrubs for procedures, labs, or clinical interactions with standardized patients or real patients at the discretion of the Program Director and course instructors.

## **PROFESSIONAL CODE OF CONDUCT**

The following rules have been established out of consideration for the class as a whole and to promote the image of PAs at Marquette University and the greater Milwaukee medical community.

- a. Students are expected to arrive five minutes prior to the beginning of class. If unavoidably late, students should enter class as discretely and quietly as possible and take a seat in the last row. Students should report their tardiness to the instructor at the conclusion of class. Students will be logged on to Microsoft Teams if attending virtually, on time with their camera on and microphone muted.
- b. Students will be expected to come to order at the designated class time without the prompting of the instructor.
- c. During class, students must refrain from social conversations and noisy or disruptive activities, especially with food items and computers.
- d. Students using laptops/tablets during lecture periods must be accessing information only per the instructor's direction. Accessing other webpages, messaging, texting, checking, or answering email is strictly forbidden. The first offenses will result in the closing of the laptop/tablet for the remainder of the lecture session; second offenses will result in the student being excused from the lecture for the remainder of the class period. This will be considered an unexcused absence.
- e. Students are expected to show the proper courtesy and respect toward all patients, classmates, and faculty. Patient confidentiality must be maintained. Patient histories should not be discussed in public areas. If necessary, discussions about patients must be held with great discretion and caution.
- f. Students are expected to adhere to the Social Media Policy.
- g. Students must be respectful of classmates asking questions during the lectures and not disrupt the classroom or interfere with the learning of others.

**Violations of the Professional Code:**

Students who are found to have infractions of the professional code of conduct, or violations of the PA Studies Honor Code will be allowed 1 warning that will be documented in their file. The warning may accompany asking the student to leave class, change attire, apologize to students, faculty, or staff, and may require a meeting with the student's advisor or Program Director. Further occurrences following the warning will lead to formal warnings being placed in their academic file and meeting with the Progress and Promotion Committee. Recurrent infractions may result in professional probation or possible dismissal.

**PROFESSIONAL BEHAVIOR EVALUATION**

Students will be evaluated on professionalism by various faculty starting in the first PA year. Students are evaluated not only on their academic proficiencies, but also on their professional conduct and interactions, and evaluation of meeting the technical standards. The work of a physician assistant requires a high level of interpersonal skills, reliability, professional appearance, and conduct. The faculty believes these

behaviors are required not only for clinical practice but also must be modeled during the professional didactic phases.

Students will be evaluated by all didactic faculty within the PA program by the standards outlined on the professional conduct evaluation form as reviewed in PHAS 7145 Physician Assistant Practice. Professionalism will be graded in courses PHAS 7050, 7115, 7116, 7118.

Students found unsatisfactory will be given an opportunity to improve. Students who are found in breach of the professional code of conduct may receive professionalism violation warnings at any time. Students will be required to meet with the Progress and Promotion Committee. Continued unsatisfactory evaluations, or more than one violation, may result in promotion within the program, conditional promotion with professional probation, or prevent the student from entering the clinical phase of the training and/or may lead to dismissal. Please see the [HESP Bulletin](#) for the process of professional misconduct.

**MARQUETTE UNIVERSITY**  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

**INSTRUCTOR EVALUATION OF INDIVIDUAL STUDENT PROFESSIONALISM**

Student Name \_\_\_\_\_ «Last\_First» \_\_\_\_\_ Term \_\_\_\_\_ Spring 20XX \_\_\_\_\_

Instructions for faculty: Please circle the letter that corresponds with your name. Additional comments and examples can be written on the back of the sheet and are required for all notations other than satisfactory.

	High Pass	Pass	Low Pass	Fail
<p><b>RELIABILITY AND DEPENDABILITY</b></p> <p>Dependably and punctually completes assignments. Arrives on time for class or lab. Follows through on projects. Takes responsibility for personal actions and performance.</p>				
<p><b>RESILIENCE AND ADAPTABILITY</b></p> <p>Demonstrates tolerance of stressful or changing environments. Utilizes healthy coping strategies. Recovers from setbacks.</p>				
<p><b>SELF REFLECTION AND CRITICAL CURIOSITY</b></p> <p>Engages in reflective practice for improvement. Recognizes strengths and areas needing improvement. Sets goals for continuous improvement.</p>				
<p><b>TEACHABILITY AND INITIATIVE</b></p> <p>Accepts teaching and guidance. Able to discern between strengths and areas needing improvement. Initiates steps to correct these areas. Identifies and pursues resources for advancing understanding and learning. Participatory in all in and out of classroom activities.</p>				
<p><b>COMMUNICATION SKILLS</b></p> <p>Able to effectively relay information to instructors, peers, patients, and medical professionals. Uses language and medical terminology appropriate to setting. Attentive in all classroom and experiential learning activities. Listens effectively. Recognizes potential communication barriers and adjusts appropriately.</p>				
<p><b>HONESTY AND INTEGRITY</b></p> <p>Has consistency of character with actions that adhere to and are in accordance with professional and educational standards. Accurately attributes work and information sources. Maintains confidentiality. Demonstrates moral reasoning.</p>				

<p><b>RESPECT AND COMPASSION</b></p> <p>Addresses others by appropriate name or title. Demonstrates cultural, gender, age, and racial sensitivity. Acknowledges and respects peers and other students. Demonstrates kindness to others and has empathetic qualities. Respects the privacy of others. Respectful toward instructors, and guest lecturers. Recognizes when to close laptop and award undivided attention to any presenter. No public degradation of any Marquette faculty or students.</p>				
<p><b>PERSONAL HEALTH/DEMEANOR &amp; HEALTH BEHAVIORS</b></p> <p>Neat in grooming, dress, and hygiene. Physically capable of performing activities. Able to identify self-care and healthy behaviors that enable stress management and balance.</p>				
<p><b>TECHNICAL STANDARDS</b></p> <p>Able to integrate the technical standards required by the PA program in a meaningful and appropriate fashion.</p>				

Advisor \_\_\_\_\_  
 Discussed with student \_\_\_\_ Yes \_\_\_\_ No

**Student Signature** \_\_\_\_\_

**MUPA PUBLIC DISPLAY WITH SOCIAL MEDIA POLICY**

**Policy Type:** Departmental-Physician Assistant Studies  
**Origin Date:** May 19, 2011  
**Date Revised:** July 28, 2011

**Purpose:**  
 The purpose of this policy is to provide guidelines for the proper use of public display on social media websites, blogs, pinning, ping, Twitter, Facebook, TikTok, LinkedIn, Google+, etc. to protect the interests of Marquette University Physician Assistant Program and its affiliates within the University and the Community, and to protect the program content of the Physician Assistant Faculty and Teaching.

**Definitions:**

- Public Display: Includes the posting of photographs, or any information about Marquette University Physician Assistant Studies Program, its students, faculty, or patients through any electronic or non-electronic means including, but not limited to, social networking sites, blogs, pinning, pinging, and tweeting.
- Marquette University Department of Physician Assistant Studies Members-all students, faculty, staff, and administrators affiliated with the program.
- Patients: Those people in the community that the Marquette University Physician Assistant Studies students treat or interact with in the clinical setting, on or off campus, that contribute to the overall learning experience.
- Preceptors: Those members of the health care community who participate in mentoring and instructing our Physician Assistant Studies students in the community and in the classroom settings.

**Introduction:**

The increased use of social media by physicians, physician assistants and other health care providers combined with the ease of finding information online can blur personal and work identities, posing new considerations for provider professionalism in the information age. A professional approach is imperative in this digital age to maintain confidentiality, honesty, and trust in the medical profession. Although the ability of physicians to use online social networks, blogs, and media sites for personal and professional reasons should be preserved, a proactive approach is recommended that includes actively managing one’s online presence and making informed choices about disclosure. The development of a “dual citizenship” approach to online social media that separates public and private personae would allow physicians to both leverage networks for professional connections and maintain privacy in other aspects. Although social media posts by physicians enable direct communication with readers, all posts should be considered public and special consideration for patient privacy is necessary. *Ann Intern Med.* 2011;154:560-562. [www.annals.org](http://www.annals.org)

**Policy:**

- A. In general, Marquette University Physician Assistant Studies views the public display of information on social media and networking sites, personal websites, blogs, newspapers, and other media positively and understands that students, faculty, and staff use them as a medium of self-expression. However, all parties need to understand their actions captured via images, posts, or comments can reflect on Marquette University Physician Assistant Studies. If one chose to identify oneself on such Internet public display venues, some readers of such web sites or blogs may incorrectly view the person as a representative or spokesperson of Marquette University Physician Assistant Studies.
- B. Marquette University Physician Assistant Studies may from time to time establish and maintain an organizational presence on popular social media sites and through blogs. This presence will facilitate expanding communication

opportunities for students, faculty, staff and administrators and other members of the community served by Marquette University Physician Assistant Studies.

- C.** If a member from Marquette University Physician Assistant Studies' statements on social networking sites and are associated back to the Program, the member is to observe the following guidelines when identifying oneself as a member of the Program, its activities, its patients, or any connection with the program:
- a.** Follow the Marquette University Code of Conduct (see below) which applies to all students at Marquette University. Members may not share confidential or proprietary information about the Physician Assistant Program, or any affiliated faculty, staff, preceptors, mentors, or patients. This also applies to comments posted on other blogs, forums, and social networking sites.
  - b.** Members are not to post pictures or any information that may identify faculty, staff, preceptors, or patients that could identify directly (by name, social security number etc.,) or indirectly (date of birth, tattoo, birthmark, diagnosis etc.) on the website.
  - c.** Properly identify oneself, when an apparent connection to Marquette University Physician Assistant Studies Program is established, making it known that he/she is speaking for himself/herself and not on behalf of Marquette University Department of Physician Assistant Studies. One example of a disclaimer is: "The views expressed on this blog/website are my own and do not reflect the views of my program/employer."
  - d.** Be careful of posting, as what is posted will be present for any length of time given it is present on the Internet.
  - e.** Be respectful in all communications related to or referencing the Marquette University Physician Assistant Program or University. This also applies to Faculty, staff and administrators who work for the program. Obscenities, profanity, vulgar, defamatory, threatening, or demeaning language is not to be used in such avenues. These sites are also not a forum for personal harassment, bullying or intimidation of faculty, students, patients, or others connected with the program. Behaviors that constitute harassment and bullying or are considered unacceptable include but are not limited to:
    - i. Derogatory comments with respect to such items as age, ancestry, national origin, race, religion, gender, sexual orientation, marital status, color, or disability.
    - ii. Derogatory comments about a person (student, faculty, or patient) work ethic, workload, work intentions, educational intentions, learning abilities.
    - iii. Comments that are sexually suggestive.



- iv. Comments that are humiliating or demeaning.
- v. Threats to stalk, haze or physical injure another student, faculty, staff, or patient.
- vi. See Student code of conduct and employee handbook (attached).
- f. Do no harm to a faculty, staff, student, or patient reputation. Members of the Marquette Physician Assistant program are not to use these sites to personally disparage the PA program, or its students, faculty, or patients affiliated with it. Any comments that could negatively impact the person's or group's reputation are not permitted.
- g. Do not interfere with educational commitments and work commitments/job duties. Social media activities should not interfere with learning commitments and job commitments by students or faculty, staff and should be limited to non-working hours.
- h. No videotaping of instructors, students, or patients is allowed during the didactic, in class phase, or the clinical phase of the program.

### **Marquette University Student Code of Conduct**

Marquette University is dedicated to the following goals:

- The fostering of personal and professional excellence;
- The promotion of a life of faith;
- The formation of ethical and informed leaders;
- The development of adults dedicated to the service of others.

These goals can only be achieved in a campus environment in which people feel safe, sustained, engaged, challenged, and appreciated. This environment is created by the active contributions of every member of the Marquette community and in turn creates a campus ethos that calls us to act with integrity and compassion; to promote a culture of learning, appreciation and understanding; to take responsibility to confront difficult issues and solve problems; and to behave in ways that reflect care, respect, and honesty.

Faculty, administrators, staff, and students all have responsibility to take care of the intellectual, social, spiritual, emotional, psychological, and physical condition of this community we share. Students particularly contribute to our community through the human connections they make, through the gifts and talents they have, and through behavior that shows:

#### 1. Respect for Self

The university values all its students and is deeply concerned with their total development. Therefore, it is appropriate for the university to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take themselves and their academic pursuits seriously, and enhance the quality of their

lives. The university will routinely respond to a student engaging in self-destructive behaviors that might impede an individual's ability to enjoy the privileges of education and to fulfill his/her obligations as an educated leader. Students engaging in such behaviors are also encouraged to seek help from the university community.

## 2. Respect for Others

One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting people and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust, without which there is no community. Therefore, Marquette expects its members to behave toward one another with sensitivity, consideration, understanding, tolerance, and an active concern for the welfare of others. The university is particularly concerned that its members show respect for others regardless of race, creed, gender, disability, sexual orientation, or nationality, and avoid all forms of harassing or offensive behaviors. This is especially important in the residence halls and other group living situations, where the sense of community is only as strong as the members make it.

## 3. Respect for Property

The mission we share depends upon the responsible use of all property, including such tangible goods as buildings, library books, equipment, and green spaces. Respect for property also involves helping to foster a well-maintained environment: a sense of security, tranquility, and accomplishment. This principle requires students to respect personal and institutional property, inside and outside the Marquette community.

## 4. Respect for Authority

Authority derives its legitimacy from its commitment to act on behalf of the common good. At Marquette, that authority especially resides in the officers of the university, its faculty, administrators, staff and designated student staff members and paraprofessionals — each of whom has been charged with responsibilities essential to the orderly operation of the university. These people serve as leaders, and they teach by their example what the university expects from all its members. In this respect they help to define the atmosphere which supports and fosters our common mission. Additionally, these people provide structure to preserve the well-being and freedom of community members and an orderly environment in which all can develop. The successful exercise of authority depends in part on the respect it enjoys from the community it serves.

## 5. Honesty

Marquette's educational mission reflects a commitment to the development of the whole person. As a university, love of the truth is at the center of our enterprise: this ideal is lived out through the virtues of truthfulness, honesty, and personal honor. While at Marquette University, students are expected to demonstrate the personal characteristics of honesty and integrity in all aspects of their campus life, both inside and outside the classroom. These qualities, which are congruent with our community values and

aspirations, are integral parts of daily life on campus. To assure their place in the campus ethos, these qualities are demonstrated, supported, and celebrated through our examples, actions and reflections on our experiences.

### **Student Conduct Code and Procedures**

Marquette University is committed to respecting the rights of all who are associated with it and to encourage each member of the Marquette community to be responsible as a citizen. However, a student or a recognized student group may be subject to disciplinary action, if it is established that the individual or the group was involved in acts or deeds that (1) prohibit the exercise of, interfere with or in any way restrict the rights and privileges of others; (2) violate university policy; (3) create a danger or threat of danger to other persons within the university community or interfere with the normal functions and operations of the university; (4) violate existing intercollegiate athletic conference or NCAA rules and regulations as they pertain to the operation of the Marquette Division I athletic program; and/or (5) violate existing federal, state, county and municipal laws or ordinances.

The specific student conduct procedures are contained [here](#). Students seeking additional information should contact the Office of Student Development at (414) 288-1412.

### **Policy and Procedure of Social Media for Physician Assistant Students**

Physician Assistant Students, as well as health care providers, must recognize that actions online and content posted via social media avenues may negatively affect their reputations among mentors, instructors, patients, and colleagues, and may have consequences for their medical careers (particularly for those in training), and can undermine educational and public trust in the medical profession.

Students who communicate unprofessionally or disclose protected medical information on any of the social media sites will be brought before the Progress and Promotion committee for review and disciplinary action which may include remediation, delayed graduation, or other appropriate sanctions up to, and including, dismissal from the program. *Please see the Professionalism Code in the Student Handbook. Please see the attached articles for additional information and resources.*

## **MARQUETTE UNIVERSITY CRIMINAL BACKGROUND CHECK POLICY**

Students are required to participate in criminal and caregiver background checks. These background checks are required by all clinical placement facilities. If students are aware of any legal issues that may interfere with their abilities to meet the requirements of the program, they **MUST** bring these to the attention of the Program Director and Chair immediately. Students are required to complete the appropriate criminal and caregiver background checks according to the program's deadlines each year using Castle Branch. The PA website provides access for the student to complete and pay for the [background check](#). Failure to complete the background checks according to the program's timeline may result in meeting with the Progress and Promotion Committee and could result in a delay in the program, a delay in graduation, or dismissal.

## **ALCOHOL AND ILLICIT DRUG USE POLICY**

The Marquette University Physician Assistant Department is committed to protecting the health, safety, and welfare of students, staff, and patients that are involved in the education of PA students. We must assure that a drug-free workplace is maintained and that University students perform their duties unimpaired by the effects of drugs or alcohol.

Signs and symptoms of possible substance-related impairment include but are not limited to odor of alcohol or cannabis (marijuana) on the student, slurred or incoherent speech, a change in personality, and a decline in academic performance. If, in the judgment of the instructor, preceptor, or supervisor, it is determined that the student is impaired, he/she will be asked to be tested immediately (alcohol and illicit drug screen). In addition, testing may include a breathalyzer test. The student will then be asked to obtain transportation to leave the clinical site or classroom. Possession of alcohol or drugs are not allowed on any Marquette Academic facility. Any positive result or suspected use will result in a mandated meeting with the P&P committee for professional misconduct.

Students must obtain a drug screen according to the program's outlined guidelines prior to starting the clinical year. Any positive drug screen, whether random or for cause, or conviction of a substance related infraction, or a positive Blood Alcohol Concentration (BAC) or equivalent in a clinical scenario or classroom setting, results in immediate dismissal from the program without academic review. Exceptions are only made if the student communicates upfront with the Program if any positive results are expected and for what reasons.

The student may petition for re-admission **ONLY** upon documentation of a diagnosis of substance dependence, successfully treated, in remission and with the specific recommendation of the attending physician. Such readmission is conditional on the student's acceptance that a relapse/recurrence/re-offense will again result in automatic and immediate dismissal. In this instance, there will be no possibility of re-admission under any circumstances.

Any student refusing to be tested (an alcohol breath test or a blood/urine drug test) will be per se, considered positive on that test. Sanctions will be applied to that student consistent with a positive alcohol or drug result as described in this policy.

Marquette University has adopted the below policy on CBD and CBD-containing products to incorporate in its drug use policy. Any student found in violation of this policy will come before the PA Progress and Promotion Committee for disciplinary action as above. This may include professional probation, delayed graduation, or dismissal from the program.

Marijuana-derived Cannabidiol (CBD) oil is identified as a Schedule 1 drug by the U.S. Department of Justice Drug Enforcement Administration. While CBD-containing products may be marked as “hemp-derived” without THC, such products are not regulated and may contain traces of THC. Thus, the program will consider any THC-confirmed positive drug test result to be accurate, regardless of claims of use of CBD.

### **EMPLOYMENT DURING THE PROGRAM POLICY**

The program discourages employment during the program given the rigorous course work. However, the program does not limit or in any way interfere with a student who wishes to work outside of the program and classroom requirements. Students who work for the University can do so in any setting except the Department of Physician Assistant Studies. Students should understand that attendance is required in all classroom and program activities. Missed classes will lead to dismissal.

It has been the program’s experience that some students who have worked outside the program have been dismissed after being unable to maintain required course grades and GPA.

The program highly discourages working while in the program.

### **EMERGENCY EVACUATION PLAN**

Exit the front door – 17<sup>th</sup> Street, cross the street to the Rec Center.

Students, faculty, staff, and guests are to meet across the street near the side entrance to the Wellness + Helfaer Recreation building, located on the East side of 17<sup>th</sup> street. If the weather is inclement, meet in the Parking Structure entrance, located on 17<sup>th</sup> Street between Wells Street and Wisconsin Avenue.

Joshua Knox, the Department’s Emergency Coordinator, as well as the Program Specialist and Administrative Assistant, the Department’s Fire Coordinators, will take count of people within the program.

Please also reference the Marquette Student Handbook online at [http://www.marquette.edu/osd/policies/doc/Student\\_Handbook.pdf](http://www.marquette.edu/osd/policies/doc/Student_Handbook.pdf) for a list of complete policies and procedures.

## **HEALTH INSURANCE & HEALTH MAINTENANCE POLICIES**

### **HEALTH INSURANCE POLICY**

Students are required by Marquette University Physician Assistant Program to carry personal health insurance throughout the duration of their studies. You are not covered by Marquette University or a rotation site's employee health policy in the case of an injury, needle stick, or illness during your didactic or clinical year experiences.

If you do not have health insurance, you will not be eligible for placement at clinical rotation sites, as this is a condition of your placement.

Students can purchase student health insurance through Student Health Service or from the insurance provider of their choice.

**A Health Insurance verification form must be signed and on file. Faculty are not available to answer or evaluate personal healthcare issues of individual students except in the case of an emergency.**

### **IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY**

All students MUST be up to date with all immunizations and health maintenance requirements.

**Failure to comply will result in the inability to begin the program or participate in the experiential learning components of the program which start in the didactic year. If unable to participate, students will receive an incomplete in the class and be unable to progress in the program, and thus will be dismissed. Students must keep up to date on annual requirements to continue in the program and for the clerkship experiences in the clinical year. Failure to keep up to date may delay graduation or result in dismissal from the program. Please note, some immunization requirements change, and the program will provide timely updates of the necessary requirements.**

\*\*\*Disclosure of Medical Information Release form must be signed and on file.

#### **IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY REQUIREMENTS:**

The students are required to provide proof of their up-to-date immunizations, titers, and annual health maintenance assessments for all of the following. All documentation should be uploaded to CastleBranch. More instructions regarding CastleBranch will be provided.

##### **1. Titer Requirements:**

- Hepatitis B
- Varicella\* (If applicable – see Varivax below)
- MMR\* (If applicable – see MMR below)

##### **2. Immunization Requirements**

<b>Adult Tdap</b>	<ul style="list-style-type: none"> <li>MUST have received 1 dose of Tdap in adult life.</li> </ul> <p>If Tdap not previously received as an adult – must obtain Tdap, regardless of date of last Td booster. Thereafter, Td every 10 years.</p>
<b>Td</b>	IF Adult Tdap $\geq$ 10 years ago
<b>Polio Series</b>	Complete series
<b>Measles, Mumps, Rubella Series (MMR)</b>	<p>Immunization record must show: 2 doses of Measles, Mumps, Rubella (MMR) vaccinations after 1 year of age, given at least 1 month apart.</p> <ul style="list-style-type: none"> <li>State Immunization Registry is also accepted.</li> <li>If unable to provide documented immunization record/registry, a Measles, Mumps, and Rubella titer is required.</li> </ul>
<b>Hepatitis A Series</b>	Two (2) doses required
<b>Hepatitis B Series</b>	<ul style="list-style-type: none"> <li>Childhood series and positive titer</li> <li>IF negative titer, repeat three (3) dose series or Heplisav (2) dose series, and a repeat titer.</li> </ul>
<b>Varivax</b>	<ul style="list-style-type: none"> <li>Two (2) doses required.</li> <li>If you have not had 2 doses of vaccine, you must obtain a titer.</li> <li>History of the disease is not accepted as proof of immunity.</li> </ul>
<b>Meningococcal</b>	<ul style="list-style-type: none"> <li>Menveo or MenQuadfi</li> </ul>

For individuals known to have an elevated susceptibility to infections (including, but not limited to, persons with anatomic or functional asplenia, persistent complement component deficiencies, or HIV), see the CDC's recommendations for Immunization of Health-Care Personnel/Recommendations of the Advisory Committee on Immunization Practices (ACIP) for additional detailed immunization recommendations.

### 3. Annual Requirements

<b>TB Test Requirements</b>	<p>Students are required to have a TB test ANNUALLY</p> <ul style="list-style-type: none"> <li>If the Quantiferon Gold or Mantoux skin TB Test is Positive, you must provide the date the test was positive and a negative chest x-ray report. Thereafter an ANNUAL Periodic Health Assessment Form must be completed, signed by a health care provider, and uploaded to CastleBranch.</li> </ul>
<b>Annual Physical Examination</b>	A Required Annual Physical Screening Form must be completed, signed by a health care provider, and uploaded to CastleBranch by the published due dates.
<b>Annual Influenza Vaccination</b>	To ensure adequate immune response to the vaccine prior to a community outbreak, seasonal influenza immunizations MUST be received between September 1st and November 15th. This must be obtained ANNUALLY.)
<b>COVID-19</b>	<ul style="list-style-type: none"> <li>MUST be fully vaccinated</li> </ul>

	<ul style="list-style-type: none"> <li>▪ MUST be compliant with CDC recommendations for annual vaccine between September 1<sup>st</sup> and November 15<sup>th</sup>.</li> </ul>
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- 4. 10 Panel Drug Screen
- 5. Required prior to the start of clinical year rotations, students do not need prior to matriculation.
- 6. Students may need to complete additional site-specific requirements as determined by clinical sites, and if applicable, the student will be individually instructed on requirements.

Note: Students are responsible for the above-associated costs.

**IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY  
STUDENT ACKNOWLEDGEMENT PAGE**

I understand my acceptance to the Marquette Physician Assistant Studies Program is contingent upon my full compliance with the above health and immunization requirements. I will create a CastleBranch account to upload my documentation of proof of immunizations and health screening.

\_\_\_\_\_

Name (Printed)

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

\_\_\_\_\_

Date



MARQUETTE UNIVERSITY COLLEGE OF HEALTH SCIENCES PHYSICIAN ASSISTANT STUDIES PROGRAM

**Required Annual Physical Screening Exam**

Student Name \_\_\_\_\_

I verify that the above student is:

- **in good health and free of any communicable diseases**
- **able to meet the physical, mental, and emotional health demands of a Physician Assistant student.**

**The student has the following ADA requirements:**

\_\_\_\_\_  
(N/A if Not Applicable OR Attach Documentation if Applicable)

PLEASE PRINT

Health Care Provider: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
Phone: \_\_\_\_\_

**Provider Signature:** \_\_\_\_\_

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

I attest the above information is correct and truthful.

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

## **MUPA STUDIES INCIDENTAL FINDINGS POLICY**

### **Incidental Findings**

It is possible that during a student's course of study, incidental medical findings may be noted on physical exam or by using diagnostic medical technology. These incidental findings may include previously known or previously unknown pathological findings or normal variants. These discoveries may occur in physical examination, point of care ultrasound, or laboratory sessions, among other educational settings. When an incidental finding is noted, faculty should maintain confidentiality and instruct the student to follow up with his/her primary care provider, student health, or emergency services, as indicated for diagnosis and consideration of management. It is important to note that the Marquette PA Program Faculty, the Program Director, and the Medical Director are not allowed to provide care or access to the student's health records unless in the event of an emergency but may facilitate referrals to health facilities.

## **MUPA INFECTIOUS DISEASE POLICY**

Due to the nature of Physician Assistant training, there is the potential of exposure to infectious or environmental contacts that may lead to disease while on clerkship. Students should employ risk mitigation and prevention strategies such as performing hand hygiene, wearing personal protective equipment when there is an expectation of possible exposure to an infectious disease or material, following cough etiquette (covering your cough), proper handling of sharps, proper and regular cleaning of stethoscope, white lab coat, scrubs, and fabric face coverings. CDC standard precautions should be followed:

<https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

If a student considers himself/herself high risk for exposure, contraction, or complications from contact with patients who have infectious diseases or patients for whom high clinical suspicion for infection exists, the student needs to bring forward concerns to the program and clinical education team who will then help to guide the student on proceeding forward. The student will be expected to work with the clinical team and preceptors on setting expectations for specific rotations. Acquisition of an infectious or environmental disease may impact student learning activities during the didactic or clinical phase of training. Should a student contract an infectious disease, he/she may need to be cleared by his/her health care provider prior to continuing with the PA program course of studies, and additionally, the student must be able to meet MU PA technical standards. Based upon the degree and outcomes of any infectious exposure or disease, a student's continued participation in clinical activities may be delayed or prevented. This may delay graduation from the program.

The student is financially responsible for any costs incurred secondary to infectious exposures or disease.

## **EXPOSURE or ILLNESS**

It is your responsibility as a Marquette University student to protect the health and safety of our community in this course. The University has mandated relevant vaccinations for all students.

If you are symptomatic, you can go back to your normal activities when, for at least 24 hours, both are true:

- Your symptoms are getting better overall, **and**
- You have not had a fever (and are not using fever-reducing medication).

When you return to your normal activities, take added precautions over the next five days, such as hand hygiene and wearing a mask. Remember that you may still be able to spread the virus that made you sick, even if you are feeling better. You are likely to be less contagious at this time, depending on factors like how long or sick you were.

If you develop a fever or you start to feel worse after you have gone back to normal activities, stay home and away from others again until, for at least 24 hours, both are true: your symptoms are improving overall, and you have not had a fever (and are not using fever-reducing medication). Then, take added precautions for the next five days.

The PA Program will work with students who are required to isolate due to illness to complete work.

## **EXPOSURE POLICY**

Anytime a student is exposed to any health hazard that might compromise or put them at risk (e.g., blood contamination, infectious diseases) a report needs to be filed in the student's record in the program department.

This is an OSHA requirement. A student must report any possible exposure to the preceptor or delegate, however insignificant you might think it is. The Program Director or Director of Clinical Education must also be contacted as soon as possible.

All students with exposures **MUST** go to employee health/occupational health or the Emergency Room if after hours and follow their instructions. The CDC has published recommendations regarding Bloodborne Infectious Diseases: HIV/AIDS, Hepatitis B, and Hepatitis C (<http://www.cdc.gov/niosh/topics/bbp/>).

Marquette University Medical Clinic on Marquette's campus has offered to be a resource for questions.

The student will have a copy of each form in their folders before going out to any clinical site. **The student is to make a copy of the forms for their own personal records. Any costs incurred are the responsibility of the student.** Any questions or concerns are to be directed to the Director of Clinical Education or PA Program Chair. Send a copy of the Exposure Incident Report to the PA Program to [Mary.Workman@marquette.edu](mailto:Mary.Workman@marquette.edu)

**MARQUETTE UNIVERSITY  
PHYSICIAN ASSISTANT STUDIES  
Department Fax: 414-288-7951**

**EXPOSURE INCIDENT REPORT**

***To Be Completed by Student and Reviewed with the Faculty or Preceptor***

Student \_\_\_\_\_ Date \_\_\_\_\_  
Home Phone \_\_\_\_\_ Date of Birth \_\_\_\_\_

Exposure Date \_\_\_\_\_ Exposure Time \_\_\_\_\_  
Where did the incident occur?

Nature of incident: Check appropriate box.  
Pathogen:     Blood                       Chemical  
                   Body Fluid  
                   Airborne

Describe details of incident:  
\_\_\_\_\_  
\_\_\_\_\_

Describe what task(s) were being performed when the exposure occurred:  
\_\_\_\_\_  
\_\_\_\_\_

Were you wearing Personal Protective Equipment (PPE)?    Yes \_\_\_\_    No \_\_\_\_  
If yes, list \_\_\_\_\_

Did the PPE fail? Yes \_\_\_\_    No \_\_\_\_ If yes, explain how:  
\_\_\_\_\_

To what fluids were you exposed?  
\_\_\_\_\_  
\_\_\_\_\_

What parts of your body became exposed?  
\_\_\_\_\_  
\_\_\_\_\_

Was this a puncture wound? Yes \_\_\_\_    No \_\_\_\_  
If yes, what was the object?  
\_\_\_\_\_

Where did it penetrate your body?  
\_\_\_\_\_

Was any fluid injected into your body? Yes \_\_\_\_    No \_\_\_\_  
If yes, what fluid? \_\_\_\_\_ How much? \_\_\_\_\_

Did you receive medical attention? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes,

where? \_\_\_\_\_

When \_\_\_\_\_

By whom

\_\_\_\_\_

Explanation of source individual(s)

\_\_\_\_\_

Student Signature \_\_\_\_\_ Date

\_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date

\_\_\_\_\_

## Latex Allergy

Latex products are extremely common in the medical environment. Students with a history of latex allergy are at risk for future severe reactions upon exposure to latex products. These include: local reaction, eye/nose itching or watering eyes, gastrointestinal symptoms (pain, nausea, vomiting, diarrhea), constricted sensation in the throat, dyspnea (difficulty breathing), generalized urticaria with angioedema (tissue swelling) and/or anaphylaxis (cardiovascular collapse).

Any student with a known latex allergy, or having or describing symptoms consistent with latex allergy, is advised to consult a qualified allergist for evaluation. Such evaluation is at the student's expense. Any student found to be latex allergic must determine whether to continue with clinical training, acknowledging the risk of becoming ill even if reasonable precautions are taken and accommodations are made.

If such a student elects to continue in training, the student must realize that he/she assumes any responsibility and risk posed by allergic reactions, which can range from mild symptoms to anaphylaxis and death. In the event such an allergy is present, either intentional or inadvertent exposure to latex and related products may lead to these consequences.

**Full Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Gender:** \_\_\_\_\_

**LATEX Allergy:** \_\_\_Yes \_\_\_No

## **ACADEMIC PROGRESS POLICIES**

### **PHAS TEST TAKING/ASSESSMENT POLICY**

1. Students are expected to take all course examinations/OSCEs/Assessments at the scheduled times, whether in person or virtual. Dates and times of the scheduled assessments are fixed and nonnegotiable but may be changed at the discretion of the program faculty. Students are expected to be present either in the testing center or virtually as directed by the instructor and logged onto the computer 5 minutes prior to the exam start time. Students must sign in upon entering the exam room if the test is taken on site. The testing environment with the guidelines below starts upon signing in. Students are expected to arrive at lab/OSCE/other assessments 15 minutes prior to the scheduled start time unless otherwise directed by the instructor.
2. In the event of illness or crises, the student must contact the PA main office at 414-288-5688 to leave a message for the course instructor. If the exam is being administered virtually, they must contact the instructor via Teams or email. Any tardiness after the exam start will be subject to the following disciplines across all years of the PA program:
  - a. First offense, the student will receive a verbal warning and still take the exam/assessment
  - b. Second offense, the student will take the exam/assessment but receive a deduction of 10% on the earned grade.
  - c. Third offense, the student will receive a zero for the exam/assessment and have access removed not allowing the student to complete the assessment. The student will be mandated to meet with the Progress and Promotion Committee whereby actions may include academic or professional probation, conditional promotion, or dismissal from the PA Program.
3. Students who miss an examination/assessment because of illness or crisis must take the exam/assessment in the time period as arranged by the course director. A student who fails to take the exam/assessment on the first day back to class will still be required to take and pass the exam/assessment but will receive a zero grade for that exam/assessment, at the discretion of the Program Director.
4. Scheduling of missed examinations/assessments for the student with a prolonged illness will be dealt with by the Progress & Promotion Committee of the Department of Physician Assistant Studies.

### **RESPONDUS/D2L EXAMS/ASSESSMENTS POLICY**

1. Students must come to the exam/assessment room with only their laptop (no book bags, phones, flash drives, paper, snacks, water bottles, watches, or any device that can access the internet, etc.). Laptops may be turned on, but students must log into Respondus in the room. Medical equipment may be used when instructed to do so for the OSCEs.
  - a. For virtually administered exams, students must not have notes, or other devices present to access information.

- b. For virtual exams, students must secure a quiet, well-lit area with no background disruptions. Respondus MONITOR will be required.
2. Students must have a computer available to take all exams with a working microphone and webcam.
3. Students must have Respondus Lockdown Browser installed on their computer. It is up to the student to check to make sure the Lockdown Browser is properly functioning before coming to the exam. If it is not functioning properly, please notify the course or faculty instructor for assistance.
4. Students will not discuss the exam or the nature of the assessments with any other student at any time. Any students found discussing the assessment, looking at other computer screens, or found with notes/accessing notes, whether paper or on the computer/laptop/internet, will be considered breaching the PA Honor Code and may receive a zero for the exam. These students will be required to meet with the Progress and Promotion Committee and may be placed on probation with conditional promotion or dismissed from the program. Similarly, any student flagged on Respondus MONITOR for suspicious unexplained behavior may be found in breach of the PA Honor Code and may receive a zero for the exam.
5. Students will log into Respondus/MONITOR at the time of the exam, in the exam room or virtually.
6. Students may use the PA program-provided small whiteboard during the exam to record questions they want to return to. The board must be erased and turned back into the bin upon exiting the exam room.
7. For OSCE note write-ups, and virtual OSCEs or patient encounters, students are expected to generate their own work the day of the event and not use pre-templated note formats. Any “open note” exam will have the instructor outline what sources are allowed to support the exam. **AI apps** are not acceptable.
8. Exams must be submitted via D2L within the allotted timeframe. Exams submitted late will receive a 2% reduction in the exam grade for every minute late. Timers may be provided within D2L, students should also use the clocks in the room/on the computer or an approved watch to keep time.
9. Students will submit their exam at the end of the test, before time expiration. Finally, students will log out of D2L/Respondus MONITOR and quietly leave the testing room. Students must show the test proctor the “logged out” screen before exiting the room. Whiteboards will be wiped clean and then collected.
  - a. For virtual exams, students may use a blank white sheet of 8x10 paper during the exam, students are expected to submit the exam and exit from the exam.
10. Faculty will make the exam inactive/hidden immediately following the exam. Any student found trying to access the exam after it is submitted will be referred to the Progress and Promotion Committee for discipline.
11. All PHAS course exams are not to be accessible or copied at any time. Any availability of exams should be reported to the Program Chair immediately.
12. Any breach of the test/assessment D2L/Respondus policies is considered a breach of the PA Honor Code and should be immediately reported to the Program Director. Students may receive a zero for that exam. Disciplinary



actions may include probation with conditional promotion, or dismissal from the program.

### **STUDENT PEER REVIEW COMMITTEE FOR PHAS COURSES POLICY**

The Department of Physician Assistant Studies faculty aims to author valid examination questions that critically evaluate each student's understanding of course content. Each faculty member develops examination questions. Questions are subsequently reviewed and updated yearly.

At the conclusion of every examination, a test item analysis is conducted on each question. Faculty review the analysis to determine its performance and accuracy. The analysis determines, among other things, the percentage of students that answered the question correctly. Individual faculty members may choose to discard or provide bonus credit for test questions prior to posting the test. Faculty members will attempt to post all examinations.

The SPRC is made up of a group of students jointly appointed by the faculty and student association. The purpose of the SPRC is to provide peer counseling to classmates who may not understand the right answer for a question, or a broader concept. If a student disputes a posted correct answer providing evidence as to why it is incorrect, and the SPRC agrees, the function of the SPRC is to discuss the fairness and validity of disputed test questions and bring formally disputed test question(s) forward to the faculty.

#### **Process:**

1. Students who wish to contest the answer to any exam question present their exam question issue before the SPRC. The student disputing the question must present the SPRC with information from textbooks or other referenced resources that refute the question's original answer.
2. The SPRC will determine if the dispute has reason to be presented to the faculty.
3. The SPRC reviews individual student's issues concerning exam questions, checks with the faculty member for the item analysis to determine whether an argument for a different answer is warranted. Only warranted objections can be brought to the faculty by the SPRC.

#### **Questions that are answered correctly by 60% or more of the students cannot be contested by individual students**

\*\*Individual course instructors will not discuss test questions discrepancies without the support of the SPRC. All SPRC test question reviews will take place and be resolved within 72 hours of the posting of the exam and answer key. Disputes will not be heard after this time.

\* Faculty members may choose to review isolated test questions or entire exams with certain students for remediation/learning purposes.

## **REMEDICATION FOR PHYSICIAN ASSISTANT STUDIES STUDENTS** **PHAS and BISC COURSES POLICY**

### **Definition:**

Within a course (PHAS or BISC courses), an instructor may use several evaluation tools (such as exams, OSCEs, paper case, reflection essays) to determine a course grade. Within this framework, a student may perform below the required academic standards (70%) in certain content or task areas on these assessments. In such circumstances, specific content areas may require remediation to allow a student to demonstrate success for the content areas. The goal of remediation is not only for students to demonstrate achievement of academic standards, but to shape their learning around the content areas and task areas they may be struggling with. The program is committed to working with students on learning styles, test taking strategies and in developing ways to enhance their learning when remediation is required.

### **Process:**

Remediation will occur whenever a student achieves less than a “C” (70%) grade on any particular assessment. The student **MUST** contact the course instructor and inquire about remediation within 48 hours of release of the exam grade if a grade of less than “C” (70%) is achieved, as stated in the course syllabi and PA student didactic handbook. Failure to contact the professor or instructor within this time frame will result in a mandatory meeting with the Progress and Promotion Committee for PA Studies. The instructor will meet with the student to review content and task areas that were not achieved or where the student struggled. The instructor and Director(s) of Education will decide on a remediation format and timeline for reassessment. This may entail re-taking a comparable evaluation assessment (i.e., new D2L test or OSCE), or other assignments. Remediation requirements should generally be completed within 2-3 weeks from the initial faculty-student meeting or as directed by the course instructor. Final exams that need to be remediated will be completed the first week of the following semester. Students will receive an incomplete grade (“I”) until the remediation is successful. Some exceptions may be made when starting the clinical year. However, a student’s start of the clinical year may be delayed until all remediations are completed.

The student may be asked to meet with the Director of Didactic Education, or other faculty, to evaluate the learning approach to the academic standards that were not achieved. This may include discussing the initial study strategies, mistakes that were made during the assessment, and developing plans to improve moving forward. The goal of the meeting is for the student to look at his or her learning approach and to receive academic coaching on how to best prepare for remediation and achieve competency next time the assessment is given.

Remediation of assessments **does not affect the exam grade, nor does it improve the semester grade.** Remediation is required to ensure that the course objectives and general content knowledge are demonstrated by the student prior to beginning the clinical year. All remediation outcomes will also be reported to the Assessment Committee and reviewed by the Progress and Promotion Committee.

**Policy:****Remediation within each PHAS or BISC course:**

Within each didactic PHAS or BISC course, a student is allowed to remediate up to two assessments, however the initial earned grade is not replaced. Any additional assessments that score <70% in that same course will be assigned a zero and the student will be required to meet with the Progress and Promotion Committee. These additional assessments will also need to be remediated.

In semesters where there are two clinical medicine courses, (e.g., 7091 and 7092, or 7093 and 7094), a maximum of 3 remediations (of initial exams) across both courses is allowed. However, no more than 2 remediations (of initial exams) in one single medicine course is allowed. Any additional assessments that score <70% in that same course will be assigned a zero and the student will be required to meet with the Progress and Promotion Committee. The student will then be placed on College Academic Alert (CAA) and at the conclusion of the semester may be dismissed, decelerated, or placed on conditional academic probation. (See conditions of academic probation below). Note, the Progress and Promotion Committee may reach out to meet with students earlier than the threshold is met to provide an update on the academic guidelines and seek information from them.

**Failed Remediation:**

If a student fails a first remediation assignment (<70%), the earned grade will not change, s/he will be required to meet with the Progress and Promotion Committee and the student will be placed on College Academic Alert (CAA). (See conditions of academic probation below). The failed remediation test does not count toward the aggregate number of failed assessments in a semester. Students must pass a second remediation assessment of the failed material or will be given a zero for the grade on the initial assessment. Subsequent failed remediations (<70%) of future assessments in that course will result in a zero for each assessment. Any student who fails to complete a remediation assignment will receive a zero regardless of if it is the first remediation of the course or semester.

**Total Remediation within the semester:**

A student is allowed to remediate up to four aggregate assessments within the didactic semester for PHAS and BISC courses, subject to the terms above per course. (Failed remediation assessments do not count toward the aggregate amount). After four remediations, the student will be required to meet with the Progress and Promotion Committee and will be placed on College Academic Alert (CAA). See conditions of academic probation below. Subsequent failed assessments (<70%) in the semester will result in a zero for that assessment. At the conclusion of the semester, the student may be dismissed, decelerated, or promoted on conditional academic probation. (See conditions of probation below). Note, the Progress and Promotion Committee may reach out to meet with students earlier than the threshold is met to provide an update on the academic guidelines and seek information from them.

Any student who fails to complete a remediation assignment will receive a zero regardless of if it is the first remediation of the course or semester.

### **MUPA Program OSCE Remediation:**

Students who do not successfully complete an OSCE are subject to the Marquette University Physician Assistant Program Remediation Policy. Students failing to demonstrate competency on any domain (history, physical exam, oral presentation, patient education, etc.) within the OSCE (scores <70%) may require additional effort to meet this competency, which may include:

- A. Meeting with the course director to review areas in which they failed to demonstrate competency; this may include reviewing the video of student performance, reviewing standardized patient checklists, and/or reviewing student written work.
- B. Developing an individualized action plan to address competency.
- C. Students may be required to repeat the entire OSCE event to demonstrate competency, even if only certain parts of the OSCE were not achieved.

If the total final grade of the OSCE is <70%, the student must remediate the entire OSCE, and this failure will apply toward the aggregate number of remediations in the semester. The extent and form of remediation is determined by the course instructor and Director(s) of Education. Failure to comply with the remediation process will result in a meeting with the Progress and Promotion committee and may result in academic or professional probation, deceleration, delayed graduation, or possible dismissal from the program.

### **Second Challenge Opportunities:**

Students are responsible for achieving the outlined Instructional Objectives as defined by the PA program throughout each year of the PA program. These are outlined in the course syllabi for each course. If a student does not achieve competency of an Instructional Objective on the assessment in the course, the student's grade will remain the same and a second challenge opportunity will be offered such that the student can demonstrate competency of the Instructional Objective. (Examples include repeating the cardiac exam, PICO question and search strategy, medication reconciliation, etc.). The format of the second challenge is decided by the course instructor. This may include a repeat assessment of a skill, a repeat assessment of written nature, or other.

### **Conditions of Promotion on Academic Probation (Subject to PA Program Discretion):**

- Must pass any pending remediation according to the timeline set forth by the PA department. Remediation content, format and timeline will be determined by the course instructor. If the remediation is not successful (70% or greater) the student will be immediately dismissed.
- Must maintain a term and cumulative GPA of 2.800 or higher at the conclusion of the semester. Midterm GPA may also be required to achieve a 2.80 as part of this condition.
- Must pass all courses with a grade of C or better. Midterm grade of C or better may also be required as part of this condition.
- The student is not permitted any further failed assessments (<70%) in any courses. No remediations are allowed.

- Other conditions as necessary per the Progress and Promotion Committee.

Once remediation is required for an assessment, it is encouraged that the student discuss study strategies with the course director and/or academic advisor. Additional academic resources include the [Office of Student Educational Services](#).

## **PROGRESS AND PROMOTION COMMITTEE**

### **COMMITTEE FUNCTION & COMPOSITION**

1. To review the academic and professional progress of all physician assistant students at midterm, the close of the semester and on an ongoing basis.
2. To make RECOMMENDATIONS to the Program Director for:
  - A. Students in real or potential academic difficulty
  - B. Academic policy development or modification
  - C. Students with professionalism behavior misconducts
  - D. Students who may not meet Technical Standards
3. The principal faculty representatives compose the committee. The Program Director serves as the Chairperson of the committee.

### **PROCEDURAL OPERATION OF THE COMMITTEE MEETINGS**

The Progress and Promotion Committee will meet on a regular basis at the end of each semester: summer, fall and spring. It may meet at additional times to act on special interim issues.

### **Procedural Outcomes**

The Committee will deliberate and make recommendations to the Program Director regarding:

1. Promotion and academic progress
2. Directing student counseling
3. Remedial work based on departmental recommendation(s) or recommendations of adjunct instructors (remediation)
4. Academic Probation/Professional Probation
5. Clinical Probation
6. Suspension/Deceleration
7. Dismissal
8. Leave of Absence

# **PROTOCOL FOR PROMOTION OF PHYSICIAN ASSISTANT STUDENTS**

## **GRADING SCALE**

A: 100 – 94  
A-: 93.99 - 90  
B+: 89.99 – 86  
B: 85.99 – 82  
B-: 81.99 – 78  
C+: 77.99 – 74  
C: 73.99 – 70  
C-: 69.99 – 66  
D+: 65.99 – 62  
D: 61.99 – 58 (no D-)  
F: <58

## **ACADEMIC PROGRESS**

To achieve satisfactory academic progress leading to promotion in the Physician Assistant Program, the student must achieve a GPA of 2.80 in each term (summer, fall, spring). In addition, the student may receive no single grade in any course less than a C. Note, “C-“ is not acceptable. The PA program considers a grade below C to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in academic probation with conditional promotion, student-initiated withdrawal from the program, or dismissal from the program. Students earning a final grade of less than a C (including C-) in a BISC or PHAS course will be dismissed from the program. This may also lead to withdrawal of financial aid for Health Science Professional Students (HESP) in the Master of Physician Assistant Studies program. To remain in good standing at the university, and thus the PA program, HESP students must also maintain a cumulative G.P.A. of 2.8 by the end of the second semester in the program, and each semester thereafter. Students must also demonstrate incremental competence in the 10 measured learning outcomes each semester to progress in the program, and for all 10 learning outcomes in summation for graduation requirements. This is evaluated at departmental assessment meetings each semester. Please see the [Health Science Professional Bulletin](#).

HESP students are those who currently hold an undergraduate degree.

In the clinical portion of the program, the semester GPA is compiled from an aggregate of clinical rotation grades completed in that semester (fall, spring, summer).

Students may not participate in Physician Assistant clinical rotations until they have successfully completed all the required courses in the didactic curriculum. Students must earn a cumulative and term GPA of 2.80 or greater to graduate from the PA program.

In addition, at intervals during each semester and at its conclusion, the Progress and Promotion Committee will review the progress of each student. The committee determines whether the student shall be promoted, conditionally promoted, (as described in these policies); or be subject to other action as described earlier in this section.

If remediation is required, students must satisfy all requirements of any remediation protocols in the defined timeframe. These protocols are defined in the PA Program and Clinical Handbooks. If a student does not meet the remediation requirements, s/he may be subject to dismissal with College Academic Alert (CAA).

**ADVISING:** Physician Assistant Students are evaluated both on their academic competencies as well as their professional behaviors throughout the program. Those students working on a Biomedical Science Major in conjunction with the Master of Physician Assistant Studies will be evaluated by the Department of Physician Assistant Studies faculty and Program Specialist. All other students, and those students having received their Bachelor's in Biomedical Sciences, will be reviewed, and advised by members of the Department of Physician Assistant Studies.

Students are also evaluated for their professional conduct (See above section on Professional Code of Conduct). This review takes place at the same time as the academic review. PA students are assigned an advisor who is a core faculty member in the Physician Assistant Studies program. Clinical year students are assigned an advisor who is one of the clinical year faculty.

**COUNSELING:** Directing a student to seek appropriate counseling is within the purview of the Progress and Promotion Committee (P&P Committee). In such cases, referrals will be made to the PA Program's Academic Counseling Subcommittee and identified PA faculty. While it is advisable for students to seek assistance from instructors and faculty as a course proceeds, there may be circumstances where support is needed to understand certain concepts and to make up work lost for extraordinary reasons such as illness. The Academic Counseling Subcommittee can recommend the student establish a collaborative plan with the faculty to complete selected course objectives and incomplete work. Students will be notified of this recommendation by letter from the program director or the Academic Counseling Subcommittee. This letter will remain a part of the student's permanent file.

In specific situations involving financial or personal elements, the Progress and Promotion Committee may recommend outside resources be utilized to satisfy this category of promotion. When medical or psychiatric consultation is required or recommended, the P&P Committee will respect patient/provider confidentiality. However, documentation of enrollment and/or completion may be required by the committee.

Other resources that are available for students to contact, or faculty advisors to refer to are included here:

Marquette University Counseling Center: 414-288-7172 (M-F 8am – 4:30pm)  
<https://www.marquette.edu/counseling/>

Marquette University Medical Clinic: 414-288-7184  
<https://www.marquette.edu/medical-clinic/>

Center for Psychological Services: 414-288-3487  
<https://www.marquette.edu/psychology/center-for-psychological-services.php>

Office of Student Educational Services: 414-288-4252  
<https://www.marquette.edu/oses/>

**WARNING LETTER:** A warning is a written letter to a student for non-acceptable academic or professional progress during the semester (usually at mid-semester). A warning may come from the course instructor or the Program Director on behalf of the course instructor. The purpose of the warning letter is to make the student aware of impending academic or professional jeopardy. Warnings are reported to the Progress and Promotion Committee and program director for informational purposes. Students may also be placed on College Academic Alert (CAA) or professional probation upon receipt of the warning letter.

**PROBATION:** The purpose of placing a student on probation is to formally notify the student that he/she has a serious academic or professional problem which may lead to dismissal from the program. The student is informed of probation status by letter and email from the program director; this letter becomes part of the student's permanent file. Probation may be applied at any time during the course of a semester (College Academic Alert). This will place a registration hold on future courses and delay progression in the PA program. Probation may be invoked by the P&P Committee for unsatisfactory academic progress or professional misconduct. A student who fails to maintain a term average GPA to the required level (2.80) may be subject to dismissal for poor scholarship. To return to good academic standing, the student must achieve a term GPA of 2.80 or greater the term following probation.

The P&P Committee will require a student placed on probation to establish a collaborative plan with the faculty for definitive improvement in the quality of academic work. This may include enrollment in particular courses; repetition of selected courses; meeting a specific quality point average in the following term; or other specific requirements or conditions. The progress of a student on probation is reviewed during and at the end of the semester of probation. At this time, the committee reviews the student's progress, and the student may be removed from probation, placed on probation again, or dismissed.

A student may be placed on probation and continue in the PA program. A student receiving a single deficiency may be placed on probation. A student on academic probation will not be endorsed for clinical rotations or graduation until the conditions of the probation are met. **A student who is on 2 successive or 3 aggregate terms of**



**academic probation will be required to meet with the Progress and Promotion Committee and may be dismissed.**

A student may be placed on professional probation at any time as detailed in the policies regarding professional conduct, decorum, and unethical behavior.

**DISMISSAL:** A student may be dismissed for reasons including the following:

- One or more failures in any one term (grade less than C)
- Two (2) successive or three (3) aggregate terms on academic probation.
- Unprofessional conduct or unethical behavior.
- Breach of any of the PA Studies Policies and Procedures, Codes of Conduct, or breach of the PA Honor Code.
- Failure to meet the conditions of a P&P Committee decision, or terms of a collaborative remediation agreement.
- Failure to meet MU PA health and immunization requirements, or those of clinical placements.
- Failure to meet the Technical Standards of the MUPA Program

Dismissal for professional reasons will result in RWPI (Required to Withdraw for Professional Integrity) on a student's transcript. Please see the [HESP Bulletin](#) for the process.

Depending on the nature of the academic deficiency, dismissal for academic reasons may result in CAA (College Academic Alert) or RWAR (Required to Withdraw for Academic Reasons). RWAR may impact eligibility for financial aid. Please see the excerpt from [Health Sciences Professional Bulletin](#)

**TEMPORARY WITHDRAWAL, MEDICAL WITHDRAWAL, and DECELERATION**

Marquette University has a medical withdrawal committee that, in consultation with representatives from the College of Health Sciences, hears requests for students requesting leaves of absences due to medical reasons. In approved cases, students are offered opportunities to decelerate to the next cohort if all medical and psychiatric clearance is provided and approved by the university medical committee. Students who find it necessary to request a temporary withdrawal for non-medical reasons must submit a written request to the Program Director. If the withdrawal is for medical reasons, then the request will be submitted through the University Medical Committee

and the Committee's process will be followed. Please see the [Health Sciences Professional Bulletin](#).

The P&P Committee may recommend, and must approve, a temporary withdrawal. A temporary withdrawal may be indicated under circumstances unique to specific problems of a given student, however, the temporary withdrawal shall extend no longer than a single calendar year.

Normally, a student will be decelerated in the program at the end of his/her temporary withdrawal if the P&P Committee believes the purpose of that temporary withdrawal has been successfully achieved. In the didactic year, this is usually one year later decelerating to the next cohort. There are more opportunities to decelerate for shorter times during the clinical year. The Committee may require the student to repeat course work before reentry after a prolonged leave. The entire PA program must be completed in no more than 3 years. Therefore, if a second temporary withdrawal is requested, the student may be dismissed from the program or required to reapply to the program.

**RE-ENTRY POLICY FOR DECELERATION**: Students who find it necessary to take a temporary withdrawal from the program may reenter at that level only with concurrence of the P&P Committee and the Program Director, on a space-available and case-by-case basis, as approved by the ARC-PA. A formal letter to the Program Director petitioning to return to the PA program is required. All deceleration decisions must be approved by the Dean of the College of Health Sciences.

# STUDENT ENCOUNTER FORM

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_

Time \_\_\_\_\_

## Mode of Contact:

Student called \_\_\_\_\_

Faculty Called Student \_\_\_\_\_

Note left in Faculty Mailbox/Email \_\_\_\_\_

Note Left in Student Mail \_\_\_\_\_

Box/Email Student Made an Appointment \_\_\_\_\_

Faculty Made \_\_\_\_\_

an Appointment Message Left on Program VM/Faculty VM: Date \_\_\_\_\_

Time \_\_\_\_\_

Preceptor Called - Name: \_\_\_\_\_

\_\_\_\_ This encounter is a Site Visit Follow-Up

Other: \_\_\_\_\_

Rotation No.  I  II  III  IV  V  VI  VII  VIII  N/A

Rotation Type  EM  FP  IM  PEDS  GEN SUR  BEH MED

WH  ELECTIVE: \_\_\_\_\_  N/A

## Reason for Contact:

\_\_\_\_ Routine Advisor Meeting

\_\_\_\_ Academics

\_\_\_\_ Financial Problem

\_\_\_\_ Family Problem

## Professional Issue:

\_\_\_\_ Student Emergency

\_\_\_\_ Health Problem

\_\_\_\_ Incidental Finding (lab)

\_\_\_\_ Absenteeism

\_\_\_\_ Professional Conduct - Details:

\_\_\_\_ Dress

\_\_\_\_ Late to Class

\_\_\_\_ Missed Lecture(s)

\_\_\_\_ Missed Exam(s)

\_\_\_\_ Missed Seminar/Lab

\_\_\_\_ Other

Describe the Reason(s) for this Encounter:

**Plan and/or Recommendations to Student (Choose all that apply)**

Referred to Faculty Advisor - Advisor's Name:

Referred to Student's Personal Healthcare Provider

Referred to Financial Aide

Referred to Program Director

Referred to Course Director - Director's Name:

Referred to University Resources for:

Tutoring Services

Counseling Center

Other

Counseling was given to the student for the issue(s) listed under Reasons for Contact above

Student was made aware of the Appeals Process

Student submitted letter to Progress & Promotion Committee Other:

Other: See statement on page 3

**Follow Up:**

- Student to meet with faculty PRN
- Student to meet with faculty via scheduled appointments. How
- often Other:

**Copies of this form given to:**

- Faculty Advisor - Name: \_\_\_\_\_ Program Director
- Director of Didactic
- Education Director of
- Clinical Education Other

This form **Must** go to Progress & Promotion Committee and to

student file. Faculty Signature

Date

If applicable: Student Signature

Student declined

Called Student

## **ACADEMIC APPEALS POLICY**

Students who are dismissed from the Program for not meeting the Academic or Professional Standards of the Program will be notified by mail or email of their dismissal. Within three working days of receipt of the dismissal notification, students may appeal against the dismissal to the College of Health Sciences Dean. This may be done by letter or be emailed and should be addressed to Dr. William Cullinan. At this time, the Dean, or appointed designee, or a panel, will hear the appeal. Recommendations of the panel are submitted back to the dean who holds the final decision of the appeal.

For HESP students who are dismissed from the University with RWAR, please see the HESP bulletin for additional forms to file for the appeal.

<http://bulletin.marquette.edu/healthscienceprofessional/departmentofphysicianassistantstudies/>)

## **STUDENT REVIEW OF ACADEMIC RECORD**

Like medical records that are the property of the medical institution, student records are the property of the program and University. Students wishing to review their own academic record must request so in writing to the Program Director. Students are never permitted to review other students' records.

## **STUDENT GRIEVANCES and MISTREATMENT**

Any student who has a grievance other than in response to an academic judgment made by the Progress and Promotion committee should meet with their program advisor to discuss the situation. The advisor and the student will work together to determine the best course of action. If the issue is between the advisor and the student, the student should meet with the program director. Students may also contact the Dean of the College of Health Sciences. Grievances and mistreatment policies and procedures can be accessed at the [Student Handbook of Marquette University](#) Office of Student Development.

## **SEXUAL HARASSMENT, TITLE IX, STUDENT MISTREATMENT**

Marquette University and the Department of Physician Assistant Studies encourage students to report any incidence of mistreatment including sexual harassment, discrimination, unprofessional relationships, abuse of authority, and abusive and/or intimidating behavior. The Program and Department are keenly aware of the negative impact of such incidents on the students' educational experiences. We are very committed to maintaining a safe educational environment for our students. Without your assistance, this cannot be realized. Students can find information at [Student Handbook of Marquette University](#). Students may also report such incidences to the Program Director or Dean of the College of Health Sciences. Students are encouraged to report any sexual harassment or misconduct to Marquette University Police Department ("MUPD"), the Title IX Coordinator, or any Deputy Title IX Coordinator. When an allegation of misconduct is brought to an appropriate University official, the University will respond promptly, equitably, and thoroughly. More information can be found at the [Office of Title IX](#).

**SECTION IV**

**PROFESSIONAL ORGANIZATIONS**

## **PROFESSIONAL AND STUDENT PHYSICIAN ASSISTANT ORGANIZATIONS**

There are several PA professional organizations that you may wish to join. These organizations will provide you with information regarding the development of the profession. Students usually find it very worthwhile to become a member of the following organizations:

AAPA:           The American Academy of Physician Assistants

WAPA:           Wisconsin Academy of Physician Assistants

SAPA:           Student Association of the American Academy of Physician Assistants  
(AAPA)

MUSA:           Marquette University Student Association of American Academy of Physician Assistants

## **THE AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS**

The American Academy of Physician Assistants (AAPA) was established in April 1968, by the first graduating class of the Duke University PA Program. Since that time, the staff has grown in response to membership needs and now comprises the divisions of research and evaluation, conventions and meetings, membership, finance, communications, and administration.

The Academy has a federated structure with constituent chapters in almost every state as well as chapters representing the interests of member Physician Assistants in armed services. Physician Assistant programs have also formed student societies which are chapters of the Academy. Each of these groups, the constituent chapters, and students, send representatives to form the House of Delegates which meets annually to carry out legislative and policy making activities under the Academy's bylaws.

The AAPA has quickly grown from modest beginnings into a national organization with considerable influence in the medical community as well as the legislative arena and is today the organization most representative of the physician assistant profession at the national level.

The American Academy of Physician Assistants  
2300 Mill Rd,  
Suite 1300  
Alexandria, VA 22314-1552  
703-836-2272  
[www.aapa.org](http://www.aapa.org)

## **STUDENT ASSOCIATION OF PHYSICIAN ASSISTANTS**

SAPA is the student organization within the American Academy of Physician Assistants. Your membership in SAPA provides you with access to all AAPA publications and conferences. An annual conference is held each Spring at which the Student Assembly of Representatives meets to plan for the following year's activity. MUSA is to be represented at this meeting. There are a variety of offices and other positions within SAPA which are elected by the students at the annual meeting.

SAPA  
2300 Mill Rd,  
Suite 1300  
Alexandria, VA 22314-1552  
703-836-2272

## **WISCONSIN ACADEMY OF PHYSICIAN ASSISTANTS**

The Wisconsin Academy of Physician Assistants (WAPA) was founded in 1975 as the official professional organization for PAs in this state. The Academy has been recognized as a charter chapter of the American Academy of Physician Assistants.

The Wisconsin Academy has grown from a small group of founding members and currently represents 90% of all certified PAs in Wisconsin. The Academy promotes the PA concept in Wisconsin as well as providing services to its members such as continuing medical educational opportunities, employment listings, health insurance, and a monthly newsletter.

WAPA  
N83 W 13410 Leon Rd  
Menomonee Falls, WI 53051  
[info@wapa.org](mailto:info@wapa.org)  
414-253-8188

## **MU-STUDENT ASSOCIATION OF AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS**

MUSA is a local student chapter of the national chapter of SAPA. It is an organization intended to foster professional growth and expand your involvement in the PA Profession. MUSA has been active in local, state, and national activities. The organization is made up of students in the professional phase of the PA Program. A faculty advisor will assist the elections and activities of the organization. The following are the elected office positions and committees of MUSA. Elections are held in the summer of the PA1A.



Officers: President  
Vice President  
Secretary  
Treasurer  
HOD (National representative to the AAPA conference) (PA-1 and PA-2)  
CCSR (State organization, WAPA Representative)  
CHS representatives (2-5)  
Faculty to student representative  
Diversity representatives (2-5)  
Historian (1-2)

Committees: Fundraising  
Social  
Outreach/Philanthropic  
Diversity  
Peer Review Committee  
Orientation  
Graduation  
Wellness  
Social alumni event  
PA 1 / PA 2 Liaison  
WAPA Newsletter / Public relations

President:

Works with Faculty Advisor and Program Chair to plan the dates/agendas for monthly MUSA meetings. The president oversees organizing committees and running the meetings and works with each officer to make sure they are on top of their jobs and to help them when needed. The president is responsible for registering the student organization with SAAAPA, represents MUSA to Marquette and will work with the student organization office.

Vice President:

This role is to be an assistant to the class President. You will help organize meetings and keep things running smoothly. The VP's role is to assist with whatever task comes up. A large part of the role can be fundraising. This role is essential for the class because as PA IIs, you budget for the spring social and for Graduation. The position is to be an aid in the communication between the faculty and the class and to help the President in whatever way is needed.

Secretary:

Take formal minutes from MUSA meetings and post them to Google groups or email them to the class, Program Director, and Faculty Advisor so that anyone can look back at them for information. Assist President/VP with projects and maintain the exam board schedule in the lecture hall.

### Treasurer:

Work with Program Chair and Administrative Assistant to keep track of MUSA finances. Maintain a spreadsheet to monitor our budget for both the spring social and graduation.

### WAPA Representative:

An elected position that represents our entire program on the voting board of the Wisconsin Academy of Physician Assistants. You will attend quarterly board meetings throughout the state (June, Oct, Jan, April) and serve as the liaison between the program and the state organization. Actual participation at board meetings is more observatory than participatory but student input is respected and appreciated.

### HOD rep:

This is a 2-year commitment and the AOR rep is also the HOD rep for the following year.

The AOR representative is an elected position recognized nationally – s/he is responsible for sharing AAPA and SAPA information with students in the program. In addition, s/he attends the AAPA national conference and AOR meeting. Information and decisions discussed during the meeting are shared with classmates to keep them up to date. The AOR representative's trip to the national conference is funded by the MUSA fund. Flights and lodging MUST be reserved before Feb. 1 and approved by the program director each year by the student holding the position.

### House of Delegates (HOD) Representative:

Distributes all HOD information to his or her student society and attends the AAPA conference. Is seated as either a SAPA delegate or alternate in the formal meeting of the AAPA House of Delegates. Discusses HOD resolutions with the SAPA Chief Delegate and students in your program. Twelve student HOD representatives are chosen by a lottery system. To participate in the lottery, your student society must be registered before November 1 and must not have had a student HOD delegate at the previous HOD. Selected students are then notified and must accept the position by November 15. The student delegation to the House of Delegates consists of 12 student delegates and the chief delegate. All 13 delegates and alternates will have the opportunity to vote and debate in the House of Delegates at the annual conference.

Flights and lodging MUST be reserved before Feb. 1 and approved by the program director each year by the student holding the position.

### Class-Faculty Rep:

Our Student/Faculty rep is a student who acts as the class liaison to communicate concerns to the faculty about matters regarding scheduling and possible test concerns. The rep is also in charge of relaying any announcement a faculty member might have for the class, when needed.

### College of Health Sciences Representatives:

We are part of the College of Health Sciences student council. We collaborate between the council and MUSA. The CHS council conducts activities like clothing sales, dead week events, volunteer activities and pizza parties for the college. They have meetings once a month as a smaller council. The CHS chairs also assist the director of admissions with open house and PA information sessions to mentor pre-PA student applicants.

### Diversity Chair:

The role of the Diversity Chair is to address issues of diversity in a way that will benefit others in the class. This may be through bringing in lunch time speakers to educate us how they encounter diversity or if they are part of a minority group (ex. Latinx/Homeless) so that they can explain some of the medical difficulties they face. It can also be as simple as going out to eat as a large group to an ethnic restaurant to experience another culture's food heritage to better understand how their diet will affect their health. This is an important position, but also one where you get to decide what and how you're going to do it (with the help of your diversity committee).

### Historian:

This officer takes pictures and organizes mementos of activities throughout the didactic year. This also includes assisting in making the power point presentations for graduation and the annual spring social event. May also assist in posting activities and pictures on Facebook and providing pictures for the WAPA newsletter.

### **Committees and Volunteer Representatives:**

#### WAPA Newsletter:

This representative oversees writing a short (2-3 paragraph) update on what is happening at Marquette. She/he is emailed a due date about 1-2 weeks in advance, and the representative is to submit everything by email. It helps to know some members of the class ahead of you so that you can write about some of the more exciting rotations.

#### Orientation Co-Chairs:

Organizes the Buddy List - pair up PA-IIs with PA-Is. Contact PA-I students throughout the summer about orientation, questions, etc. Work with the program to assist in

orientation day for new incoming cohort. Work with classmates to host an open house for the new incoming class , typically held in March. Plan tours and information sessions.

#### Graduation Committee:

Works with the Program Director and Administrative Assistant to plan the reception for graduates, their families, and program faculty that is held in your clinical year. The committee will help book a venue, create the program, send invitations to their classmates and guests, plan for decorations, pick a menu and communicate between the program and the students. Planning generally starts in winter of your first year.

#### Alumni and Community Event Committee:

This group will work with the faculty advisor in planning and coordination of the PA program's annual spring social alumni fundraising event. This includes planning the venue, silent auction, invitations and advertisement, setup and take down.

#### Philanthropic Chair:

Philanthropy committee is our way of giving back to the community during PA school. Members find different opportunities to help support a cause--whether it is financial, social, ethical, research, etc., and then present the ideas to the class to encourage student involvement. As the chair, you will need to take the initiative to find places to volunteer at and organize dates, times, possibly rides to and from, etc.

#### Social Committee:

The social committee is responsible for planning casual social events for our class. The committee is made up of two chairs and several other members to help brainstorm fun activities for our class and help with executing the details.

Other committees may be added per the class and faculty advisor discretion.

**SECTION V**

**SCHOLARSHIPS, LOANS, AND GRANTS**

## **PHYSICIAN ASSISTANT PROGRAM SCHOLARSHIPS**

The mission of the Wisconsin Academy of Physician Assistants Foundation is to serve the needs of the healthcare consumer in Wisconsin, support quality physician assistant education and meet the professional needs of practicing physician assistants.

Created in 1990 as a 501 © (3) corporation, the Foundation was established to provide a charitable organization to pursue educational and research programs for students and PAs. Directed by a Board of Trustees, each Board member has extensive experience in the PA profession and is dedicated to the importance of education and research in health fields. The promotion of service and leadership were added by the trustees as fundamental components of the Foundation's purpose in 2006. The renaming of the scholarships took place in 2012.

### **SCHOLARSHIP OPPORTUNITIES**

#### **The Robert T. Cooney M.D. Scholarship (Awarded to Recent Graduates) Submission Deadline: September 1**

The Robert T. Cooney M.D. Scholarship is an award of \$1000 to celebrate his life and commitment to the PA profession. Dr. Cooney practiced family medicine in Portage, WI. for five decades. The scholarship opportunity is for a recent graduate of one of the three Wisconsin PA Programs who will practice Family Medicine in a small town or rural setting (population of <10,000). Applicants must be WAPA student members and submit a personal statement of less than 500 words, a letter of job commitment/offer from their employer, and one letter of recommendation.

#### **Norine Friell Service Award**

The Norine Friell Service Award is an award of \$1000 to celebrate her life and dedication to the PA profession and to her service to others. One of her core beliefs was that we are all put on earth for the purpose of serving others and using our gifts for the benefit of others. The scholarship will be awarded to a final year PA student who demonstrates exemplary service to their community.

#### **Paul S. Robinson Leadership Award**

The Paul S. Robinson Award is an award of \$1000 to celebrate the life and commitment to the PA profession, His leadership was important to the success of WAPA and the PA profession in Wisconsin, as well as AAPA. This scholarship will be awarded to a final year PA student who demonstrates outstanding leadership in their community, profession, program, or campus.

**WAPA Foundation PA Leadership/Service Award**  
**Submission Deadline: September 1**

The WAPA Foundation wishes to award \$1000 scholarships to two worthy final year PA students showing exemplary service to their community (broadly defined a state, local, and/or campus); along with demonstrating outstanding leadership (broadly defined as leadership in the community, profession, program, or campus). Selection will be based on a personal statement listing and describing the depth and time of participation; along with two letters of recommendation (one from a PA faculty member).

[Applications](#) are available.

**NATIONAL SCHOLARSHIPS/GRANTS**

**PHYSICIAN ASSISTANT FOUNDATION (PAF)** is the charitable arm of the American Academy of Physician Assistants. The PAF provides funding for physician assistant students scholarships and develops and supports the research agenda of the PA profession. Scholarships in \$2,000 denominations are distributed by the PA Foundation. For further information, contact the foundation, (703) 519-5686.

**NATIONAL HEALTH SERVICE CORPS SCHOLARSHIP PROGRAM** provides payment of tuition and fees, payment toward books, supplies, and equipment and monthly stipend. For each year of support, recipients will serve 1 year in a health profession shortage area with a minimum service obligation of two years. Contact National Health Service Corps, 5600 Fishers Lane, Room 8A-55, Rockville, MD 20857. Phone: 301-443-0603. Fax: 301-480-4577.

**LOAN/SCHOLARSHIP INFORMATION**

**JARED VANGHEEM MARQUETTE UNIVERSITY SCHOLARSHIP:**

Awarded to a Physician Assistant student who demonstrates resilience in the face of adversity during the completion of their Physician Assistant education.

**DR. KRISHNA S. NENI SCHOLARSHIP:**

A scholarship award is given to a graduating senior(s) in honor of Dr. Neni for exceptional dedication to scholarly and clinical work.

**STUDENT LEADERSHIP AWARD:**

Recognition is given to a graduating PA student for leadership, professionalism, and character.

**STUDENT SERVICE AWARD:**

Recognition is given to a graduating PA student for service, professionalism, and character.

**REAL Scholarship Award: Sponsored by Dan and Susan Real, friends of College of Health Sciences**

Awarded to diverse candidates from Milwaukee or Chicago and surrounding areas who want to work in medically underserved areas or with disadvantaged populations.

**Student Diversity Award: Sponsored by MUSA and MUPA Scholars**

Awarded to diverse, Black, candidates who want to work with underserved populations.

**WISCONSIN STATE EDUCATION AID AGENCIES:**

Wisconsin Higher Educational Aids Board

Suite 902

131 West Wilson Street

Madison, WI 53703

Phone: (608) 267-2206

Fax: (608) 267-2808

Email: [cassie.weisensel@wisconsin.gov](mailto:cassie.weisensel@wisconsin.gov) or [heabmail@wisconsin.gov](mailto:heabmail@wisconsin.gov)

Website: <http://www.heab.state.wi.us/>