



INSTITUTE FOR PHYSICIAN ASSISTANT EDUCATION STUDENT HANDBOOK



Widener University
INSTITUTE FOR PHYSICIAN ASSISTANT EDUCATION

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Note: The red letters and numbers are references to the ARC-PA Standards found in the Accreditation Manual for Entry Level Physician Assistant Program July 2021 Accreditation Standards for Physician Assistant Education 5th Edition.



Introduction

Welcome to the first day of your journey to a career as a Physician Assistant! Congratulations on being selected from a highly competitive pool of applicants. Over the next 27 months you will participate in meaningful didactic and clinical experiences. You will engage with highly qualified faculty who are here to help you succeed academically, professionally, and clinically to become excellent clinicians. Your success in the program is our ultimate goal. The journey will be rigorous and challenging. We look forward to guiding you through to meet your goal of becoming a Physician Assistant.

The Widener University Institute for Physician Assistant Education developed this handbook as a resource for each student entering the program. This handbook serves as a guide, addressing University and program policies. Students are responsible for reviewing and adhering to the policies and procedures of the University and the Institute for Physician Assistant Education. The handbook is reviewed during the orientation week, and you are required to sign an Attestation of Understanding of the Policies and Procedures in Appendix A that will be kept in your program file.

On behalf of the Institute for Physician Assistant Education, I extend our best wishes for a successful and rewarding education experience. We are excited you chose a career as a Physician Assistant, and we look forward to guiding you through this journey.

Very respectfully,

Dr. Lori Felker

Program Director
Institute for Physician Assistant Education
Widener University

Statement of Accreditation

The ARC-PA has granted **Accreditation-Provisional** status to the **Widener University Institute for Physician Assistant Education Program** sponsored by **Widener University**.

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

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

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-widener-university/>

Institute for Physician Assistant Education

Widener University

One University Place
Chester, PA 19013

Contact Information

Program Phone Number: (610) 499-4272

Program Fax Number: (610) 499-1231

Program Email: PAProgram@widener.edu

Faculty/Staff	Position	Contact Information
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Part I: University Policies and Resources

Widener University publishes information online that is important to all students. Graduate students in the Institute for Physician Assistant Education (IPAE) should be familiar with policies that will impact their experience on campus as well as resources available to them. In addition to the information presented below, students should review the Consumer Information for students online at the link below. <https://www.widener.edu/current-students/graduate>

Graduate Catalog

The Widener University [Graduate Catalog](#) is updated each year. This catalog contains comprehensive information about Widener University's programs for students obtaining certificates, masters and doctoral degrees. This catalog includes every graduate academic program and the requirements for earning a degree. Each program lists requirements, curriculum sequences and general information about each program. Brief descriptions of all courses are listed by department, as well as programs of study for each program currently offered, including specializations, concentrations and dual degrees.

Widener Student Handbook

The Widener University [Student Handbook](#) is produced by the Division of Student Affairs and is a compilation of official policies of the University. Students are responsible for abiding by all University rules and regulations. Students should contact the Dean of Students Office if they have questions or need advice regarding university policies.

University Portal and Email

Prior to their first semester of the program, each student will receive a mailing from the Information Technology Services (ITS) office indicating their login and password to access their email. If a student forgets their login and password, they should contact the ITS department. All departmental communication will come via the university issued email address. Students should make adjustments as necessary as new systems for email and the campus portal are rolled out. [Information Technology Health Desk \(ITS\): 610-449-1047](#)

Course Registration

The University designates dates for students to pre-register online for courses. Students will receive information through student planning. Information about how to register for courses can be found on the [Registrar's website](#).

E2Campus Alert System- safety alerts, inclement weather

All students are encouraged to sign up for email and text alerts regarding any campus safety emergency or weather issues via the E-2 Campus Alert system which can be accessed from My Widener. The university policy for snow closings is released each year and is posted on My Widener. If campus will be closed or opening late for any reason, an alert will be posted on www.widener.edu. An automated message will be placed on the Widener University Information Line, which may be reached at 610-499-4600, item #1. The university operator may be reached at 610-499-4000. The IPAE will also communicate changes to the regular class schedule via email.

Student Drug and Alcohol Policy

Students should be aware that Widener University's [Alcoholic Beverage and Controlled Substances Policy](#) is published online in the Widener Student Handbook. This policy encompasses activity on campus or experiences in the community. If a student violates this policy, disciplinary action will be taken. Also see IPAE Drug and Alcohol Policy for Off-Campus Experiences (under section on Institute for Physician Assistant Education Resources in this handbook).

Statement on Academic Integrity

Widener University strongly supports the concept of academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. In some circumstances, student's conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other university policies. Widener University expects all students to be familiar with university policies on academic integrity, as outlined in this catalog. The university will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

Violations of academic integrity constitute academic fraud. Academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- inspecting, duplicating, or distributing test materials without authorization.
- cheating, attempting to cheat, or assisting others to cheat.
- altering work after it has been submitted for a grade.
- plagiarizing
- using or attempting to use anything that constitutes unauthorized assistance.
- fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Each student's program may have on record additional specific acts particular to a discipline that constitutes academic fraud. These specific acts are specified in relevant handbooks or course syllabi. See Widener University [Standards For Academic Integrity](#)

Health Insurance

The University requires that all full-time students have health insurance coverage. Students have a variety of options for obtaining health insurance. They may be covered under a parent's or partner's policy; they can purchase private insurance on their own; or they may purchase coverage via the university. Students must provide proof of insurance to the Student Health Center by the date they specify (indicated in a mailing that all students receive prior to the start of each academic year) or they will be charged for the university's health insurance. IPAE and many of the clinical facilities that provide clinical experiences for our students also support the requirement for health insurance. This requirement is included in many of the affiliation contracts between IPAE and those clinical facilities.

Student Services

Financial Aid- A variety of options are available to finance graduate education. Information on those options is available from the Office of Financial Aid for the Main Campus, which is located in the Enrollment Management Center in Lipka Hall, at the corner of Providence and Potter Streets. For general financial aid inquiries or to request a financial aid application, contact the [Office of Financial Aid at 610-499-4174](#) or by email at finaidmc@widener.edu. All forms are downloadable from the [Graduate Financial Aid](#) website.

Counseling and Psychological Services (CAPS)- The [CAPS](#) is located at the corner of 19th and Walnut Street. The purpose of the Counseling Center is to provide Widener University students access to counseling, psychotherapy, education, assessment, and psychiatric services. All full-time undergraduate and **graduate students attending Widener University** are eligible for up to **10 counseling sessions per academic year** free of charge, with some exceptions. Please call to confirm your eligibility.
[Phone: 610-499-1261](tel:610-499-1261) Email: Jennifer Horowitz Staff Psychologist jhorowitz@widener.edu

Student Health Center- The Student Health Center is located in Metropolitan Hall at the corner of 17th and Melrose Avenues. The Center is staffed by nurse practitioners, a part-time physician, and college health nurses. Open Monday thru Friday from 9:00 a.m. - 8:00 pm, a nurse practitioner/physician is on-call for emergencies 24 hours/day, 7 days/week.

Medical and Nursing Services include:

- Evaluation and treatment of acute/chronic illnesses and injury
- Wellness screening, immunizations and tuberculosis screening tests
- Laboratory tests, x-rays as indicated
- Routine gynecological health care examinations including pap smears, STD screenings evaluation, and treatment of sexually transmitted diseases
- Allergy injection given when ordered by an allergist or primary MD (Patient must provide serum and injection instructions.)
- Health counseling and referrals to medical, social and welfare agencies if required
- Annual athletic pre-season screenings provided for all upperclassmen prior to first practice
- First aid supplies, crutches and canes provided as necessary
- Meningitis Prevention Program

There is no charge to students for basic medical services provided by university personnel in the Student Health Center. There are charges for prescription medication, lab tests, and specific medical equipment. These charges can be either billed to the student's school account or paid for in full by the student. Widener University will not directly bill any third-party insurance company for these charges but will provide any required information for students and/or parents to submit charges to an insurance company. Services performed outside the Health Center are the financial responsibility of the student.

If you have any questions about student health services provided by Widener University, or would like to schedule an appointment, the department can be contacted at [610-499-1183](tel:610-499-1183) or by email at student.health@widener.edu. You can learn more information about Health Services on campus and view a map of their location at the following link: [Student Health Services](#)

Bursar- The [Office of the Bursar](#) is housed in Lipka Hall, which is located at the end of 14th Street on the corner between Potter Street and Providence Avenue. The Office of the Bursar at Widener University sends out the semester bills for tuition and fees and credits your account both for the payments you make and any financial aid you receive. The office also manages the repayment portion of Widener University's Perkins Loan program. If you have a Perkins Loan, you will visit their office to sign a promissory note and they will make sure that you understand your rights and responsibilities as a borrower. Services Hours are Monday – Friday, 9:00 am – 5:00 pm. Phone: 610-499-4161.

Writing Center-The Writing Center is located on the first floor of the Old Main Annex. The Writing Center provides help for any writing assignment regardless of the course. At the Writing Center you will work one on one with an instructor whose job is to meet your individual needs. The center will help with the basics of grammar, punctuation, and spelling to brainstorming, organizing, outlining, drafting, and revising, including word processing. The writing instructors are also trained to work with students for whom English is a second language. Call the [Writing Center at 610 499-4332](#) to set up an appointment.

Student Accessibility Services- In accordance with the Americans with Disabilities Act, any student has the right to request a reasonable accommodation of a disability. Accommodations can be requested through [Academic Support Services/Student Accessibility Services \(520 E. 14th Street, 610-499-1266\)](#), the office that authorizes all accommodations on campus. Please note that you will need to present documentation of your disability to this office. It is important to make this request as soon as possible so that you can make the necessary arrangements.

Canvas- All course materials, lectures, modules, required reading and supplemental readings, syllabi, discussion boards, and assignments are available through Canvas which is accessible in myWidener <https://my.widener.edu>. Students are required to check Canvas regularly for updated course materials and announcements.

Security (ID and parking) – [Campus Safety](#) is centrally located on the ground level of Old Main and provides 24-hours/day, 7-days/week service and protection. The Campus Safety Department utilizes highly visible officers on bicycle, vehicle and foot patrols. The department offers: escort service for individual protection; transportation to nearby medical facilities for emergencies; and two shuttle buses that circulate the campus three times per hour from 6:00 p.m. to 1:00 a.m. on weekdays and until 3:00 a.m. on weekends. The shuttle also provides transportation to nearby off-campus locations. Additionally, the campus is closely monitored via surveillance cameras and emergency call stations are located throughout the campus.

All graduate students must obtain picture identification cards (ID) and parking permits from Campus Safety. There is no charge for the ID card while there is a yearly fee for parking permits. There is a Campus Safety officer stationed in Lipka Hall for this purpose. Your ID card will be used to gain access to buildings on campus, including the Wellness Center, Wolfgram Library,

Academic Center North, Wollman Hall and Cottee Hall. To gain access to services at the library you will need to activate your ID card. Once you receive your ID you should take it to the library for activation of your bar code. If you required the services of Campus Safety, there are red phones in various locations across campus that will connect you directly to Campus Security.

Chester Campus: 610-499-4200 or email campussafety@widener.edu

Career Services- The Office of [Career Design and Development](#) prepares students to embark on a successful and fulfilling career, not just land your first job. Career Services partners with students to offer personalized support that sets the pace for best practices in career development. The office offers engaging events and workshops throughout the year covering a variety of topics ranging from professional development to job satisfaction. Whether you'd like to attend a career fair or strengthen your resume writing skills, you're bound to find a learning and networking opportunity that suits you. Handshake, Widener's premier recruiting tool for students, alumni, and employers allows you to connect with employers or apply to jobs directly.

Library Services- [Wolfgram Memorial Library](#) is located centrally on campus and provides a variety of services to Widener University students, faculty and staff. Access to all services requires a student ID and activation of the barcode that is on the back. Activation of the barcode requires a visit to the library and is necessary prior to checking out any materials or to access online databases from home.

- *Finding Books* - To locate books in the Wolfgram Memorial Library, access the [Widener University Library Catalog](#).
- *Searching for the Literature* - Databases relevant to Physician Assistant are accessible in the library, on campus in the computer labs or at home online (only to Widener University students, staff and faculty). An A to Z database of journal titles that can be located among the journals within all of the library and online databases (many with full text) is also available. The following are available:

MEDLINE	1946 – present	Medicine and Health
CINAHL	1982 – present	Nursing and Allied Health
PubMed	1966 – present	Medicine and Health
ProQuest Central	1970 – present	Interdisciplinary
EBSCOHost	1965 – present	Interdisciplinary Cochran Library

Instructions for setting up your home computer to access online databases is available on the library's website. Interlibrary Loans for electronic and print resources not in the libraries are available through [ILLiad](#).

If you have any questions regarding services, call:

- The Library Information Desk (610) 499-4066

○ Physician Assistant Liaison

(610) 499-4080

Pride Recreation Center- The [Pride Recreation Center](#) is located adjacent to Schwartz Center and houses cardio and strength training equipment, aerobics rooms, and a climbing wall. Membership is free and students must present their ID to enter. Consumer Information

Consumer Information for Students

Widener University publishes information online that is important to all students. Graduate students in the IPEA should be familiar with policies that will impact their experience on campus as well as resources available to them. In addition to the information presented below, students should review the [Consumer Information for Students](#) online.

University Graduation Deadlines

Widener University confers degrees three times each year – May, August, and December. The University hosts graduation ceremonies only once a year, in May. A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online via Student Planning by July 1.**

Part II: Institute for Physician Assistant Education Policies, Procedures &Resources

Program Overview

The IPAE at Widener University is a lock-step Master of Science program that builds medical knowledge, encourages civic engagement, and the development of leadership skills. As a student, you will progress through a sequential curriculum and experience dynamic teaching, experiential learning, and civic engagement. You will have opportunities to grow personally and professionally through civic engagement and interprofessional collaboration.

As a graduate of the program, you will be prepared to work clinically, engage in collaborative relationships with other health care professionals and advance your skills and knowledge through evidence-based practice and life-long learning.

Mission- The Masters of Science in Physician Assistant Studies at Widener University will graduate excellent health care professionals to meet the growing need for patients to have access to medicine both locally and globally. The program will educate highly effective healthcare professionals equipped to provide patient-centered medical care to diverse populations across the life span. Students will learn to be competent clinicians, culturally sensitive, socially conscious health care providers able to work in collaboration with other members of the healthcare team.

Vision- The Institute for Physician Assistant Education at Widener University will be the leader in physician assistant education by providing experiential and collaborative learning, and interprofessional experiences through community and civic engagement, developing leaders in health care and ultimately improving the lives of the patients they serve.

Core Values

1. Excellence in teaching
2. Commitment to service
3. Diversity and inclusion
4. Professionalism
5. Scholarship
6. Collaboration
7. Kindness and compassion

University Statement on Diversity, Equity, and Inclusion (A1.11)

We're All Widener—More Than a Saying—It's a Way of Life

<https://www.widener.edu/about/diversity-equity-inclusion-belonging>

This phrase represents the culture of our university—a powerful call for respect, mutual understanding, and unity. A notion created by students has now become a touchstone for our campus community.

Whether you are a student or a part of our faculty and staff, you'll be embraced and supported by an inclusive community regardless of your race, ethnicity, national origin, gender, gender identity, sexual identity, socioeconomic status, ability, religion, or political affiliation among other things.

Our community is comprised of a wide range of individuals who hail from across the country and around the world. The threads of our institution are woven together by diverse identities, backgrounds, life experiences, and perspectives. Our classrooms, residence halls, workspaces, and social spaces are enriched by this variety.

As a member of the Widener community, you will engage in the kinds of transformational moments that broaden your worldview.

Our We're All Widener initiative demonstrates an approach and commitment to diversity in which a plurality of viewpoints are valued, explored, and seen as opportunities for learning and personal growth.

Our focus on diversity emphasizes three key values:

- We're all valued.
- We're all contributors.
- We're all Widener.



Program Statement on Diversity Equity and Inclusion (A1.11)

A commitment to diversity and inclusion is part of the IPAE core values. The program strives to create an environment that is safe, where all students, faculty, and staff have a sense of belonging. We appreciate, value, and welcome each other's differences as this only strengthens our understanding and acceptance of our diversity and will make us better clinicians to our patients. The IPAE will continue to uphold the diversity, equity, and inclusion initiatives, set forth by the College of Health and Human Services and the University.

Curriculum Overview (A3.12d)

Phase	Academic Credits
Didactic Curriculum	64
Clinical Curriculum	44
Total	108

Didactic Phase

Fall I (15 credits)

Course	Academic Credit
PAS 508 Anatomy	6
PAS 503 Medical Physiology	2
PAS 504 Introduction to Patient Assessment	3
PAS 501 Foundations of Professional PA Practice	1
PAS 516 Community & Population Health	2
PAS 670 Grand Rounds	1
	15

Spring I (18 credits)

Course	Credit
PAS 510 Clinical Pharmacology I	2
PAS 512 Pathophysiology I	3
PAS 520 Clinical Medicine I	5
PAS 521 Clinical Medicine II	5
PAS 511 Microbiology & Molecular Mechanisms of Health/Disease	1
PAS 518 Health Promotion and Wellness	2
	18

Summer I (12 credits)

Course	Credit
PAS 513 Clinical Pharmacology II	2
PAS 519 Pathophysiology II	3
PAS 522 Clinical Medicine III	5
PAS 620 Medical Genetics	1
PAS 500 Foundations for Interprofessional Practice	1
	12

Fall II (18 Credits)

Course	Credits
PAS 523 Clinical Medicine IV	5
PAS 640 Emergency Medicine	2
PAS 632 Clinical Skills Laboratory	2
PAS 636 Clinical Decision Making	2
PAS 642 Behavioral Medicine	2
PAS 633 Medical Ethics	2
PAS 530 Evidence Based Inquiry	2
PAS 631 Clinical Nutrition	1
PAS 550 Summative Assessment I	1
	19

The Widener University PA Program does not give academic credit for advanced placement or work experience.

Clinical Phase**Spring II, Summer II, Fall III Clinical Rotations (44 Credits)**

Course	Credits
PAS 634 Family Medicine	5
PAS 635 Surgery	5
PAS 637 Behavioral Health	5
PAS 638 Internal Medicine	5
PAS 639 Pediatrics	5
PAS 641 Emergency Medicine	5
PAS 643 Women's Health	5
PAS 644 Elective I	4
PAS 644 Elective II	4
PAS 650 Summative Assessment II	1
	44

Clinical Rotations: The Widener University PA Program has clinical agreements with a large variety of clinical sites. All students will complete 7 core rotations and 2 elective rotations. Students will experience a variety of settings, locations, and communities. **Students are NOT expected to solicit clinical sites for their rotations. Students ARE responsible for any travel and housing costs associated with their clinical placements.**

Institute for Physician Assistant Education Program Competencies (A3.13g)

The Widener University IPAE competencies represent the requisite medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving skills required for each student to satisfactorily demonstrate in order to graduate from the Widener University IPAE.

1. Medical Knowledge

- a) Recognize healthy patients and ill patients at different stages of illness including acute, emergent and chronic.
- b) Synthesize the pathophysiology, etiology, and patient presentation in order to deliver high quality patient-centered care.
- c) Apply evidence-based medicine in clinical practice
- d) Synthesize the history, physical exam, and diagnostic studies to formulate a differential diagnosis.
- e) Differentiate pharmacologic, and non-pharmacologic treatment strategies, including patient education and counseling for patients who present for various medical conditions.
- f) Understand health promotion and preventative medicine.

2. Interpersonal Communication Skills

- a) Demonstrate an ability to communicate with patients as partners and use shared decision making to involve patients in their medical care.
- b) Recognize any barriers to communication or comprehension and work to correct them.
- c) Recognize the significance of health literacy in the patient population they serve.
- d) Understand that a patient's community, culture, religion, sexual orientation, or other individual characteristics affect their health and strive to understand them.
- e) Recognize and understand the effect of a patient's community on their health and vis versa.

3. Clinical and Technical Skills

- a) Demonstrate medical, behavioral, clinical and technical skills needed to promote health, evaluation, and management of patient presentations across the lifespan.
- b) Conduct effective, patient-centered history and physical examination for comprehensive and problem-focused patient visits.
- c) Perform procedural and clinical skills considered essential for PA practice.
- d) Counsel and educate patients and their families in with consideration for diverse backgrounds to empower shared decision making.

4. Professional Behaviors and Legal Aspects of Care

- a) Demonstrate integrity, honesty, beneficence, and professionalism in practice.
- b) Recognize and adhere to standards of care in the role of the PA in the healthcare team.
- c) Recognize one's own personal biases, work to overcome them, and do not allow them to affect the delivery of quality patient care.
- d) Demonstrate cultural humility and responsiveness to diverse populations.

5. Clinical Reasoning and Problem Solving

- a) Demonstrate an ability to use the latest scientific evidence to inform clinical reasoning and problem solving.
- b) Understand the effect that social determinants of health and health disparities can have on patient care and work to minimize these effects when engaged in clinical decision making.
- c) Demonstrate investigative and critical thinking in the clinical setting.

Institute for Physician Assistant Education Technical Standards

Candidates for admission to the IPAE must be able to independently, with or without reasonable accommodations, meet the following technical standards for admission, progression, and graduation from the program: communication, motor function, intellectual, conceptual, integrative, quantitative abilities, behavioral, and social skills.

The candidate must be able to synthesize material as it is presented in lecture style, small group discussions, and laboratory discussions. Candidates must be able to obtain and interpret information as obtained from comprehensive assessments of patients, interpret the data, evaluate a patient's condition, and responses, and develop a diagnostic plan. The use of the senses of touch, hearing, vision is required to accomplish these tasks.

Communication: Candidates must exhibit interpersonal skills to allow for more effective communication and interactions with patients and family members, faculty, ancillary health care providers, colleagues, and fellow students. The candidate be able to communicate effectively in English, in person, and in writing when documents patient encounters. Candidates must be able to accurately interpret verbal and non-verbal communications while accurately and clearly recording information.

Motor Function: Candidates must be able to perform gross and fine motor movements in order to complete physical examinations using inspection, palpation, percussion, and auscultation. Candidates must be able to perform complex, and sometimes intricate procedures, treatments, administration of medication, and utilization of medical equipment. The candidate must have sufficient postural, motor, and neurologic, and hand eye coordination. Candidates must have the stamina to sustain extended periods of standing, sitting, and physical exertion in the classroom, laboratory, and clinical settings.

Intellectual, Conceptual, Integrative, Quantitative Abilities: Candidates must be able to assimilate, effectively interpret, and understand complex information within the physician assistant program, and professional environment through patient encounters, formal lectures, interactions with students, patients, family members, ancillary staff and health care providers, small group discussions, medical literature, academic and clinical learning environments. Critical thinking and problem-solving are integral components of the physician assistant profession. A candidate must be able to reason, calculate, measure, analyze, and synthesize critical data. The candidate must be able to test hypotheses in order to effectively diagnose and treat patients.

Behavior and Social Skills: Candidates must have the emotional health, maturity, and self-discipline to fulfill the responsibilities of the physician assistant program and professional career. The expectations for the physician assistant program candidate is that they will exercise academic integrity, professionalism, honesty, compassion, kindness, and teamwork. Candidates must be able to approach patient encounters with compassion, understanding, and cultural competence. The candidate must be able to adapt to changing environments and display flexibility while in the program and in their professional lives.

Widener University Accessibility Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, any student has the right to request reasonable accommodation of a disability. Accommodations can be requested through the Office of Student Success, [Office of Student Accessibility Services](#) (520 E. 14th St., **610-499-1266**). Please note that you will need to present documentation of your disability to Student Accessibility Services. It is important to make this request as soon as possible so that there is time to make any necessary arrangements.

Professionalism Statement

Students of the IPAE are representatives of their class, our academic program, the university, and the profession of Physician Assistant. The way in which students present themselves to others helps to define themselves as professionals. Students are expected to dress appropriately for classroom and laboratory instruction. Students are expected to be in professional attire whenever possible, this includes anytime they are to visit or attend a clinical experience, anytime a guest lecturer is scheduled, and anytime they are attending a university, community, or professional event. Professional attire is defined as that which would be acceptable in a Physician Assistant clinical setting AND that which meets the expectations of the faculty of the IPAE. Students should consult course syllabi and faculty instructions regarding the expectations of professional attire for various clinical, classroom, university, and community events. See the dress code policy.

In the development of professional behaviors, the faculty and staff of the IPAE strive to instill the behaviors and responsibilities that will be expected of new Physician Assistants in their first employment experiences. Students are expected to be prompt for all scheduled activities in their role as student in the program. If a student is going to be late or will need to miss class or a scheduled event, the student is to call and notify the appropriate faculty member. If the student is unable to contact the faculty member, the student should contact the administrative support specialist who will pass the message on to the appropriate faculty member. When completing clinical experiences, students are expected to meet or exceed the expectations of the clinical setting with regard to professionalism, promptness, and completion of assigned tasks.

Students who exhibit behaviors that are not consistent with the professional expectations of the profession and the program may be required to appear in front of the Student Recruitment and Retention Committee, who may recommend or require specific remediation activities and plans. Students who do not comply with required plans of action, who commit egregious acts, or who continue to display unprofessional behaviors may be dismissed from the program. During the summer orientation, students will complete a professionalism self-inventory.

Academic Integrity Statement

The Widener University Institute for Physician Assistant Education follows the [Academic Integrity Policy](#) of the University which states; “Widener University strongly supports the concept of academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. In some circumstances, students’ conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other university policies. Widener University expects all students to be familiar with university policies on academic integrity, as outlined in this catalog. The university will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.”

Intellectual Property Policy

Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty except as he or she may voluntarily choose to transfer such property, in full, or in part. Therefore, all course material is to be used for the course only and is not permitted to be shared outside of the IPAE program or Widener University. This includes websites and social media. The full policy can be accessed using this link [Widener Intellectual Property Policy](#)

Teach-Out Policy (A1.02h)

In the event of the dissolution of the program that cannot be appealed and/or remediated, the IPAE will make appropriate arrangements to ensure enrolled students in the program an opportunity to complete their program in a timely manner with minimum disruption. The IPAE will comply with the [Middle States Commission on Higher Education Teach-Out Plans and Agreements Policy](#).

Attendance Policy

Timely and regular attendance is an expectation of students enrolled in the IPAE. Students are expected to be punctual, prepared, and ready for coursework, lab, and clinical experiences. As a graduate student you are expected to engage in self-directed learning. Part of the learning process is attendance to classes. The IPAE feels very strongly that attendance is part of professionalism.

Attendance Requirements

- Class Attendance: Students are expected to attend all scheduled classes, seminars, and workshops. Attendance will be recorded for each session.
- Participation: Active participation in class discussions and activities is **expected**. This is essential for a comprehensive learning experience.

- Excused Absences: Absences may be excused for valid reasons such as illness, family emergencies, or professional obligations. Documentation may be required.
- Unexcused Absences: Absences without a valid reason or proper documentation will be considered unexcused.

Notification of Absence

- Students must notify the instructor and program coordinator as soon as possible if they anticipate an absence.
- For planned absences, notification should be given at least one week in advance.

Consequences of Excessive Absences

- Warning: After three unexcused absences, the student will receive a written warning.
- Probation: After five unexcused absences, the student may be placed on academic probation after review by the Student Retention and Promotion Committee . Persistent absences may prevent the student from continuing in the program.

Professionalism, Safety, and Conduct in Anatomy Lab Policy

You must be aware of the safety considerations that accompany human gross anatomy dissection. All students enrolled in this course must attend the laboratory safety lecture before being permitted to dissect and sign the Lab Safety Rules -Widener University –Human Gross Anatomy Attestation in Appendix C of this handbook.

You are expected to conduct yourself with highest level of professionalism while attending classes and lab sessions. Remember that these individuals donated their bodies in order to further your pursuit of knowledge about human anatomy. Treat their bodies with respect and deference and make the best possible use of their gift in your dissections.

Dress Code Policy

In Lectures: Students should be neatly dressed but comfortable. No obscenities or inflammatory words or slogans that could be offensive to their peers/faculty are allowed.

In Anatomy Lab: Scrubs (separate scrubs from those used in clinic), white coat or jacket with long sleeves that cover the arms. Closed toe shoe with a back.

In Patient Assessment Lab: White coat for practical exams. Scrubs, shorts, tank tops, sports bras recommended.

In the Chester Community Clinic and/or Community Engagement Experiences:

Business casual attire or clean scrubs with short white coat and student ID. Closed toe shoes (no open toed sandals, flip flops, etc.). Short white coat may be required but will be up to the discretion of the faculty facilitator or the community site.

On Clinical Rotations: Students are expected to dress in the manner of the practice/preceptor and follow their guidelines. Typically, this will be business casual attire with closed toe shoes. Students must wear an ID badge that identifies them as a PA student at all times while on their clinical rotation site. Students should plan on wearing their short white coat, even if site does not require white coats, unless specifically requested by the preceptor not to wear one.

Program Policy Statement (A3.01)

Program policies apply to all students, principal faculty, and the program director in both the didactic and clinical phases of the program regardless of location. Some program policies may be superseded by clinical rotation site policies.

Adherence to Policies (A3.02)

After reading the IPAE Student Handbook, the student will sign a *Statement of Acknowledgment* that reflects understanding and adherence to the policies and procedures of the University, College of Health and Human Services, and the IPAE. See the attestation form in the **Appendix A**

Student Work Policy (A3.04) (A3.05)

A student enrolled in the IPAE is not required to work for the program in any capacity (A3.04).

Students Substituting as Instructional Faculty Policy (A3.05).

Students will not substitute for the function of instructional, clinical, or administrative faculty or staff. If a student has prior experience or knowledge, they may share their knowledge in didactic and/or laboratory sessions; however, they shall not be the primary instructor or instructor of record for any component of the curriculum (A3.05).

Student Employment Policy (A3.15e)

Due to the intensity and rigors of the IPAE curriculum, employment while enrolled in the program is strongly discouraged. If a student chooses to work while enrolled in the program, it is their responsibility to ensure that this employment does not interfere with scheduled program activities or hinder their learning. Program expectations, schedules, deadlines, assignments, or examinations will not be altered or adjusted to accommodate a working student.

Medical Treatment Policy (A3.09)

The Program Director, Medical Director, and principal faculty may not participate in the health care of a student except in an emergency situation. The health center is available for routine, and sick visits Monday-Friday 9am-5 pm during the school year.

Student Matriculation

Requirements to Advance to Clinical Phase (A3.15a)

The following criteria will be used to promote students from the didactic phase to the clinical phase of the program. All students are required to successfully complete all criteria for promotion to the clinical phase. If a student fails to meet these requirements or fails remediation they will be dismissed from the program.

1. Student must complete all didactic courses with at least a 75 (C) or better. A minimum cumulative program grade point average of at least 3.0 is required to progress to the clinical phase of the program. If a student does not meet the minimum GPA, they will be required to remediate in areas of individual academic needs.
2. Student must pass the PAS 550 Summative Assessment I course.
3. All required paperwork, immunizations, background checks, and fingerprints must be completed before matriculating to the clinical phase of the program.
4. All required course evaluations must be completed.
5. A student must be free from professionalism probation status before progressing to the clinical phase.

Program Graduation Requirements (A3.15b)

1. Complete a petition to graduate and pay graduation fee by November 1st (for May graduation).
2. Complete all didactic coursework with a GPA of 3.0 or greater.
3. Successfully pass all clinical experiences with a 75 (C) or better.
4. Submit all paperwork required for clinical experiences including site evaluations, preceptor evaluations.
5. Pass the PAS 650 Summative Assessment II course.
6. Completion of the IPAE exit survey
7. Meet all financial obligations, including graduation fees.
8. Meet all other requirements set forth by the Institute, the College, and the University as noted in official publications.

Student Advising

Once enrolled in the PA program, students will be assigned a faculty member who will serve as their advisor for the duration their tenure in the IPAE program. The purpose of the advisor is to provide academic coaching, mentorship, and support through the program. The advisor will be involved in remediation, and disciplinary action if necessary.

Referral to Student Services (A3.10)

If a student should require immediate referral for services due to personal issues that may impact their progress in the IPAE, campus safety will be contacted which will then initiate a consultation with counseling services. Counseling services will determine the course of action and will set up a meeting with the student for the next day unless the student poses an immediate threat to themselves or others. If a student poses a threat to themselves or others, 911 will be contacted and campus safety notified. The student will receive emergency treatment and placement, as deemed necessary by emergency medical providers, at the local emergency department. Faculty can refer to the CAPS (Counseling and Psychological Services) Referral Guide for Faculty and staff for guidance on referral. Counseling services offices hours are 9am-5pm Monday-Friday.

[The CARE team](#) consists of faculty across campus trained to identify students at risk who require specific referral for such issues as, food insecurity, housing insecurity, and other mental health services. Faculty, staff, and students may contact the CARE team if they believe a student needs assistance by accessing the link below. Graduate students are granted one consultation and six additional counseling sessions. After the ten sessions, if further sessions are deemed necessary, the student will be referred for appropriate services. <http://sites.widener.edu/caps/care-team/>

If it is an emergency and/or after hours, campus safety 610-499-4200 and 911 should be contacted. Faculty, staff, or students can also access the link: [Counseling and Psychological Services](#)

Deceleration (A3.15c)

Deceleration is defined by the ARC-PA as a loss of a student from the entering cohort, who remains matriculated in the physician assistant program. Students are not granted the option to decelerate to the class behind them due to academic difficulty. The only exception is if the student is granted a leave of absence (LOA).

Students who decelerate in the program may be granted re-entry with the next matriculating class. If the student was in good academic standing when they left the program, they will receive a pass/fail grade for the courses leading up to the time of the LOA. All student tuition and fees will apply.

Due to lock-step design of the curriculum, the program does not offer advanced placement or part-time options.

A LOA taken without approval from the Program Director may result in dismissal from the program.

Remediation

If a student is making insufficient progress in the attainment of the knowledge and skills required to meet the Widener University IPAE Program competencies, a formal remediation contract will be initiated with the student. Contracts are individualized to address deficiencies in student progress in all areas that are deemed essential for the practice of medicine. Therefore, remediation plans may address deficits in academic, clinical and/or technical skills, and deficits in professionalism, attitudes, and/or behaviors. The objective of the remediation process at Widener University is to work collaboratively with students to support their timely attainment of the competencies required to successfully complete the program.

The referral of students in need of remediation may occur in three ways: student self-referral, faculty referral, or formal referral (see Remediation Quick Guide Appendix A).

Student Self-Referral: A student may self-refer and request extra help by meeting with their advisor or the course coordinator. This may occur if students have personal, health, medical, or academic issues which may impede their ability to learn. This is a proactive agreement discussing areas of concern that could potentially impact the student's ability to meet future programmatic or curricular expectations. The student will meet with their faculty advisor to discuss an action plan to help the student. Students may be referred to the Office of Student Accessibility Services for formal evaluation if deemed necessary. All official encounters are documented on the Student Advising Form (Appendix B).

Faculty Referral: A faculty member, adjunct lecturer, medical director, program director, clinical instructor, or director of clinical education may recommend the student for academic advising and remediation plans. Course coordinators track student progress and identify students at risk. The following may trigger a referral for more formal advising: a) a student fails an assessment, b) a student scores two standard deviations below the class/national mean on an End of Rotation Exam or End of Curriculum Exam, or c) professionalism concerns. This is an indication that the student is at risk (see Remediation

Quick Guide Appendix A). The student will meet with the course coordinator and their advisor to discuss the concerns and develop a plan for either formal remediation (referral to the Student Retention and Promotion Committee), academic coaching, or referral to Student Accessibility services. All remediation plans will be documented and placed in the secure student file.

Formal Referral: If a student's semester grade falls below a 3.0. The student is automatically referred to the Student Retention and Promotion Committee (SRPC) for formal evaluation and a remediation plan. This student is considered a student at risk and therefore, on academic probation for one semester. If the student is unable to bring their semester GPA up to a minimum of 3.0, they will be dismissed from the program (see policies for re-admission). A formal remediation plan will be developed in collaboration with the student, advisor and committee. Student progress with the remediation plan will be tracked by the SRPC and documented in the secure student file.

Remediation Process/Academic Probation

Once the need for a remediation plan has been established, the process will be as follows:

1. The student will be notified by their advisor via Widener University email that they are required to meet with the SRPC.
2. Students will be encouraged to reflect on their preparation, study skills, and any factors that may have negatively affected their performance (see Appendix H Exam Self-Reflection Form)
3. At the meeting the SRPC will review, with the student, the *subjective* (faculty, or preceptor reviews) and *objective* (exam scores, paper grades, attendance reports evidence of the student's progress to date).
4. A date for the next meeting will be determined, this follow-up process is important to ensure the student is making adequate progress in their learning.
5. A written remediation action plan will be created in collaboration with the student, documented in writing, signed by the SRPC and the student, and placed in the student's academic file (See Appendix G Remediation Documentation Form)
6. The SRPC and student will continue to meet as needed until the remediation goals have been achieved.

Clinical Year Remediation

All remediation policies and procedures apply to the clinical phase of the program. If a student receives an unsatisfactory preceptor evaluation, they may be required to remediate the clinical and/technical skills, competencies, and/or professional behaviors depending on the area of deficiency. The student will work with the clinical faculty to remediate specific areas of deficiency.

Methods of Remediation

Widener University IPAE focuses on the attainment of its stated competencies, goals, and objectives as listed in the program's syllabi, mission statement, values, and program competencies. Each student's remediation plan will be tailored to address their individual areas of deficiency in their journey toward the attainment of these competencies. Remediation plans are based on an assessment of individual needs, learning styles, and consultation with the academic advisor and the course coordinator.

This policy applies to both the Summative I and Summative II exams. If a student fails any of these exams on the first attempt, they will have one re-take. If the student fails a second time, they must repeat the course and will have a delayed start to rotation 1 or graduation. A third failure will result in dismissal from the program.

Academic Standards (A3.15a)

1. Maintain a cumulative GPA of 3.0.
2. Obtain a grade of C or higher on all coursework.
3. Complete all non-letter graded assignments and program requirements.
4. Maintain professionalism by receiving satisfactory on all professionalism evaluations.

A	94≥	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	75-76	2.0
Failing grade	74<	

Withdrawal or Dismissal (A3.15d)

If a student decides to withdraw, they must submit their intention to do so in a letter of intent to the program director.

- Matriculation is terminated if a student chooses to withdraw from the program. Written notification of withdrawal to the Director of Graduate Admissions and Enrollment is necessary. The Director will communicate withdrawal to Enrollment Management Services and ensure updating of student record.
- If, in the future, the student wishes to resume studies, the student must reapply to the program, with no guarantee of admission. At the time of the second matriculation, the Program Director will provide a recommendation to Graduate Admissions and Enrollment regarding applicability of previously earned credit.

Dismissal/Revocation of Matriculation (A3.15d)

The student's Program Director communicates to student dismissal/revocation of matriculated status after it has been established that there is evidence of: (1) serious unprofessional conduct on

the part of the student; (2) academic dishonesty or plagiarism; or (3) academic performance that is below acceptable program standards.

Decision shall be communicated by Graduate Program Director to Dean's Office of college/school and Dean of the Center for Graduate & Continuing Studies. Appeals will follow the academic appeals procedure outlined in the program handbook and the Graduate Catalog.

Any violation of the following behaviors may be grounds for dismissal from the program:

- Violation of student conduct policies
- Violation of the university student grievance policy
- Violation of academic or professionalism policies
- Failure to meet the academic expectations detailed in academic retention section of the University and IPAE handbooks.
- Failure to meet the requirements for promotion to the clinical phase or graduation detailed in the academic retention section of the IPAE handbook

Refund of Tuition and Fees

Students should be familiar with the graduate student tuition rates and payment schedule found under the [Office of the Bursar](#).

If a student decides to completely withdrawal from the PA program/University, tuition and fees are refunded based on the following table found on myWidener, Office of the Bursar:

Full Summer Semester, Fall Semester and Spring Semester	
100% refund	If completed by the last day of drop/add
90% refund	If completed by calendar day 19
75% refund	If completed by calendar day 29
50% refund	If completed by calendar day 40
25% refund	If completed by calendar day 50
0% refund	No refunds after calendar day 50
Summer SU1 Summer SU2	
100% refund	If completed by last day of drop/add
50% refund	If completed by calendar day 15
0% refund	no refund after calendar day 15
7-week module classes	
100% refund	If completed by last day of drop/add
50% refund	If completed by calendar day 15
0% refund	No refunds after calendar day 15
Winter Semester	
100% refund	If completed by last day of drop/add
50% refund	If completed by calendar day 8
0% refund	No refund after calendar day 8

Student Rights and Expectations

It is a students' right to learn in a safe environment. Widener University is committed to standards of conduct, core values, and behavior expectations such as: integrity, community, social justice, and respect. Students should be familiar with the university [Standards of Conduct](#) located under section four of the graduate catalog.

Student Access to and Disclosure of Student Records and FERPA policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment ("FERPA" or "Act"), was enacted to assure parents of students, and students themselves if they are over the age of eighteen or attending an institution of post-secondary education, access to the students' education records and to protect such individuals' rights to privacy by limiting the transferability and disclosure of their records without their consent. In accordance with the Act and the regulations promulgated thereunder, the instant Policy has been adopted. This Policy applies to students presently enrolled in any school, college or division of Widener University ("University") and to alumni, but not to applicants who have not been admitted to or attended the University. The rights contained in this Policy are afforded to such students as well to the parents of "Dependent Students" as such term is defined herein. This Policy is intended to provide general guidance only, and any questions as to its applicability, operation or enforcement should be referred to the Senior Vice President for Administration and Finance of the University.

[FERPA Policy](#)

[FERPA Waiver](#)

Student Mistreatment (A3.15f)

Student Mistreatment is defined as any unwelcome conduct based on actual or perceived status including sex, gender, race, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, gender identity, marital status, genetic information, or other protected status. Any unwelcome conduct should be reported to campus officials, who will act to remedy and resolve reported incidents on behalf of the victim and community. See the EOHN Policy for further information. Students enrolled in the PA program should be familiar with the process for reporting violations of student conduct located in the [Equal Opportunity, Harassment and Nondiscrimination Policies Handbook](#).

In the clinical phase of the program, clinical preceptors, other health care providers, medical residents, and staff should treat PA students fairly and with respect. The PA Program does not condone the mistreatment of students in the didactic or clinical phase of the program. If a student believes they have been mistreated, the student should contact the Program Director immediately.

Reporting options:

1. Formal, Non-confidential reporting option

- Report directly to the Title IX Coordinator or Deputy Title IX Coordinators
- Report to campus Safety at (610)499-4200
- Report online, using the 'Report and Incident' button at widener.edu/titleix

2. On-Campus Confidential Resources

- Report to the Health Center at (610)499-1183
- Report to the Counseling Center (610)499-1261
- Report to athletic trainers

Nondiscrimination Policy

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Widener University is dedicated to upholding Title IX and committed to creating and sustaining a safe environment for all students and employees. The IPAE supports and upholds the Equal Opportunity, Harassment, and Nondiscrimination Policy and Widener University's commitment to diversity and non-discrimination. Upon receiving a report of misconduct, Widener will address the matter as quickly and fairly as possible. Please see the Title IX website for campus resources.

[Equal Opportunity, Harassment and Nondiscrimination Policies](#)

[Handbook Diversity, Equity, Inclusion, and Belonging](#)

[Title IX Sexual Misconduct Resources](#)

Student Grievances and Appeals (A3.15g)

Students should be aware that policies and procedures relating to the handling of student grievances and issues of privacy and dignity are outlined in the *Widener Graduate Catalog*.

Academic Grievance Appeal Procedure (A1.02J)

If a student has a grievance concerning a class in which they are enrolled, the student will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), they will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at these initial levels, the student may put the grievance in writing and provide it to the appropriate Center or Institute faculty committee for review. Students should consult their program's relevant student manual and/or their program director for detailed processes regarding appeal to the appropriate faculty committee.

If the student's grievance is not resolved to the student's satisfaction and the appropriate Center or Institute faculty committee has made a disposition regarding the appeal, the student may appeal to the next higher level. To do so the student may submit a formal written appeal, within 10 business

days following the disposition of the Center or Institute faculty committee, to the Office of the Dean, College of Health and Human Services. If the student's grievance is not resolved to the student's satisfaction upon appeal to the Dean, the student may appeal to the Academic Council of the College of Health and Human Services. The Academic Council consists of the Dean as its chairperson, the Vice Chair of the College Faculty, all of the Center and Institute Directors, and one faculty representative from each Center and Institute.

<https://catalog.widener.edu/content.php?catoid=14&navoid=382>

Social Media Policy

The use of social media platforms by students and health professionals should be done with careful consideration and ethical integrity. Students and health care professionals must take careful and thoughtful precaution when accessing the internet on and off duty. This includes, but not limited to, email, text, social media outlets, and blogs. Students, faculty, and health care professionals must pay careful attention to protecting the privacy and confidentiality of the patients they serve. These principles apply across all aspects of the IPAE program from the classroom to the clinic, and clinical rotation sites. Students are prohibited from posting patient information online as this breaches confidentiality and professionalism. During their tenure in the IPAE, students are strongly discouraged from engaging in direct communications on social media with faculty, staff, instructors, and clinical preceptors. Students must be aware that even though their social media presence is "private," information about patient experiences should not be shared. Any student who violates the social media standard may have to meet with the Student Retention and Promotions Committee and face disciplinary action and professionalism probation.

Resource: <https://www.policymed.com/2012/06/federation-of-state-medical-boards-model-policy-guidelines-for-social-media.html>

Exam Policy

Exams will not be reviewed by individual course coordinators. You may submit up to two question challenges per exam, to be submitted to the course coordinator directly after the exam is completed. Your question challenges will be reviewed by the course coordinator during the exam validation process.

Part III: Institute for Physician Assistant Education Clinical Education Policies and Professional Code of Conduct

Please refer to the AAPA [Guidelines for Ethical Conduct for the PA Profession](#).

Each site will require specific requirements the student must abide by in order to begin the scheduled rotation. A list of clinical sites and site requirements will be provided for each student by the clinical faculty. Each student will be informed of the site information including address, phone number, housing (if applicable), and any important site information and clearances, and/or immunization requirements.

Clearances include but not limited to:

1. Child abuse

2. Criminal background check
3. FBI fingerprint results
4. Urine Drug Screening

Student Identification Policy (A3.06)

Students must be clearly identified in all clinical settings to distinguish them from other health profession students and practitioners. The student will wear their short white coat, signifying that they are a student. The student will wear their standard issues university name tag in a place that is visible. The ID badge will contain the student's name, institution, program of enrollment, and status as a student.

Clinical Site Recruitment Policy (A3.03)

Students are not required to solicit clinical sites or preceptors. Students may inquire about a clinical site and obtain contact information for the clinical principal faculty to follow up and confirm the rotation for the student.

Required Health Screening and Immunizations (A3.07a)

Students are required to have all current immunizations or proof of immunization as recommended by the Centers of Disease Control and Prevention (CDC) for health care providers. These immunizations include:

Hepatitis B (HepB) Surface Antibody Titer (HBs):

- Positive titer (anti-HBs at least 10mIU/mL) = immunity
- Negative titer (anti-HBs less than 10mIU/mL) or never vaccinated THEN,
- Give a 2-dose (Heplisav-B) or 3-dose (Engerix-B or Recombivax HB) series. Give intramuscularly (IM). For HCP who perform tasks that may involve exposure to blood or body fluids, obtain anti-HBs serologic testing 1–2 months after dose #2 (for Heplisav-B) or dose #3 (for Engerix-B or Recombivax HB).
- Non-responders should be considered susceptible for Hepatitis B Virus (HBV) if their Anti-HBs remains less than 10mIU/ml after 2 vaccination series). If exposed to HepB will need Hepatitis B Immunoglobulin (HBIG).

Influenza

- Give 1 dose of influenza vaccine annually. Inactivated injectable vaccine is given IM. Live attenuated influenza vaccine (LAIV) is given intranasally.

Measles, Mumps, Rubella (MMR)-

- Proof of vaccination or serologic evidence of MMR
- For healthcare personnel (HCP) born in 1957 or later without serologic evidence of immunity or prior vaccination, give 2 doses of MMR, 4 weeks apart. Give subcutaneously.

Varicella

- Proof of vaccination or serologic evidence
- For HCP who have no serologic proof of immunity, prior vaccination, or diagnosis or verification of a history of varicella or herpes zoster (shingles) by a healthcare provider, give 2 doses of varicella vaccine, 4 weeks apart. Give subcutaneously.

Tetanus, diphtheria, pertussis (Tdap)

- Proof of vaccination, OR
- Give 1 dose of Tdap as soon as feasible to all HCP who have not received Tdap previously, Give Td or Tdap boosters every 10 years thereafter. Give IM.

Purified Protein Derivative (PPD)

- Students are required to have a twostep PPD for TB screening. If the screening PPD is positive, the student will be referred for follow up chest Xray and treatment if necessary. If a student has had the bacilli Calmette-Guerin (BCG) vaccine, they may receive the Tuberculin Skin Test (TST), however, they must be aware that the test may be false positive and additional tests are needed. A student may provide results of a QuantiFERON Gold or T-SPOT tests to prove immunity.

Covid-19 Vaccination

- Pfizer-BioNTech (2 doses), or Moderna (2 doses), or Johnson & Johnson's Janssen (1 dose).

International Travel Health Policy (A3.07b)

For any student traveling outside the continental United States for elective clinical rotations, they shall adhere to all standards required by the Centers for Disease Control and Prevention (CDC) for international travel, including recommended immunizations and travel advisories.

Blood-borne Pathogens Training (OSHA) (A3.08a)

The Occupational Safety and Health Administration (OSHA) requires that all health care workers understand the dangers of blood borne pathogens and how to protect themselves and others. IPAE and many of our clinical facilities require that students have the same education. This education is provided during the didactic phase of the program. This session is mandatory, and students must sign a declaration that they have received such training. The original of this declaration will be maintained in the student's file in the EXXAT compliance management system. A copy of this declaration will be provided to the student's clinical facility upon request. During clinical experiences, students are required to follow facility policy regarding blood borne pathogens. This includes, but is not limited to, regular hand washing and the appropriate use of personal protective equipment (PPE) such as gloves, gowns, masks, and goggles. Any potential exposure to body fluids must be reported via the facility's reporting mechanism with an additional report made to the clinical principal faculty. Any follow-up care will be on the advice of a physician.

Post Exposure Policies (A3.08b, c)

Injury and illness related to exposure to blood/or body fluids may occur during the course of the professional program. If medical attention is required at any point in the program didactic or clinical, any cost incurred is the students' responsibility. It is important to note that faculty cannot be involved in the health care of the student at any time unless it is a medical emergency. All injuries or illness must be immediately documented with the program by completing an incident report and submitting the report to your assigned faculty advisor. If injury or illness due to exposure occurs during clinical experiences, the facility will facilitate access to emergency medical care for the students who become ill or injured. The student may be expected to provide proof of immunization. The student is also responsible for maintaining health insurance while enrolled in the physician assistant program. Exposure to blood borne pathogens is a risk assumed by all healthcare providers. Students will receive training to minimize their risk during orientation to the program and in the clinical skills course the semester before the clinical phase of the program. Individual clinical sites may also provide orientation sessions regarding blood borne pathogens. Observing universal precautions is one method to reduce risk.

The principle of universal precautions recognizes that any patient may be infected with microorganisms that could be transmitted to other persons. Of particular concern are the primarily blood-borne pathogens HIV (human immunodeficiency virus) and HBV (hepatitis B virus). However, body fluids other than blood, secretions, and excretions are included in universal precautions. Since infected patients may be asymptomatic, it becomes necessary to use standard precautions with every patient. Observance of universal precautions will help to provide better protection for every staff member. Students should also familiarize themselves with the hospital/clinical sites' specific policies regarding universal precautions.

Standard Precautions Guidelines:

1. Proper hand hygiene before and after patient encounters.
2. Wear gloves during contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions.
3. Wear eye protection or face shield during procedures that may splash or spray.
4. Wear a gown to protect exposed skin or clothing during procedures that may splash or spray.
5. Do not break, bow, or directly manipulate used needles. Do not "re-cap" a needle.
6. Dispose of all contaminated articles and materials in a safe manner prescribed by law.
7. Dispose of sharps promptly in the appropriate, puncture resistant containers.

(Reference: <https://www.ncbi.nlm.nih.gov/books/NBK470223/>)

In the case of exposure to blood and/or body fluids the student should:

1. Wash needlestick and cuts with soap and water immediately.
2. Flush splashes to the nose, mouth, or skin with water.
3. Irrigate eyes with clean water, saline or sterile irrigation fluids.
4. Report the incident to a supervisor.
5. Immediately seek medical treatment.

(Reference: <https://www.cdc.gov/oralhealth/infectioncontrol/faqs/occupational-exposure.html>)

Statement of Financial Responsibility (A3.08c)

In compliance with the university and Institute policies, all students are required to carry health insurance. In case of an emergency, exposure while on clinical rotations such as a needle stick or exposure to blood borne pathogens, the student will assume full financial responsibility for all expenses incurred.

Students are required to carry an insurance policy while enrolled in the program. Students may maintain their own policy or opt to accept the university insurance policy. Students who do not take the university insurance policy must sign a waiver indicating they do not require the insurance. If the student does not sign the waiver by the due date, they will be automatically enrolled in the university-sponsored health insurance and the policy premium will be added to their student account. Information about services available through the university insurance policy can be found at www.firststudent.com.

Patient Confidentiality (HIPAA)

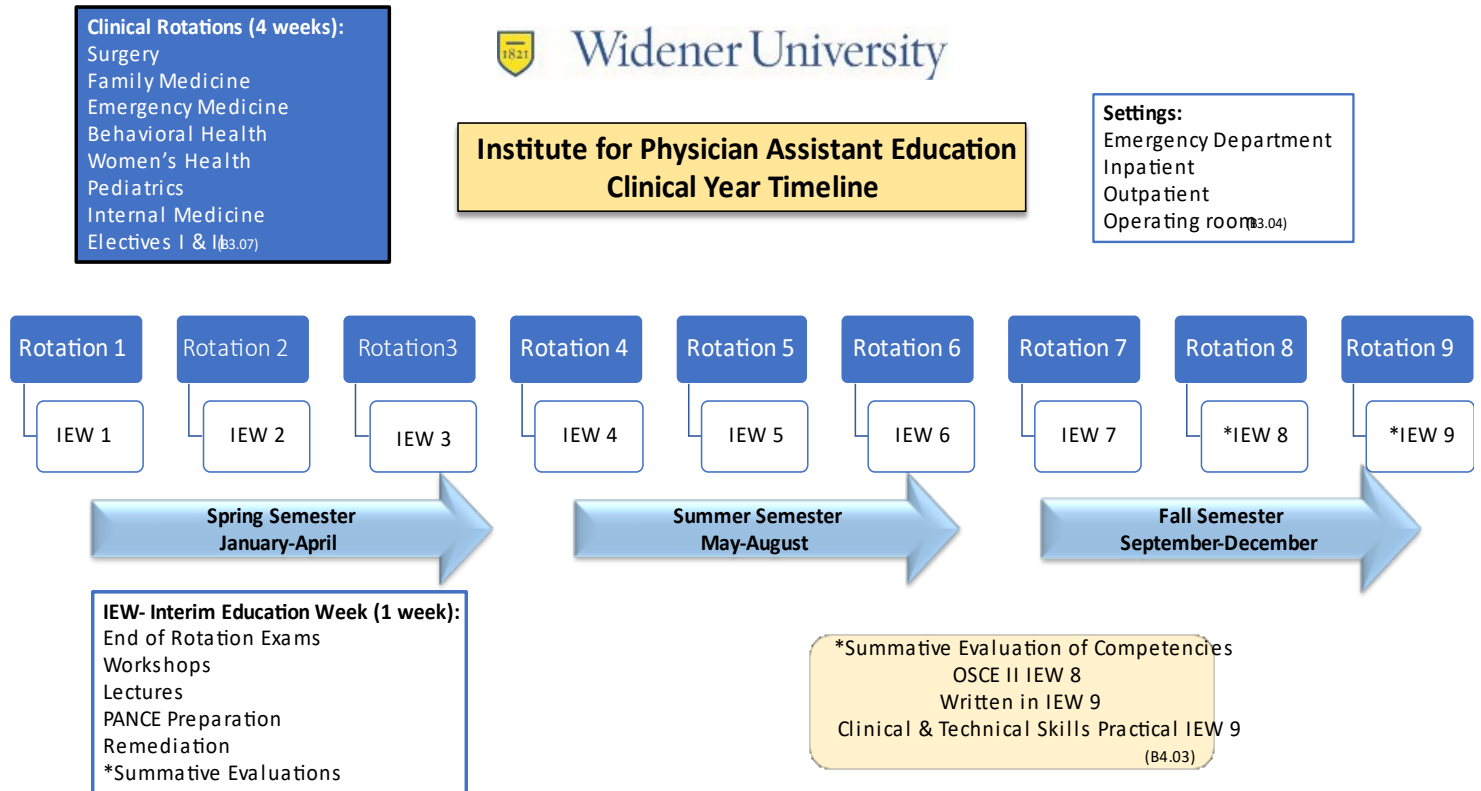
Maintaining client/patient confidentiality is of utmost importance in all patient interactions. This is supported by both APTA's *Code of Ethics* and most states' licensure. It is also federal law as described in the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Prior to the first full-time clinical experience, students will attend a mandatory session on patient confidentiality and the implications of HIPAA. Student will be required to sign a declaration that they have received this training. It is expected that all students will maintain client/patient confidentiality both in the clinic and in the classroom. A breach of client/patient confidentiality would constitute unprofessional behavior that could result in disciplinary action.

Drug and Alcohol Policies

Students enrolled in the IPAE program are expected to abide by Widener University's [Drug and Alcohol Policy](#) found in the graduate catalog. In addition to the University's policies and state laws associated with drug and alcohol use, IPAE students have a professional responsibility to the patients we serve. The IPAE maintains a Drug and Alcohol Policy for On and Off-Campus Experiences and a copy is placed in Canvas for students to review.

Clinical Year Timeline

Didactic Courses- 15 months Semesters I-IV
Clinical Courses – 12 months Semesters V-VII



Clinical Rotations: The Widener University PA Program has clinical agreements with a large variety of clinical sites. All students will complete 7 core rotations and 2 elective rotations. Students will experience a variety of settings, locations, and communities. Students are NOT expected to solicit clinical sites for their rotations. Students ARE responsible for any travel and housing costs associated with their clinical placements.

Appendix A

Statement of Receipt and Acknowledgement of the Policies and Procedures

By signing this document, I acknowledge receipt and understanding of the policies and procedures for the Widener University Institute for Physician Assistant Education.

Student Signature: _____

Name (Print) _____

Date: _____

Please upload a signed copy of Appendix A to the appropriate assignment in the Canvas orientation page. The signed copy will be kept in your student file.

Appendix B

Incident Report Form

Use this form to report accidents or injuries that occur while on Supervised Clinical Practice Experiences (SCPEs).

Student Information	
Full Name:	
Address:	
Phone Number: Home	Cell

Information about the Incident		
Date of Incident:	Time:	Site/Preceptor Notified: <input type="checkbox"/> Yes <input type="checkbox"/> No
Location of Incident: (clinical site/hospital)		
Description of Event:		
Did you receive treatment for you injuries? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Do you feel you need additional services due to this injury? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Appendix C

Lab Safety Rules -Widener University –Human Gross Anatomy

Follow All Safety Procedures

- Always wear chemical splash goggles for eye protection when working with chemicals. No contact lenses should be worn around hazardous chemicals – even when wearing safety glasses. They should also be worn any time there is a chance of splashes or particulates to enter the eye.
- When pouring large quantities of hazardous chemicals, in addition to goggles, wear a face shield large enough to protect your ears and neck as well as your face.
- Always wear gloves when handling chemicals. Select the glove material based on compatibility with the chemicals you may contact.
- Always wear appropriate clothing: chemically resistant lab coats or aprons are recommended.
- Scrubs must be worn in the lab. Do not wear shorts or skirts (anything that would leave your legs bare and unprotected). Do not wear open-toed/heeled shoes, sandals or shoes made of woven materials. Confine long hair securely so it is not dangling in work area.
- Discuss each dissection work with your lab group — know what you are doing by **reading** the assigned experiment **before** you start to work. Pay close attention to any **cautions** described in the laboratory exercises
- Always use chemicals with adequate ventilation or in a chemical fume hood. Do not allow the release of toxic substances in cold rooms or warm rooms, since these areas have contained, re-circulated air.
- Use chemicals only as directed and for their intended purpose.
- Never use mouth suction to siphon. Use a pipette bulb or other suitable device.
- Handle needles, syringes and other sharps carefully. Use self-sheathing needles or needless systems whenever possible. Dispose of all sharps in an appropriate sharps container.
- Do not lean, hang over or sit on the laboratory tables.
- Do not leave your assigned laboratory session without notifying Dr. Hazell.
- Avoid working alone in the building. Do not work alone in the laboratory after hours. Arrange to study with someone else in the class (they don't have to be in your assigned group).
- Learn the location of the fire extinguisher, eye wash station, first aid kit and safety shower.
- Do not dispose of chemicals down the drain. Most chemicals must be disposed of as hazardous waste. See labeled buckets in lab.
- No cell phone or earphone usage in the laboratory.
- Inspect the lab weekly for hazardous conditions.

Know Emergency Procedures

- Know where the nearest emergency eyewash and showers are, and how to use them.
- Know at least two exits from the laboratory area in case of an emergency.
- In the event of an emergency, use wall phone to call campus security, evacuate the area, and close all doors.

Practice Good Housekeeping and Personal Hygiene

- Avoid direct contact with any chemical.
- Never smell, inhale or taste laboratory chemicals.
- Always wash hands and arms with soap and water after removing gloves and before leaving the work area.
- Never eat, drink, chew gum or tobacco, smoke or apply cosmetics in the laboratory.
- Do not pick up broken glass with your hands. Use tongs or other mechanical means.
- Remove Personal Protective Equipment (PPE) such as gloves and lab coats **before leaving the lab**. Laboratory coats should not be stored in offices or break rooms as this spreads and contaminates to other areas. Please place soiled lab coats in a sealed bag each week for washing.
- Remove gloves before handling common items like phones, instruments, doorknobs, etc.
- Keep solids out of the sink. Sinks must be kept spotless at the end of each lab session.
- Leave your workstation clean and in good order before leaving the laboratory.
- Keep all work areas clean and uncluttered. Wipe down benches with cleaners or disinfectants regularly.
- Do not block emergency showers, eye washes, exits or hallways.

Transport Chemicals Safely

- Use secondary containers such as acid buckets or plastic totes.
- Secure containers on carts.
- Wear appropriate PPE.
- Use freight elevators or limit access in passenger elevators.

Report Dangerous Activities or Situations

- Report all accidents, no matter how minor to Dr. Hazell or other lab instructors.
- Never perform unauthorized work, preparations or experiments.
- Never engage in horseplay, pranks or other acts of mischief in laboratories. Fooling around or "horse play" in the laboratory is absolutely forbidden. Students found in violation of this safety rule will be barred from participating in future labs and could result in suspension.
- Never remove chemicals from the facility without proper authorization.
- Report suspicious people or activities in lab areas to University Police.
- **No eating or drinking in the lab at any time! If you need a drink of water, take off your gloves and go out in the hall to the water source or to your locker.**

I, _____ have read, understand, and will abide by all of the above stated rules for Gross Anatomy Lab participation at Widener University.

Signature _____ Date _____

Appendix D

College of Health and Human Services Safety/Incident Report

Date: Click or tap to enter a date.

Time: Click or tap here to enter text.

Individual Reporting: Click or tap here to enter text.

Security Called: ☐ Yes ☐ NO

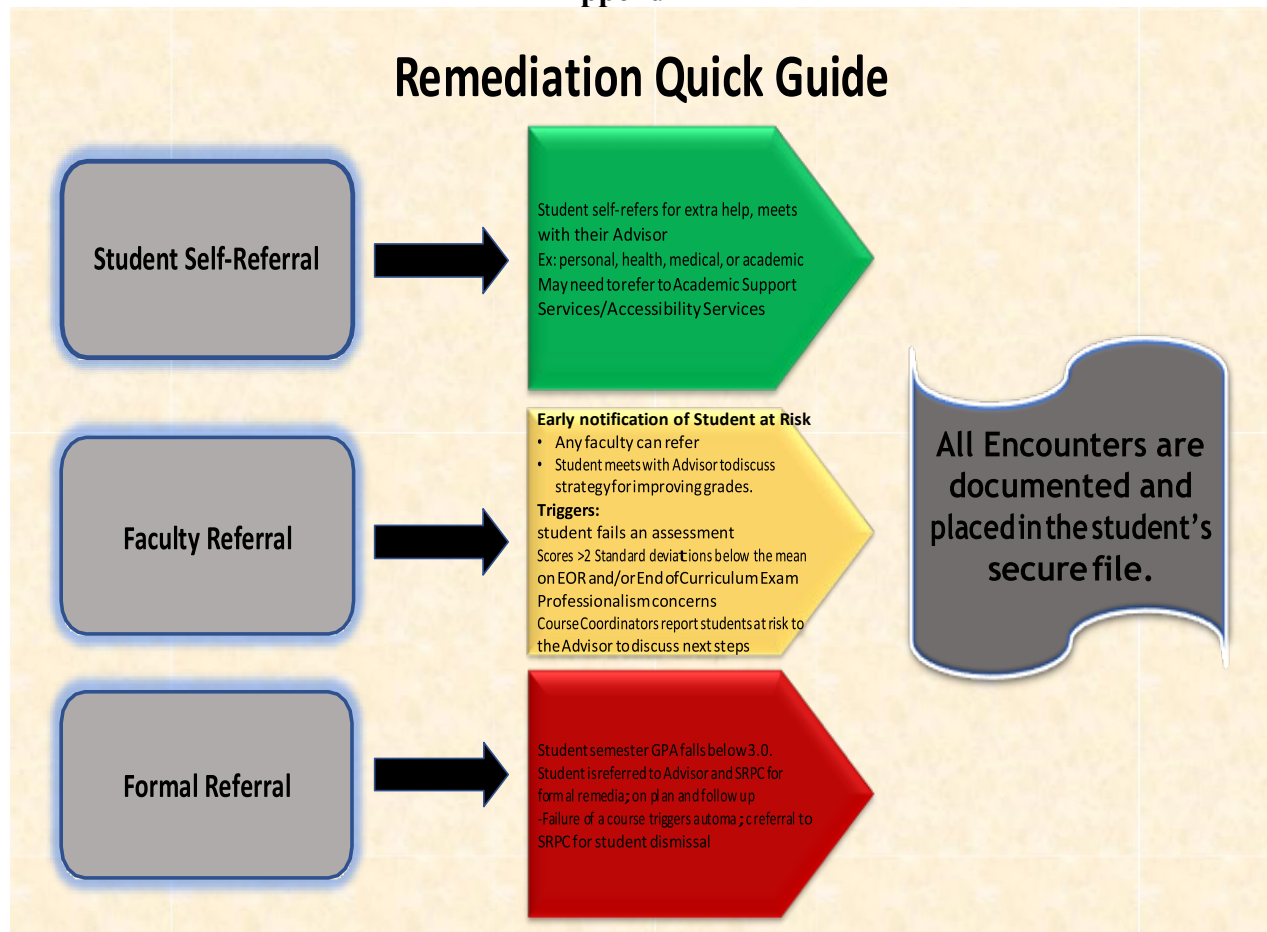
EMS Called: ☐ Yes ☐ NO

Description of incident/individual(s): Click or tap here to enter text.

Signature of Person Reporting:

Appendix E

Remediation Quick Guide



Appendix F

Student Advising Form

Student Name: Date:

Student Advisor:

Mode of Referral: ☐ Student ☐ Faculty ☐ Other: _____

Notes/Comments:

Reason for Encounter:

- ☐ Routine
- ☐ Remediation Referral
- ☐ Professionalism Concern
- ☐ Student Concern

Notes/Comments:

Student Referral:

- ☐ Referred for Tutoring/Coaching
- ☐ Referred to Student Accessibility Services
- ☐ Referred to the CARES Team

Follow up Date (if applicable): Click or tap to enter a date.

Advisor Signature _____

Student Signature _____

Follow-Up Notes:

Appendix G

Remediation Documentation Form

Student Name: Click or tap here to enter text. Date: Click or tap to enter a date.

Reason for remediation:

☐ Course Grade

☐ Exam

☐ Assignment

☐ Clinical

☐ Practical Exam

☐ Professionalism

☐ Other Click or tap here to enter text.

Areas of Deficit: Click or tap here to enter text.

Remediation plan: Click or tap here to enter text.

Referred to the Student Retention and Promotion Committee: ☐ YES ☐ NO

Discussed with Advisor ☐ YES ☐ NO Discussed with Student ☐ YES ☐ NO

Discussed with Program Director ☐ YES ☐ NO

Follow Up Date: Click or tap to enter a date.

Advisor Signature_____

Student Signature_____

Appendix H

Exam Self-Reflection

Class Preparation

- Do you read the textbook before going to class and attempting assignments?
☐ Yes ☐ No ☐ Sometimes
- How much time do you estimate you spend reading and completing assignments?
- Overall, do you think you are preparing well for class?
Click or tap here to enter text.

During Class

- Where do you sit in class, and do you think where you sit impacts your attention/performance?
Click or tap here to enter text.
 - ***Distance-learning alternative:*** Where do you set up to attend class, and do you think this impacts your attention/performance?
Click or tap here to enter text.

- Do you attempt all activities in class even if you are unsure?
☐ Yes ☐ No ☐ Sometimes
- Do you leave class with questions that you write down for yourself?
☐ Yes ☐ No ☐ Sometimes
- Are you taking the most complete and effective notes you can be?
☐ Yes ☐ No ☐ Sometimes

Post Class

- Are you asking yourself “why” to the “what” you are doing?
☐ Yes ☐ No ☐ Sometimes
- Do you review the PowerPoints and class notes routinely for a short time after each class?
☐ Yes ☐ No ☐ Sometimes
- Do you revisit or reread challenging material to answer the questions you have from class?
☒ Yes ☐ No ☐ Sometimes
- Are you completing assignments as effective practice or simply completing them for the score?
☐ Practice ☐ Scoring
- Are you taking advantage of all the help and resources offered to you?
☐ Yes ☐ No

- Do you have study partners that you review class notes with? Are these study sessions active and effective?

Click or tap here to enter text.

Exam

- When did you start studying for the exam? (Hint: Two days before the exam is not enough time)
Click or tap here to enter text.
- Did you finish with time to check over questions?
☐ Yes ☐ No
- Could you teach someone else how to approach and answer each question?
☐ Yes ☐ No
- Did you practice answering all questions again from PowerPoints and on-line homework assignments without any help or notes?
☐ Yes ☐ No
- Explain what your studying “looks like” if I could watch a video of you doing this.
Click or tap here to enter text.
- Are your study habits active and engaging or passive and automated?
Click or tap here to enter text.
- Have you reviewed each question of the exam to see why you got each one right or wrong?
☐ Yes ☐ No

Moving Forward

- What do you think you could do to improve your success in this course?
Click or tap here to enter text.
- How can you learn from this exam?
Click or tap here to enter text.
- What active study strategies do you want to start incorporating?
Click or tap here to enter text.
- How do you learn best? What study methods are actually working for you?
Click or tap here to enter text.
- Are you using all your resources?
Click or tap here to enter text.
- Are you really learning the material or just studying?
Click or tap here to enter text.
- How will you know when you’ve mastered the information?
Click or tap here to enter text.

Exam Item Analysis

Why did you get each question wrong? Using the choices below, decide why you believe you got it wrong.

1. *I didn't understand what the question was asking*
2. *Understood what the question was asking but wasn't sure about the content*
3. *Careless mistake*
4. *I didn't know the material because I didn't study this or I'm not sure we ever talked about this*
5. *Other*