




**Widener University
Institute for Physician Assistant Education
Student Handbook**



Widener University
INSTITUTE FOR PHYSICIAN ASSISTANT
EDUCATION
One University Place
Chester, PA 19013
(610) 499-4272
PAProgram@widener.edu

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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 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. This handbook is reviewed during the orientation week, and you are required to sign an Attestation of Understanding of the Policies and Procedures (See 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.

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/>

Faculty & Staff Directory

Dr. Lori Felker, DHSc, PA-C

Program Director

Email: lfelker@widener.edu

Office: Academic Center North #125

Phone: (610) 499-4631

Dr. Thomas Sweeney

Medical Director

Email: Tasweeney@widener.edu

Office: Cottee Hall #222

Phone: (610) 499-4272

Dr. Rhonda Hazell

Principal Faculty Coordinator of the Clinical
Anatomy Lab

Email: rlhazell@widener.edu

Office: Cottee Hall #125

Phone: (610) 490-7119

Dr. Craig Matsumoto, DHSc, PA-C

Principal Faculty

Email: cimatsumoto@widener.edu

Office: Cottee Hall #215

Phone: (610) 490-7137

Mr. William Paynter, APA-C, MPAS

Principal Faculty

Email: wpaynter@widener.edu

Office: Cottee Hall #221

Phone: (610) 490-7139

Ms. Marisa Hughes, MHS, PA-C

Director of Clinical Education

Email: mlhughes@widener.edu

Office: Cottee Hall #101

Phone: (610) 490-7135

Dr. Michael Belden

Assistant Director of Clinical Education

Email: mbelden@widener.edu

Office: Cottee Hall #127

Phone: (610)490-7095

Ms. Xzyla Downes, MPAS, PA-C

Assistant Director of Clinical Education

Email: xmdownes@widener.edu

Office: Cottee Hall #123

Phone: (610)490-7092

Ms. Regina Coleman

Administrative Support Specialist

Email: rdcoleman@widener.edu

Office: Academic Center North #115

Phone: (610) 499-4272

Ms. Montana Kerr

Clinical & Fieldwork Support Specialist

Email: mtkerr@widener.edu

Office: Cottee Hall First Floor

Phone: 610-490-7143

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 graduate students on the [mySuccess page](#).

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, master's 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 University 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.

Student Services

The student's journey in the IPAE program begins with [MySuccess](#). Students can access MySuccess where they can find the [Graduate and Online Students Toolkit](#) tool to help with their success in the program such as: the Graduate Student Orientation, New Graduate/Online Student Checklist, Canvas, Microsoft Office365, MyWidener, and Self Service. This one-stop-shop is the student's road map to campus resources such as Information Technology Services, Campus Safety, Student Financial Aid, Registrar's office, Bursar's office, mental and physical health services, and campus dining services.

Consumer Information for Students

The Student Consumer Information Regulations of the US Department of Education require all colleges and universities to provide their students with access to certain information to which they are entitled to as consumers. Under these regulations, Widener University annually distributes to all students a notice of the availability of consumer information. Access to this information can be found on the [Consumer Information](#) website. Graduate students in the IPEA should be familiar with policies that will impact their experience on campus as well as resources available to them.

Information Technology Services

[University Portal and Email](#)

Matriculated students will receive communication 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 adjust as necessary as new systems for email and the campus portal are rolled out.

Widener University ITS offers 24/7 technology support. Students can submit a [Quick Ticket](#) for help with technical issues or call the number below directly.

Information Technology Help Desk (ITS): 610-449-1047

Financial Aid

A variety of options are available to finance graduate education. Information on those options is available from the [Office of Financial Aid](#), 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 Tuition & Financial Aid](#) website.

Counseling and Psychological Services (CAPS)

The purpose of [CAPS](#) is to provide Widener University students access to mental health services. CAPS also offers 24/7 support with TELUS Health. Students may download the APP to gain access to virtual counseling services that offer students immediate and short-term mental health and wellbeing support in addition to care provided by the CAPS team. See the [CAPS](#) website for a description of services, eligibility, and to make an appointment.

Student Health Services

Student Health Services is in Metropolitan Hall at the corner of 17th Street and Melrose Avenue. Student Health Services is staffed by healthcare professionals Monday thru Friday from 8:30 am to 4:30 pm. To see a list of current services offered and detailed information about [Student Health Services](#), please visit their website.

There is no fee to see a Student Health Services healthcare professional. Charges are only incurred when a student requires diagnostic labs, prescriptions, or specific health care treatments. Student Health Services does not directly bill third-party insurance companies but upon request will provide required documentation for students, parents, or guardians to submit charges for reimbursement. Student Health Services may submit a student's health insurance to LabCorp for billing and reimbursement if applicable.

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. The 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.

Students can access [MySuccess Physical Health](#) to access their Student Portal, Health Policies and information, after hours and emergency care information, and list of services offered.

Office of the Registrar

The [office of the Registrar](#) deals with all matters relating to a student's academic record. Students may request official transcripts through the registrar. Students may contact the registrar's office at (610) 499-4161 Monday-Friday 9:00 am-5:00 pm.

Course Registration

The University designates dates for students to register online for courses. Students will receive information through the IPAE or Student Planning as to what courses they are required to register for each semester. Information about how to register for courses can be found on the [Registrar's office](#).

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.

Office of the 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 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. Students should be familiar with the [Graduate Tuition Rate and Payment Guide](#) for current tuition rates, payment schedule, and refund policies.

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. 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](#). 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.

Campus Safety

Widener's Campus Safety department is in Old Main ground floor and works to protect Widener students through around-the-clock monitoring of criminal activity and activating crisis management. Campus safety officers monitor and respond to criminal activity, monitor residence hall security, activate crisis management, provide timely warnings, direct emergency response and evacuation procedures, and supervise fire safety.

The Campus Safety Department utilizes highly visible officers on vehicle and foot patrols. The department offers: escort service to and from campus locations or parking lots; transportation to nearby medical facilities for emergencies; and shuttle buses that circulate the campus. The shuttle also provides transportation to nearby off- campus locations. Emergency call stations are located throughout the campus.

Chester Campus: 610-499-4200 or email campussafety@widener.edu
Refer to the Clinical Year Student Handbook for details regarding student security during the clinical year.

Student Identification (A1.02g)

All graduate students must obtain picture identification cards (ID) from Campus Safety. There is no charge for the ID card. 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.

Parking On and Off Campus

Students should be familiar with Widener University's [Parking Rules and Regulations](#). There is

parking available on and off campus. Students must register with Campus Safety for each motor vehicle owned, operated, or brought onto campus in conjunction with their attendance. Students can obtain an annual parking pass for a fee by completing the [online permit registration system](#). Permits expire on the first day of August annually.

Parking is available off campus. Students should access the [Chester Permit Application Form](#) to check their zone eligibility and apply for a residential parking permit.

[Safety and Security On Campus](#)

Student can download the LiveSafe app. The app is free to download and allows students to access campus safety right from their phone and share their location with a friend if you are walking alone.

Students should be familiar with the Safety Policies, Procedures, & Resources such as the Firearms Policy, Coordinated Community Response Team, Anti-Hazing, and WAVE (Widener Anti-Sexual Violence Education), Reporting Suspicious Activity, and Protecting Yourself and others During a Large-Scale Emergency. These resources can be found on the [Campus Safety website](#).

[Omnilert Emergency Alert System](#)

Students can sign up and access the Widener University Omnilert Emergency Alert System through the MyWidener portal. This system is an emergency notification system for identifying and responding to imminent threats to personal safety. Campus safety will use Omnilert to alert students to imminent threats and instructions to follow to maintain personal safety.

[Inclement Weather Announcements](#)

All notifications about class updates-whether a delayed, shifting to remote, or cancelled will be communicated through Omnilert, the campus alert system.

The IPAE reserves the right to hold classes remotely if the campus is closed due to inclement weather. During the clinical year, students should follow the policies of the clinical site where they are located. See the Clinical Year Student Handbook for more detailed information.

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 would like to attend a career fair or strengthen your resume writing skills, you are 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

The [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 students 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 databases are available: Medline, CINAHL, PubMed, ProQuest Central, EBSCOHost, and UptoDate. 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](#).

The library also offers the [Health Science Subject Guide](#). This Subject Guide offer subject specific research information that highlights databases, books/ebooks, web resources, and reference titles.

Many of the texts used in the IPAE as well as other resources for success in the program are available in the library either in print or electronic.

Other services available by the library: American Medical Association Writing Guide, poster presentation preparation and printing, study rooms, virtual and in-person assistance by expert librarians.

Contact Information:

ask@widener.libansers.com

Text: (610) 642-5423

Call: (610) 499-4066

Health Science Liaison- Ms. Kristina Dorsett

(610) 499-4317

kidorsett@widener.edu

Pride Recreation Center

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

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 gain experience 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 Master 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 improving the lives of the patients they serve.

Core Values

Excellence in teaching
Commitment to service
Diversity and inclusion
Professionalism
Scholarship
Collaboration
Kindness and compassion

University Statement on Diversity, Equity, and Inclusion

We're All Widener—More Than a Saying—It's a Way of Life. 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 will 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, Inclusion and Belonging

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 these only strengthens are understanding and acceptance of our diversity and will make us better clinicians to our patients.

Curriculum Overview (A3.12d)

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

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 (19 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

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 at 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 Institute for Physician Assistant 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 demonstrate to graduate from the Widener Physician Assistant Program.

1. Medical Knowledge

- a. Correlate patient signs and symptoms with disease mechanism in patient care.
- b. Incorporate evidence-based medicine into clinical decision making.
- c. Synthesize the history, physical examination, and results of diagnostic studies to formulate a patient's diagnosis.
- d. Develop pharmacologic and non-pharmacologic treatment plans for individual patients in clinical practice.
- e. Apply health promotion and preventative medicine in patient care.
- f. Order and interpret laboratory and diagnostic tests according to a patient's presenting illness.

2. Interpersonal Communication Skills

- a. Demonstrate patient-centered communication skills.
- b. Engage with patients in a culturally sensitive manner.
- c. Demonstrate professional communication skills with members of the health care team.

3. Clinical Skills

- a. Demonstrate history taking and physical examination skills based on clinical presentations.
- b. Document comprehensive and directed patient encounters

4. Technical Skills

- a. Perform procedural skills based on a clinical scenario.

5. Professional Behaviors

- a. Demonstrate integrity, honesty, beneficence, and professionalism in the practice of patient care.
- b. Uphold the professional standards of care required of a Physician Assistant Student.

6. Clinical Reasoning and Problem Solving

- a. Apply current scientific evidence and practice guidelines to inform clinical reasoning and problem solving.
- b. Demonstrate clinical reasoning and critical thinking skills in the assessment and treatment of patients in clinical practice.

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 technical standards for admission, progression, and graduation from the program for the following technical standards: communication, motor function, intellectual, conceptual, integrative, quantitative abilities, behavioral, and social skills. Students will sign an attestation they have read, understood, and are able to uphold the requirements of these technical standards.

Additionally, 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, and 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 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 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](#). 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.

Professional Conduct Expectations

Professional Behavior and Responsibilities

The IPAE faculty and staff are committed to fostering the professional behaviors expected of new Physician Assistants. Students are expected to:

Arrive on time for all scheduled activities

Notify the appropriate faculty member if they will be late or absent

Contact the administrative support specialist if the faculty member is unavailable

During clinical experiences, students must meet or exceed the expectations of the clinical site in terms of professionalism, punctuality, and task completion.

Accountability and Remediation For Professional Conduct

Students who fail to meet professional standards may be referred to the Student Retention and Promotion Committee. This committee may recommend or require remediation plans. Failure to comply with these plans, repeated unprofessional behavior, or serious misconduct may result in dismissal from the program (See Dismissal Policy).

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, 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.

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.

The Widener University Institute for Physician Assistant Education follows the [Academic Integrity Policy](#) of the University and College of Health and Human Services. If a student is found to have violated the Academic Integrity Policy this will cause a failure of the course with either an (F) or (XF, due to academic fraud) which is grounds for immediate dismissal from the program (See Dismissal Policy).

Dress Code

Students of the IPAE represent their class, the academic program, the university, and the Physician Assistant profession. The way students present themselves reflects their professionalism and commitment to these roles. Students are expected to dress appropriately for all classroom and laboratory sessions. Professional attire is required whenever possible, including: Clinical experiences Guest lectures, University, community, or professional events Professional attire is defined as clothing suitable for a Physician Assistant clinical setting and must meet the expectations of IPAE faculty. Students should refer to course syllabi and faculty instructions for specific attire requirements.

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 for sessions in the lab

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 or preceptor and follow their guidelines. Typically, this will be business casual attire with closed toe shoes. Students must wear an ID badge that always identifies them as A PA student while on their clinical rotation site. Students should plan to wear their short white coat, even if site does not require white coats, unless specifically requested by the preceptor not to wear one.

Attendance & Lateness Policy

Timely and regular attendance is required of students enrolled in the IPAE. Students are expected to be punctual, prepared, and ready for coursework, lab, and clinical experiences. The IPAE feels very strongly that attendance is part of professionalism and frequent absences will directly affect your ability to learn. Students must notify the instructor as soon as possible if they anticipate an absence. For planned absences, notifications should be given in writing at least one week in advance. It is up to the discretion of the faculty instructor of record, medical director, program director, director of clinical education or assistant director of clinical education to grant and excused absence.

Class Attendance: Students are required to attend all scheduled classes, seminars, and workshops whether in-person or virtual.

Participation: Students are expected to actively participate in all class discussions and activities. Active engagement is essential to the learning process. Professional conduct and participation are required during both in-person and virtual classes, including maintaining cameras on during virtual sessions unless otherwise directed.

Lateness: Lateness is defined as entering the class after the designated start time. Students who anticipate being late for class must notify the program as soon as possible.

Excused Absences: Absences may be excused for valid reasons such as illness, family emergencies, or professional obligations. Excused absences may be granted on a case-by-case basis by the course instructor of record, program director, director of clinical education, medical director, or assistant director of clinical education. Documentation of the absence, such as a doctor's note, may be required upon return.

Unexcused Absences: Absences without a valid reason or proper documentation will be considered unexcused.

[Consequences of Excessive Lateness & Absences](#)

After **one** unexcused lateness/absence, the student will receive a **verbal warning**.

After **two** unexcused lateness/absences the student will receive a **written reprimand**. This will be placed in the student record and may affect the student's grade in a course.

After **three** unexcused lateness/absences, the student will be **referred to the SRPC** committee for review and placement on professionalism probation. This will likely affect the grade in the course.

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 to further your pursuit of knowledge about human anatomy. Treat their bodies with respect and make the best possible use of their gift in your dissections.

Student Drug and Alcohol Policy

Students should be aware of Widener University's [Alcoholic Beverage and Controlled Substances Policy](#). This policy encompasses activity on campus or experiences in the community. If a student violates this policy, disciplinary action will be taken and may face immediate dismissal.

Students should be aware that clinical sites may request a drug screening before permitting students to participate in a Supervised Clinical Practice Experience (SCPE). If a pre-rotations drug screening is positive for any reason, it is up to the discretion the clinical site to admit or deny that clinical rotation experience. This may cause a delay in graduation and impose additional cost to the student. See the Clinical Year Student Handbook for more details.

Institute for Physician Assistant Education Policies & Procedures

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](#).

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**.

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.

Student Work Policy (A3.04)

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

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.

Student Identification Policy (A3.06)

Students must be clearly identified in all clinical settings to distinguish them from other health professions, students, and practitioners. The students 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. In some clinical settings the student may be required to wear their short white coat that signifies that they are a student.

Required Health Screening and Immunizations (A3.07a)

Students must provide proof of current immunizations in accordance with the Centers for Disease Control and Prevention (CDC) for health care providers and a health screening. The student should refer to EXXAT for a detailed list of CDC and program requirements and other compliance information. Clinical sites may have specific compliance requirements. Students may be required to obtain new or repeat immunizations or proof of immunity during the didactic and clinical phases.

- COVID-19 vaccine
- Chickenpox vaccine (varicella)
- Flu vaccine
- Hepatitis B vaccine
- Meningococcal vaccine – especially lab workers who work with *Neisseria Meningitidis*
- MMR vaccine (measles, mumps, and rubella)
- Tdap or Td

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.

Bloodborne Pathogens Methods of Prevention (A3.08a)

The principle of universal precautions recognizes that any patient may be infected with microorganisms that could be transmitted to other people. Of particular concern are the primarily bloodborne pathogens HIV (human immunodeficiency virus) and HBV (hepatitis B virus). However, body fluids other than blood, secretions, and excretions are included in universal precautions (See Standard Precaution Guidelines). 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. (See Precautions Guidelines below).

Standard Precautions Guidelines:

Proper hand hygiene before and after patient encounters.

Wear gloves during contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions.

Wear eye protection or face shield during procedures that may splash or spray.

Wear a gown to protect exposed skin or clothing during procedures that may splash or spray.

Do not break, bow, or directly manipulate used needles. Do not “re-cap” a needle.

Dispose of all contaminated articles and materials in a safe manner prescribed by law.

Dispose of sharps promptly in the appropriate, puncture resistant containers.

Reference: [NIH Universal Precautions](#)

The Occupational Safety and Health Administration (OSHA) requires that all health care workers understand the dangers of bloodborne pathogens and how to protect themselves and others. IPAE and many of our clinical facilities require that students have the same education. Students are required to complete an OSHA training module pre-matriculation which is then reviewed during orientation. This training is mandatory, and students receive a certificate of completion that is stored in their secure student file and EXXAT electronic clinical rotation management system. A copy of the certificate will be provided to the student’s clinical site upon request.

Procedures for Care and Post Exposure Policies (A3.08b)

Exposure to bloodborne pathogens is a risk assumed by all healthcare providers. Injury and illness related to exposure to blood/or body fluids may occur at any time during the professional program. Any injury or illness related to exposure to bloodborne pathogens that occur during the didactic phase must be reported immediately to the program. This could include principal, adjunct, or instructional faculty. The incident must be immediately documented with the program by completing an incident report form and submitting it to the program director or designee. The faculty and program director will advise the student to further procedures for emergency or follow up care. Students can access the student's health center or seek care from their primary care provider or other healthcare resources and facilities.

During clinical experiences, students are required to follow facility policy regarding exposure to bloodborne pathogens. Exposure to bloodborne pathogens must be reported via the facility’s reporting mechanism with an additional report made to the clinical principal faculty. The student is also responsible for maintaining health insurance while enrolled in the physician assistant program (see Statement of Financial Responsibility Policy). Individual clinical sites may require additional bloodborne pathogen training as part of their compliance requirements.

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

Wash needlestick and cuts with soap and water immediately.

Flush splashes to the nose, mouth, or skin with water.

Irrigate eyes with clean water, saline or sterile irrigation fluids.

Report the incident to a supervisor.
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 bloodborne pathogens, the student will assume full fiscal 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.

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. The Student health center is available for routine, and sick visits Monday-Friday 9am-5 pm during the school year.

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 immediate referral is determined. If immediate referral is determined, 911 will be contacted and the student will receive emergency treatment. 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.

***If you need help on campus, please call Campus Safety 610-499-4200. In case of emergency, please dial 911 or call 988 for immediate access to the Suicide & Crisis Lifeline.**

[The CARE team](#) consists of faculty across campus trained to identify students at risk who require specific referrals 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 in these areas. A member of the CARE team will reach out to the student to identify the need and take steps to assist the student. The CARE team works in collaboration with the Counseling and Psychological Services team to address the mental health needs of the students.

Academic Standards (A3.15a)

Grading

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	

Students must complete all didactic courses with at least 75 (C) or higher or “Pass” in a “Pass/Fail” course. In the clinical phase, all course requirements must be completed, and you must have a “Pass” in each Supervised Clinical Practice Experience (SCPE) course.

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 placed on academic probation (See Academic Probation Policy) and remediation (See Remediation Policy) of deficiencies will be initiated.

Students must pass the PAS 550 Summative Assessment I course to advance to the clinical phase and PAS 650 Summative Assessment II course to graduate from the program.

Requirements for progression in and completion of the program (A3.15b)

Students must complete all didactic courses with at least 75 (C) or higher or “Pass” in a “Pass/Fail” course to advance to the clinical phase of the program.

Students may not be on probation (See Academic Probation Policy) at the end of the didactic phase to advance to the clinical phase.

Students must pass the PAS 550 Summative Assessment I course to advance to the clinical phase.

Students are required to pass each individual assessment component for every SCPE to earn a passing grade in the SCPE course (See the clinical year handbook for details).

All required documentation requirements for each SCPE must be completed (See each SCPE Syllabi for details) to progress to the next rotation.

Students must pass the PAS 650 Summative Assessment II (clinical year) course to graduate from the program.

Students must complete a petition to graduate by November 1st (for May graduation).

Meet all financial obligations, including graduation fees.

Meet all other requirements set forth by the Institute, the College, and the University as noted in official publications.

Academic Probation Policy

If a student's GPA falls below a 3.0, the student will be placed on Academic Probation. They will have one semester to raise their semester GPA to a minimum of 3.0. If they are unsuccessful, they will not be able to continue in the program. This policy refers to the Fall I, Spring I, and Summer I semesters. At the completion of the Fall II semester, the student must have a cumulative GPA of 3.0 to progress to the clinical phases of the program.

Rounding Policy

Each course coordinator within the IPAE program has the discretion to determine whether final course grades will be rounded to the nearest hundredth (e.g., 89.495% may be rounded to 89.50%). This decision must be clearly communicated to students at the beginning of the course, typically through the course syllabus.

To ensure fairness and transparency, course coordinators who choose to implement rounding must apply the policy consistently to all students within the course. The rounding policy, if applied, should be based on objective criteria and not on individual student circumstances.

Students are encouraged to review the course syllabus and consult with the course coordinator if they have any questions regarding the grading and rounding policy.

Remediation Policy (A3.15c)

If a student does not meet academic competencies or professionalism standards of the IPAE program, remediation strategies will be initiated. Remediation is individualized to address deficiencies in student progress in areas that are deemed essential for successful completion of the program. 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 process is meant to be a positive experience and enhance the student's academic and professional preparedness for clinical practice.

The referral of students in need of additional help may occur in the following ways. ways:
Student Self-Referral: A student may self-refer and request extra help by meeting with the instructor of record, and/or their faculty advisor. This may result in additional referrals to University Resources.

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. The instructor of record tracks student progress and identifies students at risk. If a faculty member identifies a student at risk, they will take

immediate action and may refer to the student for additional services or remediation.

If a student is not meeting competencies in a didactic course, semester, or a SCPE clinical course they may be placed on an individualized remediation plan:

Didactic Course Remediation

The faculty instructor of record in each course tracks student progress. If a student is not meeting competencies (ie. failing an assessment), the student will meet with the course instructor to discuss potential interventions which may include a formal remediation plan. If a formal remediation plan is implemented, the faculty instructor of record will track the progress of the student under this plan. The instructor may reach out to the SRPC for more formal recommendations and student support. If a student is deemed to be failing at mid-term, the faculty instructor of record will refer the student to the SRPC for further evaluation and tracking of student progress as this student is now a “student at risk.”

Semester Progression

If a student’s semester GPA falls below a 3.0, they will be automatically referred to the Student Retention and Promotion Committee (SRPC) and placed on Academic Probation (See the Academic Probation Policy). After meeting with the SRPC the student will be issued a formal remediation plan. The SRPC will track the remediation plan and student progress.

Clinical Course Remediation

End of Rotation Exam: At the conclusion of the rotation, the student will return to school for Interim Education Week (IEW) to take the Physician Assistant Education Association (PAEA) End of Rotation Exam (EORE). If the student fails to pass the EORE on the first attempt, the student will be granted **one** opportunity to retake the exam during the designated IEW after a period of remediation. Students are responsible for coordinating with the clinical education faculty to ensure timely completion of retake exams and any required remediation activities. If the student is unsuccessful in passing the retake exam it will result in failure of the clinical rotation. The student will be required to repeat the clinical rotation associated with that exam. The repeat clinical rotation will be scheduled at the end of the clinical year after the last rotation has been completed. This may result in a delay in graduation. (See Clinical Year Handbook pp 13 and SCPE Syllabi).

Preceptor Evaluation: A score below three in the Professional Behaviors category on the PES, will result in automatic failure of the rotation; remediation will be initiated and the rotation must be repeated. If a student scores below a three in any other category on the PES or receives a “not observed” on any technical skill, remediation will be initiated. If the student successfully completes the remediation, the student will pass the rotation. If the student is unsuccessful in completing remediation, the student will fail the rotation, and the rotation will need to be repeated. The student may fail and repeat no more than **two** clinical rotations. Failure of a

repeated clinical rotation for any reason will result in an evaluation and determination by the SRPC of whether the student may continue in the program or will be subject to dismissal. Please refer to the PA Program Handbook for details regarding SRPC procedures.

Written Case Report: This assignment is due at the end of the rotation. Upload the completed Written Case Report to the EXXAT management system by Sunday 11:59 pm at the end of the rotation. To pass this assessment, the student must earn a score of 75% or higher. See grading rubric (Appendix A). If unsuccessful on the first attempt, the student will receive feedback from a designated faculty member on the report and must resubmit the assignment to achieve a grade of 75% or higher. Failure to meet a passing grade of 75% or higher on the second attempt will require the student to repeat the assignment using a new case.

Formal Referral to SRPC: If a student's semester grade falls below 3.0, the student is automatically referred to the Student Retention and Promotion Committee (SRPC) for formal evaluation and a remediation plan. At this point, the 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 reinstatement). A formal remediation plan will be developed and tracked by the SRPC committee.

Student Retention and Promotion Committee (SRPC) Procedures

When a student is placed on academic probation, the student will be referred to the Student Retention and Promotion Committee (SRPC) for monitoring and support. The following procedures apply:

The student will be notified via their Widener University email by the SRPC Chair or designee of their academic probation status. A meeting will be scheduled between the student and the SRPC Chair or designee. Prior to the meeting, the student will be asked to reflect on their academic preparation, study strategies, and any factors that may have contributed to their academic performance. Based on this discussion, the SRPC will determine appropriate referrals to university support services, if indicated, and establish a plan to monitor the student's progress.

Students may also be referred to the SRPC for violations of professional conduct policies. In such cases, the SRPC Chair or designee will meet with the student and require a written self-reflection addressing the professionalism concern. The SRPC will review the self-reflection and any relevant documentation to determine an appropriate remediation plan. Upon completion of the remediation requirements, the SRPC will evaluate whether the student may be removed from professionalism probation.

All remediation plans are developed collaboratively with the student, documented in writing, and signed by both the student and the SRPC Chair or designee. The final remediation plan is placed in the student's academic record.

The SRPC also reviews students who petition for re-instatement (See the Deceleration Policy and Procedures).

Methods of Remediation

The Widener University IPAE emphasizes achievement of program competencies, goals, and objectives as outlined in the program mission, values, syllabi, and competency statements. Remediation plans are individualized based on the students' specific areas of deficiency and are developed in consultation with the appropriate course coordinator to support successful progression in the program.

Deceleration Policy (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. Deceleration can occur when a student encounters a need to take a leave of absence. Students taking a leave of absence may submit a request to decelerate to the Program Director who will forward the request to the Student Retention and Promotion Committee (SRPC). If the student was in good standing both academically and professionally, they may be granted permission to decelerate to the next matriculating class. The SRPC will compose a plan for deceleration which the student and the Chair of the SRPC, or the Chairs' designee, will sign. The plan will be kept in the permanent student record.

Students who have not met academic standards (75 % or better in all courses) and face dismissal from the program may apply for deceleration and reinstatement. The deceleration and reinstatement request due to academic failure requires the student to submit a written request to the Program Director who will forward it to the Student Retention and Promotion Committee (SRPC) for review. The request should include a self-reflection detailing the reasons for past academic difficulties, lessons learned, and changes that will be made going forward. The request should also include a proposed plan, including classes to be repeated and specific strategies and resources to be utilized to ensure academic success.

The SRPC will render a decision on the deceleration and reinstatement request based on the submitted materials and any additional information gathered during the review process including academic records and course performance. The student will be notified promptly in writing of the committee's decision. If the student is granted deceleration and reinstatement, the SRPC will compose a plan for reinstatement, delineating the courses to be repeated, the benchmark for successful completion, and any other relevant conditions for success. The plan for reinstatement will be signed by the student and the Chair of the SRPC, or the Chair's designee, and will be kept in the permanent student record and the student will matriculate with the next cohort. If the deceleration and reinstatement request is denied, the student may appeal the decision by following the appeals/grievance process stated in the IPAE handbook. A student may petition for deceleration and reinstatement only one time during their tenure in the physician assistant program. Deceleration and reinstatement will result in a delayed graduation.

Dismissal Policy (A3.15d)

Any violation of the following behaviors may be grounds for immediate dismissal from the program as decided by the Program Director:

- Violation of student conduct policies
- Violation of academic or professionalism policies
- Failure to meet the academic standards expectations detailed in the Academic Standards section of the IPAE handbook and Clinical Year Student Handbook
- Failure to meet the requirements for progression through the didactic or clinical phases of the program detailed in the Academic Standards section of the IPAE handbook.

Student dismissal is communicated by the program director to the student in writing 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, (3) academic performance that is below acceptable program standards, and (4) Violations of the Academic Integrity Policy/academic fraud.

Student dismissal will be communicated by IPAE Program Director to Associate Dean and/or the Dean of the College of Health and Human Services. Students may choose to appeal the decision and may follow the Appeals Procedure outlined in the IPAE Handbook and the [Graduate Catalog](#).

Withdrawal Policy and Refunds of Tuition and Fees (A3.15d) (A1.02k)

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. The student must provide written notification of withdrawal to the Director of Graduate Admissions and Enrollment Management. The PD will also communicate withdrawal to Enrollment Management Services and ensure updating of student record.

If, in the future, the student wishes to resume studies, they must reapply with no guarantee of admission. The program does not grant advanced placement in the program; therefore the student must start the lock-step program from the beginning. Students should be familiar with the [Graduate Tuition and Payment Guide](#) for policies for tuition refunds found on a page 4 of the 2025-2026 guide.

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.

Student Harassment, Mistreatment and Nondiscrimination Policy (A3.15f)(A1.02j)

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 clinical faculty and the Program Director immediately.

Reporting options:

Private Reporting:

- Campus Safety at (610)499-4200
- Report online, using the [‘Report and Incident’](#) Form
- TitleIX@widener.edu

Mostly Confidential Reporting:

Any student can email our “Mostly Confidential” Reporters to schedule a time to meet with them to make mostly confidential reporting:

- Victoria Fine, Director of Student Organizations – vfine@widener.edu
- Justin Johnson, Associate Director of Advising and Retention- jjohnson@widener.edu

Strictly Confidential Reporting:

- Health Center at (610) 499-1183
- Counseling and Psychological Services (610) 499-1261
- Riddle Hospital (484) 277-9400
1068 West Baltimore Pike, Medial PA 19063
- Delaware County Victim Assistance Center (610) 566-4342 (24-hour hotline)
- Domestic Abuse Project of Delaware County (610) 565 4590 (24-hour hotline)
- Mazzone Center (serves LGBTQ community) (215) 563-0652

Title IX

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 as possible. Please see the [Title IX](#) website for campus resources.

The Title IX office is in Old Main, ground floor
(610) 499-1301
titleix@widener.edu

Student Grievances and Appeals (A3.15g)

Students should be aware that policies and procedures relating to the handling of student grievances and appeals in the [Widener Graduate Catalog](#) and College of [Health and Human Services Graduate Catalog](#) as the IPAE follow these policies.

If a student wishes to appeal a course grade or dismissal from the program, the appeal must be submitted in writing to the Program Director (PD) within 10 business days of notification. The PD will forward the appeal to the Student Retention and Promotion Committee (SRPC) for review and recommendation. If the appeal is denied by the SRPC, the student may submit a formal written appeal to the Dean of the College of Health and Human Services within 10 business days of receipt of the SRPC decision. If the matter remains unresolved, the student may appeal in writing to the Academic Council of the College of Health and Human Services within 10 business days of the Dean's decision. The Academic Council is chaired by the Dean and includes the Vice Chair of the College Faculty, all Center and Institute Directors, and one faculty representative from each Center and Institute. If the appeal is denied at this level, the student may submit a written appeal to the Provost within 10 business days.

Student Advising (A2.17)

Once enrolled in the PA program, students will be assigned a faculty member who will serve as their advisor for the duration of their tenure in the IPAE program. The purpose of the advisor is to provide academic coaching, mentorship, and support through the program. The advisor may be involved in remediation, and disciplinary action if necessary. See Clinical Year Student Handbook for details regarding student advising during the clinical year.

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 precautions 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 breeches 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>

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.

Assessment Policy

All assessments are validated by course instructors (see course instructors for explanation of validation processes). Individual assessments are not generally reviewed but may be reviewed on a case-by-case basis. This is up to the discretion of the course instructor of record. You will be given a piece of paper during your exam to document two challenge questions that you may submit to the instructor upon completing the exam. Your challenges questions will be reviewed by the course instructor during the exam validation process.

Assessment Day Procedure

All personal belongings will be placed at a designated area as instructed by the course instructor or test proctor. All electronics will remain with the students' belongings including smart phones, smart watches etc. Students may use pre-approved ear plugs. No ear buds or headphones are permitted during exams.

Make up Assessments

If a student misses an exam, it is their responsibility to contact the course instructor to arrange a make-up exam. If the assessment is missed due to an *unexcused* absence, the student may not be given the opportunity to make up for the exam and will receive a grade or “0.” Make up exams is at the discretion of the course instructor. If a student arrives late to an assessment, it is at the

discretion of the course instructor as to whether the student is permitted to take the exam. No additional time will be added to the exam.

Summative Assessment Re-takes

Students are required to take summative assessments at the end of the didactic and clinical phases of the program. These assessments must be passed individually to continue in the program. These summative assessments include the End of Didactic Exam and OSCE I at the end of the didactic phase, and the End of Curriculum Exam and OSCE II during the last four months of the program before graduation. If a student is not successful in passing each summative assessment, they will have one opportunity to re-take the assessment after a period of remediation. The student will receive the minimum passing score of (75) on the re-take exam. The student must pass each summative assessment individually to continue in the program. If a student fails a clinical year summative assessment (i.e. End of Curriculum Exam and OSCE II) they may have a delayed graduation and incur an extra cost.

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.

Compliance Standards

Throughout the program, students are required to maintain specific compliance standards. Details regarding compliance requirements can be found in EXXAT. Additionally, clinical sites may require site specific training and compliance. See Clinical Year Student Handbook for further guidance.

Compliance may include but is not limited to:

- PA Child Abuse History
- PA Mandated Reporter Training
- Criminal background check
- FBI fingerprint results

- Urine Drug screen
- Valid identification
- Proof of health insurance
- HIPPA Training
- OSHA Training
- Health Screenings and Proof of Immunizations

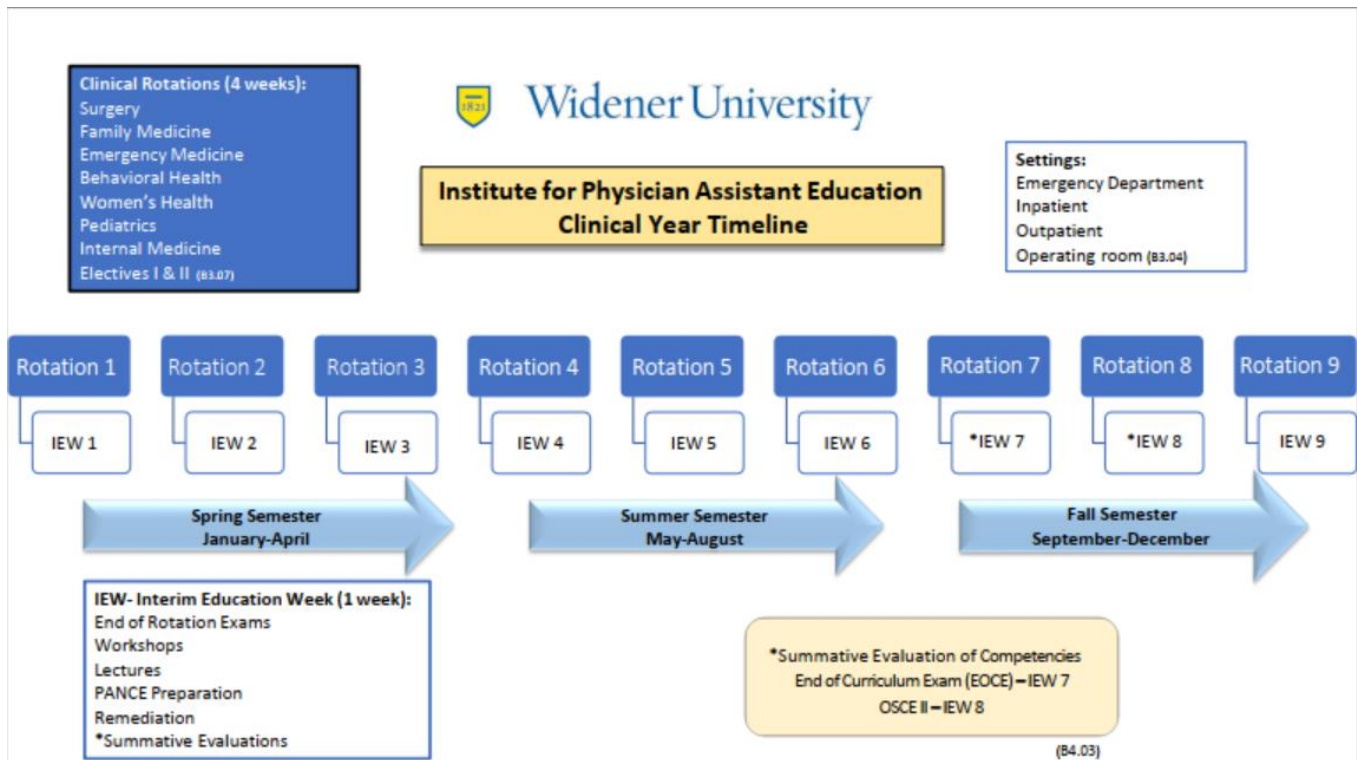
Patient Confidentiality (HIPAA)

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



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 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: Yes No
Location of Incident: (clinical site/hospital)		
Description of Event:		
Did you receive treatment for your injuries? Yes No		
Do you feel you need additional services due to this injury? Yes 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 do not 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 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 of 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 on 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 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.

o ***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.

I didn't understand what the question was asking

Understood what the question was asking but wasn't sure about the content

Careless mistake

I didn't know the material because I didn't study this or I'm not sure we ever talked about this

Other