Creighton
UNIVERSITY

School of Medicine
Physician Assistant Program
OMAHA

STUDENT HANDBOOK

Academic Year
2024-2025

2500 California Plaza

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Omaha, NE 68178

https://www.creighton.edu/academics/programs/physician-assistant-ms

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Table of Contents

Creighton PA Program Student Handbook

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Message from the Director

Greetings,

As Program Director, I offer an enthusiastic welcome to the Creighton University Physician Assistant class of 2026. The faculty and staff of the Creighton PA program are dedicated to supporting you throughout your academic path to become a PA. We encourage you to explore your potential and hope to foster in you a commitment to lifelong learning.

This program was built upon the central tenets of academic excellence and service to humankind. We uphold the Ignatian principles upon which Creighton University was founded and believe your journey through this program will transform you, both personally and professionally.

On behalf of the program's faculty and staff, congratulations, and let the journey begin!

Stephane P. VanderMeulen, MA, MPAS, PA-C
Associate Professor
Program Director, Creighton University PA Program
Chair, Department of Health Professions, Creighton School of Medicine

All program procedures and policies apply to all students enrolled in the Creighton University PA Program-Omaha. All PA program personnel, including the Program Director, Medical Director, faculty, and staff, are expected to abide by and apply the policies contained herein equally to all students, regardless of the location at which instruction occurs. Creighton University has the right to modify, amend or terminate policies at any time

1. **Mission and Goals**

   1.1. Creighton University Mission

   Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate, and professional programs. As a Catholic institution, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church. As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ. As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical, and recreational aspects of students' lives and to the promotion of justice. Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief, and religious worship. Service to others, the importance of family life, the inalienable worth of each individual, and appreciation of ethnic and cultural diversity are core values of Creighton. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

   1.2. Physician Assistant Program Mission

   The Creighton University Physician Assistant Program mission is to foster a tradition of excellence by transforming learners into compassionate physician assistants who are dedicated to exemplary patient care. Rooted in our Ignatian heritage, we empower students to realize their full potential through a commitment to professional growth and service to humanity.

   1.3. Physician Assistant Program Goals

   Goal 1
   Increase the diversity of the PA workforce by recruiting, retaining, and graduating students from diverse backgrounds.
   Creighton is committed to improving the diversity of the health care workforce. The PA program values and embraces a diverse community that reflects different races and national origin, ethnicity, age, culture, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, religious affiliation, spiritual practice, and mental and physical ability.

   Goal 2
   Support a culture of service to others and to community.
   Consistent with our mission, service to humanity will be emphasized throughout the program. The admissions process will select applicants who have demonstrated a commitment to service to others. Service activities will be incorporated into the curriculum, and students will be encouraged to seek extracurricular service opportunities.

   Goal 3
   Foster the personal and professional development of students as medical providers.
   A commitment to personal and professional growth is a program priority. Students will

5

participate in a dynamic curriculum that integrates ethical and professional principles throughout, allowing for student growth and a better understanding of one's own biases and beliefs. This process will involve instruction, mentoring, and feedback, as well as self-reflection activities. Professional behaviors will be evaluated by faculty and clinical preceptors using professionalism evaluations. Feedback and mentoring will be provided on an ongoing basis. Students will be asked to reflect on their professional behaviors and to explore their own personal set of values and beliefs.

Goal 4
Deliver an educational experience that provides students with the knowledge and skills necessary for entry level practice as physician assistants.
Students will participate in an integrated curriculum and a broad array of clinical experiences that will prepare them to enter the workforce in a wide variety of practice settings.

Goal 5
Achieve a first-time PANCE pass rate that is above the national average.
This goal will be measured annually with the NCCPA provided data on program first-time pass rate as compared to the national average.

2. Management
2.1. PA Program

The PA Program is administratively housed in the Department of Health Professions, a department of the Creighton University School of Medicine. The PA Program is led by the Program Director, who reports directly to the Chair of the Department of Health Professions and, in turn, the Dean of the School of Medicine. Faculty and staff of the PA program report to the PA Program Director. All principal faculty of the PA Program have primary faculty appointments in the Department of Health Professions within the Creighton School of Medicine but may hold secondary academic appointments to other departments in schools or colleges within the university.

2.1.1. PA Program Office Policies

2.1.1.1. Faculty Office Visits
In addition to teaching, faculty have other administrative, research, and clinical responsibilities. Whenever possible, students are encouraged to make an appointment if they wish to speak with a faculty member. Appointments can be made by contacting individual faculty members directly via phone or email. Time spent with faculty should be for counseling, advisement, questions, or other concerns related to Program performance. Drop-in appointments may be accommodated, however, students must stop at the PA office front desk and ask program staff to check the faculty member's availability before proceeding to their office.

2.1.1.2. Official Communication
Email is the official form of communication between administration/faculty/staff and students during both phases of the program. All students will be assigned a Creighton University email address. All PA program communication to students will be directed to CU email accounts. It is the responsibility of students to check their Creighton-issued email account for announcements daily. Students should communicate with the program, faculty, and staff via email and not through text messages, social media accounts or other means.

2.1.1.3. Faculty as Medical Providers
Faculty members, including the Program Director, principal faculty, and the PA Program's Medical Director, are not allowed to serve as health care providers or to give personal/family medical advice to PA students except in emergencies. Please refrain from approaching faculty members with personal medical questions. Similarly, asking guest lecturers or instructional faculty for personal/family medical advice is unprofessional and inappropriate.

2.2. Office of Student Affairs
The Office of Student Affairs is directed by the School of Medicine's Associate Dean for Student Affairs, and is responsible for overseeing all student services within the school. In addition to the Associate Dean, the Office of Student Affairs includes individuals with duties and responsibilities for student affairs for the PA program, including the Financial Aid Coordinator and Academic Success Consultants.

Financial Aid Coordinator: The Financial Aid Coordinator is responsible for assisting students with financial aid applications, loan processing, and scholarship information. The coordinator provides debt management counseling, offers financial aid exit interviews for all students, and is responsible for maintaining the financial records for Student Affairs.

Academic Success Consultants: The Academic Success Consultants are responsible for assessing students' academic problems and assisting students with study and test-taking skills. The Academic Success Consultants also oversee the student tutoring, preview/review sessions, supplemental instruction program, and Vital Signs Mentoring Program.

3. **Technical Standards**

The MPAS degree attests to the mastery of general knowledge in all fields requisite for the practice of medicine. The awarding of the MPAS degree signifies that the holder is a person who is prepared for the practice of medicine. Thus, the graduate of Creighton University School of Medicine's PA program must possess the knowledge and skills to function in a wide variety of clinical settings and to render a wide spectrum of patient care.

To acquire the necessary knowledge and skills, PA students must possess certain sensory and motor functions to permit them to carry out the activities described below. PA students must be able to integrate all information received by whatever sensory function is employed and to do so consistently, rapidly, and accurately. Furthermore, students must be able to learn, integrate, analyze, and synthesize data.

PA students must demonstrate the ability to tolerate physically challenging workloads and to function effectively under stress. Attending to the needs of patients is at the heart of becoming a PA. Academic and clinical responsibilities of PA students may require their presence during daytime and nighttime hours, any day of the year.

Candidates for the PA degree must have a variety of abilities and skills including: observation; communication; motor; intellectual-conceptual, integrative, and quantitative; and attitudinal-behavioral, interpersonal and emotional.

Technological accommodation is available to assist in certain cases where technical standards cannot be met by the student and may be permitted in certain areas. However, under all circumstances, students should be able to perform in a reasonably independent manner.

- Observation: Students be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand. PA students must be capable of reviewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from the patient.

- Communication: Students must be able to communicate with patients and colleagues. They should be able to obtain the history of a patient and respond to the patient. Students must be able to read and write in standard format and must be able to interact with computers in rendering patient care. Candidates and students must be proficient enough in English to prepare a legible patient evaluation and present the evaluation orally in a focused manner to other health care professionals. Students must be able to communicate effectively with patients and family members and elicit a clinical history. Students must be able to access and use electronic systems sufficient to review and create documentation in electronic records.

- Motor: Students must have sufficient motor function so that they are able to execute movements reasonably required to perform a physical examinations and diagnostic maneuvers, including the ability to inspect various physical signs and recognize normal versus abnormal findings. They must be able to elicit information from patients using the techniques of inspection, palpation, auscultation, percussion, and other diagnostic maneuvers. They must be able to execute the motor movements reasonably required to provide general care and emergency treatment to patients in accordance with currently acceptable medical practice. Students must be able to utilize gross and fine manual palpation, touch, vibratory sensation, and temperature sensation in describing and evaluating various body parts.

- Intellectual-Conceptual, Integrative and Quantitative Abilities: Students must possess a range of skills that allow mastery of the complex body of knowledge that comprises a medical education. Students must be able to recall large amounts of information; perform scientific measurements and calculations; and to understand and cognitively manipulate three-dimensional models. Students must be able to learn effectively through a variety of modalities, including but not limited to: classroom instruction, small group discussion, individual reading and study of materials, preparation and presentation of written and oral reports, and use of computer-based technology. Students must exhibit sufficient reasoning abilities to analyze and synthesize information from various sources. The program's expectation is for the student to be capable of rendering patient care by solving complex problems and making diagnostic and therapeutic decisions in a timely fashion.

- Attitudinal, Behavioral, Interpersonal, and Emotional Attributes: Because the medical profession is governed by generally-accepted ethical principles and by state and federal laws, candidates and students must have the capacity to learn and understand these values and laws and to perform within their guidelines. PA students must be able to relate to patients, staff and colleagues, with honesty integrity, non-discrimination, self-sacrifice, and dedication. PA students must be able to develop mature, sensitive, and effective relationships with patients.

  PA students must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making. Students must be able to communicate and care for persons whose culture, sexual orientation, or spiritual beliefs are different from their own in a non-judgmental way. Students must be able to

examine the entire patient of any gender, regardless of the student's social, cultural, or religious beliefs.

Students must be of sufficient emotional and mental health to utilize their intellectual abilities fully, to exercise good judgment, to complete patient care responsibilities promptly, and to relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect.

Students must be able to modify their behavior in response to constructive feedback. They must be capable of being non-judgmental when caring for a patient and not allow their own personal attitudes, perceptions, and stereotypes to compromise the care of a patient.

A candidate for the PA degree should be able to perform and achieve these standards in a reasonably independent manner. Students will be assessed regularly on their abilities to meet the requirements of the curriculum according to the academic, professional, and technical standards of the PA program.

The program will consider for admission any candidate who demonstrates the ability to perform the skills and abilities specified in these technical standards with or without reasonable accommodations consistent with the Americans With Disabilities Act. Candidates for the PA degree will be assessed on a regular basis according to the academic standards and technical standards of the PA program. Students interested in requesting accommodations are encouraged to read section 4.2 of this document.

4. **Student Rights**
   4.1. Equity and Inclusion

   Creighton University, through its Catholic and Ignatian heritage, is inspired to celebrate diversity and promote justice. Creighton University faculty, staff, students, and administrators seek to foster an environment of awareness, inclusion, and compassion for every individual in our community. In this effort, the Creighton University Division of Equity, Diversity, and Inclusion supports multiple programs and offices: https://www.creighton.edu/about/diversity-and-inclusion.

   Additionally, the Creighton University School of Medicine seeks to operationalize an inclusive academic medical environment through the Office of Diversity and Inclusion: https://medschool.creighton.edu/about/administrative-areas/office-diversity-and-inclusion.

   4.2. Accessibility

   Creighton University is committed to providing services and resources to meet the needs of qualified students with disabilities, ensuring equal access to academic programs and University facilities. The Office of Student Accessibility Services coordinates the process through which all students request and receive reasonable accommodations, working closely with faculty and staff to meet individual needs.

   Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 provide for reasonable accommodations and services to qualified individuals with disabilities. Students with qualified disabilities may request reasonable accommodations and services. A three-step process is required to complete a request for accommodations – completion of an intake form, submission of documentation, and a meeting with a representative from the Office of Student Accessibility Services. Written documentation of the disability must be provided to the Office of Student Accessibility Services by a qualified

evaluator, as determined by the director of disability services. The evaluator should provide current recommendations for a postsecondary setting.

Once acceptable documentation of disability is on file, as determined by the Office of Student Accessibility Services, accommodations will be provided in as reasonable a time as the circumstance of the request for accommodation warrants. Accommodations may be requested at any time; however, given that there are multiple steps included in the process, the PA program recommends students request accommodations at least five (5) weeks in advance of a course or clinical experience to ensure such accommodations are granted in a timely manner. Accommodations may not be retroactively applied.

More information and access to the portal to initiate student accessibility procedures can be found at https://www.creighton.edu/student-success/student-accessibility-services. Students may contact the office by calling 402-280-5733 or by emailing SAS@creighton.edu.

4.3. Student Grievances

4.3.1. Harassment and Discrimination
Creighton University believes that individuals should be treated with respect and dignity, and that any form of harassment, discrimination, sexual and/or relationship misconduct is a violation of human dignity. The mission statement of Creighton University states: "Creighton exists for students and learning." Thus, it is vital to create a positive learning environment for learners at all levels of education (including undergraduate students, graduate students, medical students, hospital residents, and fellows). Mistreatment of students/learners and abuse of power are unprofessional and antithetical to the Creighton mission.

Individuals who believe themselves to be victims of harassment or discrimination should immediately report the details to the Office of Title IX and Civil Rights Compliance via the online reporting form found at: https://www.creighton.edu/safety/tell-someone. The Creighton University policies on harassment, discrimination, sexual and relationship misconduct can be found online at: https://www.creighton.edu/generalcounsel/title-ix-compliance. Additional information and support is available at the Office of Community Standards and Wellbeing: https://studentlife.creighton.edu/about/departments-staff/office-community-standards-and-wellbeing
Individuals may also receive support from Creighton's Violence Intervention and Prevention Center. See: https://www.creighton.edu/generalcounsel/violenceinterventionandpreventioncenter/

4.3.2. Procedure for Reporting Unacceptable Behaviors
Students/learners are encouraged to report unacceptable behavior as soon as possible following the incident(s). Observers are also encouraged to report witnessed incidents of unacceptable behavior.

- As noted in the University's Policies, a member of the University community who believes himself or herself to be the victim or harassment and/or discrimination, or any individual who has witnessed or has knowledge of such conduct is encouraged to report the information to the University to enable it to investigate and to take corrective action where appropriate. (See section 4.3.1)

- Reports of incidents should be made to the Associate Dean for Student Affairs (402-280-2905) in Omaha or https://studentlife.creighton.edu/about/departments-staff/office-community-standards-and-wellbeing. Reports can also be made directly to the Office of Title IX & Civil Rights Compliance (402-280-3189) or (602-812-4590) or through the Tell Someone Online Reporting System at https://www.creighton.edu/safety/tell-someone.
- The Associate will first consult with the Office of Title IX and Civil Rights Compliance to determine if the reported incidents falls under University Policy. Incidents that fall under University policy will be investigated and adjudicated by the Office of Title IX and Civil Rights Compliance. Incidents that do not fall under University policy will be investigated and adjudicated by the School of Medicine in accordance with this policy (see Investigations of reports of unacceptable behavior below).
- The Office of Student Affairs, the PA Program and the Office of Title IX and Civil Rights Compliance will make all reasonable attempts to maintain confidentiality and to protect students from harm or retaliation. Any form of retaliation following the reporting of alleged unacceptable behavior is forbidden, and complaints of retaliation will be dealt with through applicable university policies or by the Dean of the School of Medicine.

Investigations of reports of Unacceptable Behavior:

- Within ten (10) days of receiving the report of Unacceptable Behavior, the Associate Dean for Student Affairs will discuss the incident(s) with the PA Program Director and require an immediate investigation of the incident(s).
- For complaints against the Associate Dean for Student Affairs, the Dean of the School of Medicine will either oversee the investigation or delegate the investigation. In the event of an allegation of conflict of interest, the Dean shall, with consultation with the Office of General Counsel, determine if a conflict exists and how to resolve it.
- Where a complaint involves clinical site employees as witnesses or accused parties, the Responsible Official may, after consultation with and assistance of the Office of General Counsel, notify the clinical site if deemed appropriate.
- Upon receiving the report of incident(s) of alleged Unacceptable Behavior, the PA Program Director will institute an investigation and develop an action plan for resolution of the problem and/or discipline of the responsible individual(s), if the allegations are substantiated.
- The PA Program Director will prepare a written report of the action plan and/or disciplinary actions; normally this report will be given within one (1) month to the Associate Dean for Student Affairs.
- Upon receipt of the written report of the action plan and/or disciplinary actions, the Associate Dean for Student Affairs will inform the reporting party that the matter is concluded. Where appropriate, the Associate Dean will inform the reporting party of corrective action taken.

If a complaint cannot be resolved after exhausting the institution's grievance procedure, the student may contact the state licensing authority, the University's accreditor or state attorney general. A complete list of contact information for state licensing authorities is available by clicking on the State Contact List link at: https://www.creighton.edu/office-president/student-complaint-0.

4.3.3. Academic Grievances

4.3.3.1. Course Grade Disputes
Students may dispute a final course grade of Unsatisfactory (UN) that they believe has been assigned in an arbitrary or capricious manner. The student must first attempt to informally resolve grade disputes with the course director. The student must request information regarding grade resolution from the course director within five (5) working days of the issuance of the grade. Normally, both parties must participate in the informal resolution within three (3) working days of the request. The student and/or the course director may request the involvement of the Director of Didactic Education during informal resolution.

If the grade dispute is not resolved informally, the student may formally escalate the grade dispute to the PA Program Director. To initiate the grade grievance process, the student must submit in writing why the student believes the grade was assigned in an arbitrary or capricious manner. The student must submit the grade grievance, along with any supporting documentation, to the PA Program Director within five (5) working days of failing to resolve the issue informally. Following receipt of a grade grievance, the PA Program Director will chair and appoint an ad hoc Grievance Committee composed of two faculty who are not the course director of the disputed course grade and the PA Program Medical Director. The chair is a non-voting member, except in the case of a tie vote.

The Course Director will provide the committee with the course syllabus, any additional information on course grading policy, and documents evaluating the student's performance, as well as any other pertinent information requested by the committee. This information will also be provided to the student making the grade grievance. The student will also be required to submit any pertinent documentation requested by the committee. The committee may seek any additional witnesses or information it requires to review the matter.   Within 10 working days of being convened, the Committee will conduct its initial review of the student's grade grievance and shall normally determine an outcome within 15 working days. If the committee upholds the grade, the PA Program Director will inform the student in writing that the grade grievance is denied, and the process is terminated. Otherwise, the committee will identify any mechanisms that were applied arbitrarily and capriciously and return the matter to the Program Director. The Program Director will present the decision to the Course Director, who will correct the identified problems and recalculate the grade of the student filing the grievance. The Program Director will then inform the student, in writing, of the decision, and the process is terminated. All decisions rendered by the Grievance Committee are binding and final.

4.3.3.2. Decisions of the Student Advancement Committee
The PA Program Student Advancement Committee is charged with making recommendations for student advancement, remediation, deceleration, and dismissal for academic and professional issues. Students who wish to appeal the decision of the PA Program Student Advancement Committee may appeal the decision to the PA Program Director.

The student must submit a written appeal of the Student Advancement Committee's decision to the PA Program Director within 10 calendar days of the student being notified of the Committee's decision. Such appeals may only be made based upon one or more of the following reasons: the Student Advancement Committee did not follow its established policies or procedures; the sanction was disproportionate to the violations committed, considering relevant aggravating or mitigating circumstances; the decision was clearly unsubstantiated by the evidence; and/or new information becomes available which was not available during the investigation. The PA Program Director will review the student's academic record, the Student Advancement Committee's report, case documents and committee recommendation, and the information provided by the student in their appeal.

The Program Director may:
- Send the case back to the PA Program Student Advancement Committee, with feedback, for reconsideration. The Committee will then reconvene and review the case with the Program Director's feedback in consideration. The committee's decision to either uphold the original recommendation or amend the recommendation will then be forwarded to the PA Program Director for final decision. The Program Director may only return the case to the PA Program Student Advancement Committee one time.
- Overturn.in whole or in part, the PA Program Student Advancement Committee's decision.
- Uphold the decision, in whole or in part, of the PA Program Student Advancement Committee and the decision will stand as final.

If a student wishes to appeal the decision of the PA Program Director, the student may appeal to the Dean of Medicine within five (5) business days of the PA Program Director's decision. In this instance, the student will submit a written appeal outlining the reasons they believe that the appeal is warranted based on the criteria of procedural error or inconsistency with the policies of the PA program. The entire appeal file will be submitted to the Dean for review. The Dean may interview any of the involved parties or witnesses. A final decision by the Dean will be made within 15 days of receiving the written appeal and case documents. All decisions made by the Dean are final and binding, except as provided in the Creighton University Student Handbook, which allows further appeals where a serious penalty is incurred.

5. **Academic Records**
   5.1. Confidentiality of Student Records
   Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Please refer to the Office of the Registrar for policies and procedures related to student privacy rights under FERPA at http://www.creighton.edu/registrar/confidentialityprivacyferpa/

   5.2. Transcripts
   The student's academic transcript is maintained in the Creighton University Office of the Registrar. Creighton University partners with the National Student Clearinghouse Transcript Ordering Center to provide copies of transcripts. Current and former students may order transcripts online at any time for a nominal fee. Information on ordering transcripts can be found here: http://www.creighton.edu/registrar/transcriptorders/

5.3. Right to File Complaint

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

5.4. Academic Record Contents & Access to Records

A student's academic record is maintained by the program and the university and includes:
- Application materials including the CASPA application, undergraduate transcripts and supplemental application materials
- Criminal background check results
- Results of drug testing
- Documentation that the student met all immunization and health requirements while enrolled in the program
- Records of student academic performance while in the program
- Information on volunteer work participation submitted by the student or others
- Documentation of course remediation efforts and outcomes, including Student Advancement Committee recommendations and correspondence
- Summaries of any formal academic or behavioral disciplinary action taken against the student.
- Documentation of acknowledgments of receipt of the Student Handbook, Technical Standards attestation form, and other similar items
- Student authorization forms for the use of University facilities and records release
- Certificate of Satisfactory Program Completion, documenting that the student has met the requirements for program completion.

A student has electronic access to portions of his or her academic record and may review the available contents of the record at any time by logging into Documentum (https://appxtender-web.creighton.edu/appxtender) using their NetID and password or by contacting the Physician Assistant Program during regular business hours.

6. **Enrollment and Attendance**

6.1. Enrollment & Advance Placement

All students must be enrolled full-time in the PA program. No advanced standing based upon previous course work or part-time enrollment is permitted. Certain exceptions may apply in the case of students who are on a decelerated remediation plan. Registration for each session must be completed as prescribed by the Program.

6.2. Sequencing

All students must complete courses within the curriculum in the sequence in which they are planned. Exceptions will only be made in the instance that a student is formally decelerated by the Student Advancement Committee according to program policies. In such instances, the sequence and course load will be determined by the student's individual remediation or deceleration plan.

6.3. Attendance
Because of the integrated, rigorous nature of the PA program curriculum and learning environment, it is imperative that students are present in all academic and supervised clinical practice experiences. **Attendance at all program classes, online learning activities, labs, educational activities and clinical experiences is MANDATORY.** Attendance is considered an aspect of professionalism and individual responsibility.

6.3.1. Designated Holidays
Students are scheduled to be off during designated University holidays as outlined in the published academic year calendar for the PA Program. Students in the clinical phase are expected to be at the supervised clinical practice experience site for any days surrounding holidays when the rotation site is in operation.

6.3.2. Notification of Absences
Expected absences must be approved in advance with the PA program and the course director of any missed class. During the clinical phase of the program, expected absences must be approved by the Director of Clinical Education first and, if approved, the student will notify the preceptor of the approved absence. The processes for requesting and reporting emergent and planned absences are outlined below

6.3.3. Process for Requested Absence
In certain extenuating circumstances, excused absences will be considered. Requests will be considered by the Program on a case-by-case basis. The student must follow the procedures outlined below to obtain an excused absence. Failure to follow these procedures will result in an unexcused absence and may result in disciplinary action.

Didactic Phase
- The student must complete and submit an Absence Request Form to the Director of Didactic Education and the Curriculum Coordinator at least two weeks prior to the absence date or as soon as the need for absence is known by the student, whichever is soonest.
- Requests will be reviewed and either approved or denied by the Director of Didactic Education.
- If the request is approved, the student must notify the instructor(s) of each class, activity or clinical experience the student will miss while absent.
- If the request is denied, the student is expected to attend all classes, clinical experiences and program activities as scheduled. If the student chooses to miss class despite being denied approval, the absence will be marked as an unexcused absence and may result in disciplinary action.
- The student remains responsible for all material presented during the sessions for which they are absent. In some cases, the specific material and experiences missed during certain educational activities cannot be made up. The program has the right to require the student to complete supplemental assignments or activities to ensure the student can meet educational objectives and competencies for the missed sessions.

Clinical Phase
- The student must complete and submit an Absence Request Form to the Director of Clinical Education at least 10 days prior to the absence date and before approaching the preceptor.

- Requests will be reviewed and either approved or denied by the Director of Clinical Education and returned to the student
- If the request is approved, the student must notify and obtain a signature from their preceptor and return the form to the Clinical Coordinator. Forms must be returned to the Program prior to the planned absence date.
- If the request is denied, the student is expected to attend clinical activities as scheduled. If the student chooses to miss clinical activities despite being denied approval, the absence will be marked as an unexcused absence and may result in disciplinary action.

6.3.4. Process for Emergent Absence

An excused absence will be granted for severe illness of the student, severe illness of a student's immediate family, a death in the student's immediate family or other extenuating circumstances that will be considered on a case-by-case basis. In these instances, the student must follow the process outlined below. Failure to follow the prescribed process will result in an unexcused absence and may result in disciplinary action.

- The student must notify the PA Program and instructor(s) as soon as it becomes evident that they will not be able to attend class.
- Notifications must occur prior to the scheduled class periods unless extenuating circumstances prevent the student from making such notifications.
- An Emergent Absence Form must be completed by the student and submitted to the PA office within one calendar week of the student's return to class. The instructor's signature from each missed class, clinical experience or program activity are required on the form.
- Failure to submit the form within one week of the student's return will result in an unexcused absence and may result in disciplinary action.

6.3.5. Unexcused and Excessive Excused Absences

Consequences for excessive and unexcused absences from any course or program activity may include but are not limited to: reduction of final course grade or failure of the course. Excessive and unexcused absences will require a meeting with the Student Advancement Committee Excessive absence is considered sufficient reason to consider a student to be academically and/or professionally deficient. The Student Advancement Committee may determine that a student's cumulative absences have substantially interfered with the student's education or signifies a serious deficit in professionalism. This may result in a mandatory corrective action plan outlined by the Student Advancement Committee, which may include but is not limited to: remediation of missed material; temporary withdrawal from the program, which may result in delay of graduation; or dismissal from the program. The committee will make a recommendation to the PA Program Director regarding a plan to remediate and assess consequences for the student's unprofessional behavior and the missed academic time.

6.4. Inclement Weather

The decision to close or delay the opening of Creighton University due to severe weather or other emergency situations rests with the President. Independent decisions may not be made at the college, school, or department level.

During severe weather (e.g., winter storms), the decision to close or delay opening the University will be made as early as possible. The Public Relations Department will relay

applicable information to the local news media and through CUAlert (See: https://www.creighton.edu/cualert/).

In the event of a campus closing or delay, Creighton University PA Students in the didactic phase of the program will not report to their classes in person while the University is closed. Students are expected to resume their academic activities once the University has reopened. The PA Program may provide students with curricular content that would have been delivered during the period of closure and, if provided, students will be responsible for the learning the material. Students are advised to listen to local newscasts when severe weather conditions may force the closing or delayed opening of the University. Students may also check the University Weather Hotline, (402) 280-5800, or check email communications or CU ALERT text messages to determine if the clinics are closing or delaying their opening.

If campus is closed, clinical phase students in the greater Omaha metropolitan area are not required to attend clinical rotations during the period of campus closure. Students are expected to resume clinical activity when the campus reopens. In the case of inclement weather elsewhere, students on clinical rotations in areas outside the Omaha metropolitan area should consult with their preceptor regarding the status of clinical activities and use their best judgment regarding attendance at their clinical site. If weather does not permit safe attendance for that day's clinical activities, the student must notify both the clinical phase faculty of the PA program and their preceptor.

6.5. Withdrawals
   6.5.1. Definition
      A Temporary Withdrawal is defined as a temporary interruption in a student's plan of study with the intent to return.

   6.5.2. Withdrawal Policy

      Students in the PA program at Creighton University may request or be placed on a Temporary Withdrawal. A temporary withdrawal may occur for reasons set forth in Section 6.5.3. The Student Advancement Committee is responsible for directing, granting or denying a temporary withdrawal request. In addition, in some situations the Student Advancement Committee must approve the return of a student from a temporary withdrawal.

      Time spent on a temporary withdrawal counts toward the maximum time allowed to complete the PA program as outlined in section 6.7 of this document. The time taken during the temporary withdrawal will be included as part of the student's time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of 'I' (Incomplete) was given are not waived. The University's current policy on temporary withdrawal can be found at: http://catalog.creighton.edu/undergraduate/academic-policies-procedures/leave-absence/
      Withdrawal requests must be made:
      - After the end of the semester when a student doesn't plan to return for the next semester but plans to return within one year.
      - During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.

The duration of the temporary withdrawal may be up to one calendar year from the beginning of the semester during which the student withdrew if the student withdraws mid-semester, or one calendar year from the end of the student's last completed semester if the student withdraws between semesters. A student requesting to return to the Program after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g. religious or military service obligations) must be approved by the PA Program Director and the Dean of the School of Medicine. Any leave of absence from the program will result in a corresponding delay of the student's graduation date.

A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the University's Refund Policy and Schedule. Information on the refund policy can be found at https://www.creighton.edu/businessoffice/policies/refundsoverpaymentsandwithdrawals/. Students must re-register for and retake any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses. Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate (48 calendar months, see section 6.7).

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal to retain future scholarship eligibility. Leaves of absence may affect the student's ability to secure loan funding, and it is the responsibility of the student to discuss financial aid and scholarship impacts of withdrawal with the Financial Aid office. During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance, or is suspended, dismissed, or expelled as the result of disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

6.5.3. Types of Withdrawal

6.5.3.1. Temporary Withdrawal – Medical/Psychological

This may be requested when a student's health condition significantly impairs his/her ability to function successfully or safely as a student. If the student is unable to participate in the temporary withdrawal process, the student's parent, spouse, advisor, or other designee may do so on behalf of the student, once the incapacitation of the student is documented. A licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal.

The student may return from a medical temporary withdrawal only with appropriate documentation from a qualified provider noting that the student is fit to return and that

the student's condition will not impede academic progress or clinical performance and that the student can adhere to the Technical Standards of the School. Students must adhere to the reentry process of the University. See http://www.creighton.edu/fileadmin/user/students/docs/Re-Entry_Instructions_for_Providers.pdf. Prior to re-entering the PA curriculum, the student must also be approved to re-enter by the PA Program Student Advancement Committee.

6.5.3.2. Temporary Withdrawal – Personal
The School of Medicine may grant a personal temporary withdrawal when personal circumstances (e.g., family illness, death or other emergency) interrupt a student's academic progress. The student may return from a personal temporary withdrawal only after consultation with PA Program Director and approval from the Student Advancement Committee. Students must adhere to the reentry process of the University. See http://www.creighton.edu/fileadmin/user/students/docs/Re-Entry_Instructions_for_Providers.pdf. Prior to re-entering the PA curriculum, the student must also be approved to re-enter by the PA Program Student Advancement Committee.

6.5.3.3. Temporary Withdrawal – Academic
The PA Program Student Advancement Committee may place a student on an academic temporary withdrawal due to academic difficulties. A student on academic temporary withdrawal is expected to address the causes of his/her academic challenges and remediate any deficiencies outlined as a part of the formal remediation plan during this period.

6.5.3.4. Temporary Withdrawal - Military Obligations
Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency, however, this excludes active duty for training or attendance at a service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The university's guidelines will apply to approved temporary withdrawals due to military obligations. Information on the university's military leave policy can be found here: http://catalog.creighton.edu/archives/2016-2017/general-information-about-creighton/military-leave-policy/

6.5.4. Withdrawal Procedures
6.5.4.1.   Procedures for Requesting Temporary Withdrawal

A student may request, in writing, a temporary withdrawal from the PA Program Director. The request should include the specific type of withdrawal that is sought. The request is forwarded to the Student Advancement Committee, who will determine whether the student is eligible for a temporary withdrawal with respect to program and university policies. The PA Program Director may initially grant a temporary withdrawal, but it must be subsequently approved by the Student Advancement Committee and other university offices noted below. The PA program may impose a temporary withdrawal on a student when it decides it is in the best interest of the student or the PA Program.

Students requesting a temporary withdrawal must:

- Submit a written request for a specific type of withdrawal to the PA Program Director.
- Complete and submit a withdrawal request form: https://www.creighton.edu/fileadmin/user/Registrar/docs/forms/Temporary_Withdrawal_Request_form_8.18_Fillable.pdf
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected. Students on temporary withdrawal are not considered enrolled for purposes of loan deferment. As such, the PA Program encourages students to have a thorough conversation with the Office of Financial Aid.
- Meet with the Business Office to determine tuition owed/reimbursed. Students are encouraged to discuss the potential for refunds or outstanding balances with the Business Office. Information on the refund policy can be found at https://www.creighton.edu/businessoffice/policies/refundsoverpaymentsandwithdrawals/.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.
- Submit all required completed form(s) to the Program Director.

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In addition to the steps outlined above, students requesting a temporary withdrawal due to medical reasons must meet with the Center for Health & Counseling and obtain required supporting documentation from their treating provider. The Center for Health & Counseling will make a recommendation to the program regarding the student's withdrawal eligibility. Students requesting temporary withdrawal due to military obligations must submit a copy of the military orders and submit completed forms to the Program Director and the Office of Military and Veterans Affairs. The Center for Health & Counseling and the Office of Military & Veterans Affairs, upon receipt of a request, shall make a recommendation to the Medical Dean's office and the PA program.

The PA Program and Student Advancement Committee, upon receipt of a request, shall:

- Review the student's standing in the program to determine eligibility for withdrawal with respect to program policies.
- Review the written request and, if applicable, recommendations from the Center for Health & Counseling or the Office of Military & Veterans Affairs.
- Confirm that the student has met with the Financial Aid Office, Business Office, and Division of Student Life.
- Notify the student of the approval or denial of the request through the student's Creighton University email account.

6.5.4.2. Procedures for Students Returning from Temporary Withdrawal

Students anticipating a return to Creighton after a temporary withdrawal follow the steps for re-entry after temporary withdrawal. Information on the process to return after withdrawal can be found here: https://studentlife.creighton.edu/community/student-policies-and-procedures/student-re-entry-process/temporary-withdrawal-re-entry.

NOTE: Because the PA program has an early fall start, students are required to notify the program of intent to re-enter by May 1st for re-entry for the Fall semester

6.6. Dismissal

All reasonable efforts will be made by the program and the University to ensure that each student who matriculates will be supported and provided the necessary resources to successfully complete the PA Program. Student advising, timely access to academic resources and support services, policies on remediation, deceleration and appeals processes are all designed to give students the best chance to succeed. Students who do not meet the academic and/or professional standards of the Program will be dismissed from the Creighton PA program in accordance with program and university policies . Decisions to dismiss will be rendered per program policies and procedures. All decisions to dismiss are final.

6.6.1. Didactic Phase

If a student fails a single course during the didactic phase of the program, the student will be allowed to remediate the failed course as outlined in an individualized remediation plan set forth by the Student Advancement Committee. Remediation plans may require that the student temporarily withdraw from the program until the failed course is offered again and withdrawal may have financial aid implications, for which the student is fully responsible. Remediation plans may result in a delay in graduation date. If the student successfully completes the remediation plan and passes the failed course on the second try, they may proceed forward in the curriculum. Students are allowed only ONE course remediation in the didactic phase.

If a student fails two or more courses during the didactic phase of the program, the student will automatically be dismissed from the program. A successfully-remediated failed course shall count as a single failure. Any subsequent course failure of the same or another course during the didactic phase will result in dismissal from the program. Students will not be allowed to remediate a second failed course in the didactic phase of the curriculum.

Once the student has successfully passed all courses and has successfully completed all components and summative evaluations for the didactic phase of the program, the student will be recognized as having successfully completed the didactic phase of the program.

6.6.2. Clinical Phase

Courses in the clinical phase include both Supervised Clinical Practice Experiences (SCPEs) and Seminar Series courses. If a student fails a single course during the clinical phase of the program, the student will be allowed to remediate the course as outlined in an individualized remediation plan set forth by the Student Advancement Committee. Remediation plans may require that the student temporarily withdraw from the program until the failed course or rotation is offered again. Temporary withdrawal may have financial aid implications, for which the student is fully responsible. Remediation plans may result in a delay in graduation date. If the student successfully completes the remediation plan and passes the failed course on the second attempt, the student may proceed forward in the curriculum.

If a student fails two courses during the clinical phase of the program, the student will be automatically dismissed from the program. A successfully-remediated failed course shall count as a single failure. Any subsequent failure of the same course or another course during the clinical phase of the program will result in dismissal from the program. Students will not be allowed to remediate a second failed course in the clinical phase of the program.

6.7. Time to Complete Program

Due to the rapidly-changing nature of medical knowledge, all students are expected to complete the entirety of the PA program curriculum in a timely manner. All students must complete the program in less than or equal to four calendar years from their initial matriculation date. If the length of time required to complete the program exceeds 48 calendar months for any reason, including voluntary withdrawal of any type, remediation, or deceleration, the student will be dismissed from the program. Exceptions may be made on a rare occasion due to extreme extenuating circumstances. Request for exemption to this rule must be made in writing to the Student Advancement Committee within 10 calendar days of the student's dismissal notification. Decisions made by the PA Program Student Advancement Committee to accept or deny exceptions will be final.

Students who are dismissed from the program due to 'timing out' may be eligible to re-apply to the program but will be required to apply and be accepted to the program through the regular application process and will be required to repeat the entire program, in sequence, from start to finish. No advanced standing will be granted for work already completed in a prior attempt.

7. Curriculum

7.1. Phase I Curriculum

The didactic phase of study will include 12 months of integrated, systems-based instruction designed to develop the student's pre-clinical knowledge base, clinical skills, critical thinking, and interpersonal communication skills. Students will apply a biopsychosocial approach to learning patient care with a focus on integrating medical knowledge, clinical problem solving, reflection and communication skills. The following coursework is required:

Phase 1 (12 months)
Didactic education

Fall Semester (18 weeks)

Course #	Course	Credit Hours
IPE 500	Introduction to Collaborative Care	0
PAS 601	Foundations for Clinical Medicine	5
PAS 603	Clinical Medicine: Orthopedics / Rheumatology	7
PAS 605	Clinical Medicine: HEENT /Dermatology	8
PAS 614	Clinical Practice Skills I	3
PAS 616	PA Profession and the Health System I	1
	Total Credit Hours	**24**

Spring Semester (18 weeks)

Course #	Course	Credit Hours
PAS 607	Clinical Medicine: Neurology / Psychiatry	7
PAS 611	Clinical Medicine: Cardiology / Pulmonology	9
PAS 613	Clinical Medicine: Gastroenterology	6
PAS 624	Clinical Practice Skills II	2
	Total Credit Hours	**24**

Summer Semester (12 weeks)

Course #	Course	Credit Hours
PAS 615	Clinical Medicine: Endocrinology / Nephrology / Urology	4
PAS 617	Clinical Medicine: Women's Health / Hematology / Oncology	4
PAS 626	PA Profession and the Health System II	1
PAS 628	Research Applications in Medicine	1
PAS 634	Clinical Practice Skills III	2
PAS 680	Preparation for Clinical Practice	2
	Total Credit Hours	**14**

Phase I Credit Hours: 62

7.2. Phase II Curriculum

Phase II (16 months)
The 16-month clinical phase will allow students to integrate and apply the knowledge and skills gained in Phase I in the clinical setting. Students will complete required clinical rotations in the areas of:
- Family Medicine
- Internal Medicine/Hospital Medicine
- Emergency Medicine
- Surgery
- Pediatrics
- Psychiatry
- Women's Health
- Medically Underserved Selective
- Surgical Specialty Selective

Additional elective rotations will give learners an opportunity to tailor their education to their personal educational needs and interests. Pending availability, Creighton University PA students will have the opportunity to take advantage of Creighton University's network of clinical partners.

Core Supervised Clinical Practice Experiences
Required

Course #	Course	Credit Hours
PAS 721	Family Practice Rotation	8
PAS 723	Ambulatory Internal Medicine Rotation	4
PAS 725	Hospital Medicine Rotation	4
PAS 727	Pediatrics Rotation	4
PAS 729	Women's Health Rotation	4
PAS 731	Behavioral Health Rotation	8
PAS 733	Emergency Medicine Rotation	4
PAS 735	Surgery Rotation	4
	Total Credit Hours	**40**

Selective Supervised Clinical Practice Experience
Required (8 credit hours required)

Course #	Course	Credit Hours
PAS 741	Medically Underserved Rotation (Selective)	4
PAS 743	Surgical Specialty (Selective)	4
	Total Credit Hours	**8**

Elective Supervised Clinical Practice Experience
Electives (12 credit hours required)

Course #	Course	Credit Hours
PAS 739	Women's Health Elective	4
PAS 740	Interventional Radiology Elective	
PAS 742	Pediatrics Elective	
PAS 744	Pediatric Behavioral Health Elective	4
PAS 745	Pediatric Cardiology Elective	4
PAS 747	Gynecologic Oncology Elective	4
PAS 748	Pediatric Orthopedic Surgery Elective	4
PAS 749	Pediatric Endocrine Elective	4
PAS 751	Cardiology Elective	4
PAS 752	Family Practice Elective	4
PAS 753	Orthopedic Surgery Elective	4
PAS 755	Urology Elective	4
PAS 757	Dermatology Elective	4
PAS 759	Otolaryngology Elective	4
PAS 761	Hematology/Oncology Elective	4
PAS 763	Cardiothoracic Surgery Elective	4
PAS 765	Gastroenterology Elective	4
PAS 767	Neurosurgery Elective	4
PAS 769	Geriatric Medicine Elective	4
PAS 771	Critical Care Elective	4
PAS 773	Neurology Elective	4
PAS 775	Endocrinology Elective	4
PAS 777	Pulmonology Elective	4
PAS 779	Plastic and Reconstructive Surgery Elective	4
PAS 781	Nephrology Elective	4
PAS 783	Primary Care Elective	4
PAS 785	Infectious Disease Elective	4
PAS 787	Maternal Fetal Medicine Elective	4
PAS 789	Emergency Medicine Elective	4
PAS 791	Physical Medicine and Rehabilitation Elective	4
PAS 793	Hospital Medicine Elective	4
PAS 795	Pediatric Surgery Elective	4
PAS 797	Pediatric Inpatient Hospitalist Elective	4
PAS 799	Pediatric Emergency Medicine Elective	4
	Total Credit Hours	**12**

Phase II

Clinical Phase Seminar Series

Course #	Course	Credit Hours
PAS 726	Seminar Series I	1
PAS 736	Seminar Series II	1
PAS 746	Seminar Series III	1
PAS 756	Seminar Series IV	1
	Total Credit Hours	**4**

Phase II Credit Hours: **64**

8. **Student Performance**
    8.1. Academic Standards

    8.1.1. Grading
        8.1.1.1. Didactic Phase
        All courses will be graded on a Pass/Fail basis. Grades in Phase I will be assigned as follows:
            Honors (H): 90-100%
            Satisfactory (S): 73-89%
            Unsatisfactory (UN): below 73%
        There may be required non-graded components of the curriculum outlined in course or clinical rotation syllabi. These non-graded assignments and experiences, while not graded, will be considered "Complete" when the student has completed the assignment to the Program's satisfaction or "Incomplete" if they have not been satisfactorily completed.

        8.1.1.2. Clinical Phase
        Supervised Clinical Practice Experiences (SCPEs) in the clinical year will be graded on a Pass/Fail basis and will be assigned as follows:

        Honors/Pass: The student performs exceptionally well with final preceptor evaluation rating of honors, End of Rotation exam z-score of +1.0 or higher, and successful, passing and completion of all other rotation requirements.

        Satisfactory/Pass: The student completes all course requirements in an acceptable manner with satisfactory rating or higher on all final preceptor evaluations, passing score on the End of Rotation subject exam and documentation submission(s).

        Unsatisfactory (UN)/Fail: The student fails to meet the minimum requirements for the rotation or elective rotation as defined by:
        - Attaining a score of unsatisfactory on any final preceptor evaluation, or
        - Attaining a score below the passing score on an End of Rotation Exam retake attempt after scoring below the passing score on the initial attempt, or
        - Failing to successfully and appropriately complete any required course activity or assignment

        Seminar series courses in Phase II will be graded using the same grading standards applied in the Didactic Phase (Section 8.1.1.1).

8.1.2. Successful Completion of a Course or Rotation

A student must earn a grade of Honors or Satisfactory in all courses within the PA program curriculum to be eligible for progression within the program.

8.1.2.1. Didactic Phase Standards

To progress to the clinical phase of the program, students must: Complete all graded components of the didactic phase curriculum with a grade of Satisfactory or Honors; Satisfactorily complete all required non-graded components of the curriculum and; pass all summative evaluations with a grade of Satisfactory or Honors. Students must be in good standing both academically and professionally to proceed to the clinical phase of the program.

8.1.2.2. Clinical Phase Standards

To complete the clinical phase of the program, students must: Complete all graded components of the clinical phase curriculum with a grade of Satisfactory or Honors; Satisfactorily complete all required non-graded components of the curriculum and; pass all summative evaluations with a grade of Satisfactory or Honors. Students must be in good standing both academically and professionally to graduate from the program.

8.2. Professional Standards

8.2.1. Student Code of Conduct

The Creighton University community is based on a Catholic, Jesuit tradition and is committed to supporting the intrinsic value of each human being. This tradition involves striving to create a human community influenced by the laws of justice and love, complete with respect and concern for all persons as children of God. The Creighton University community is dedicated to the promotion of values consistent with personal and academic excellence. Choosing to join this community, whether as a student, faculty or staff obligates you to act in a manner that is consistent with these commitments. Joining the Creighton University community evidences your acceptance of these commitments and agreement to strive for their achievement. Commitment to living by these principles means that you will endeavor to:

- Act with professional, academic, and personal integrity. Consistent with this principle is conduct in accord with the academic honesty policy of the University, other University policies that foster a human community of justice, respect, and concern, and the code of ethics of your foreseen profession. This principle challenges you to shape a personal code of positive values, to live a healthy, balanced lifestyle, and to discover and embrace the responsibilities of your freedom, intelligence, and intrinsic worth. Inconsistent with this principle are all forms of dishonesty, excuse-making, failure to take responsibility for your behavior, failure to follow university policies and guidelines, and violations of the code of ethics of your foreseen profession.

- Respect and promote the dignity of all persons. Consistent with this principle is growing in understanding of different cultures and groups, resolving conflicts fairly, appreciating peoples' differences, and seeking truths and values essential to human life and community. This principle challenges you to refrain from actions that threaten or discourage the personal safety, personal health and respect that all individuals deserve. Inconsistent with this principle are actions that compromise or demean the intrinsic worth of individuals or groups. All forms of racism,

sexism, pornography, lewd behavior, harassment, discrimination, intimidation, taunting, insult, physical harm, and discrimination are inconsistent with this principle

- Respect the policies and procedures of the Creighton University community and the rights of its members both on and off campus, as well as the just laws of the civic community and the rights of its members. Consistent with this principle is the affirmative support for equal rights and opportunities for all members of the Creighton University community, realizing that you are a member of a larger community, with a responsibility to understand diverse societal issues, and being a responsible participant of the civic and Creighton community. Inconsistent with this principle are actions that are illegal and that violate another's right to move about freely and securely, to live and learn in a community where members are secure in their property and person, to express themselves appropriately, and to enjoy privacy.

- Support the personal, professional, academic, and vocational development of the members of the Creighton University Community. Consistent with this principle are actions that are compassionate and considerate of the needs and well-being of others and that encourage the development of students' moral, spiritual, intellectual, emotional, personal, and vocational abilities. Inconsistent with this principle are actions that are insensitive, inhospitable, spiteful, or which unjustly or arbitrarily inhibit another's ability to securely pursue goals in accord with the development of their abilities.

8.2.2. Academic Honesty
   8.2.2.1.   Definition of Academic Honesty

In keeping with its mission, Creighton University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the university community. Academic honesty includes adherence to guidelines established by the university, its colleges and schools and their faculties, its libraries, and the computer center. Academic or academic-related misconduct includes, but is not limited to:

- Cheating, including:
  - Collaborating on assignments or examination where such practice has not been specifically approved by the instructor or program
  - Copying the work of others (including unauthorized work created by artificial intelligence) and claiming it as your own
  - Using unauthorized materials to complete assignments, assessments or to gain unfair academic advantage
  - Offering or providing unauthorized materials to others
  - Using examinations obtained improperly prior to administration
  - Arranging to have others take examinations or complete assignments
  - Misrepresenting your attendance or the attendance of others in a course or activity where mandatory attendance is in effect.
  - The use of Artificial Intelligence (AI) technology in a manner prohibited by the program.
- Plagiarism in any form, including the submission of one's own works previously submitted in another course
- Falsifying documents, correspondence, reports or records of any kind

- Knowingly providing false information or evidence to University or School personnel or to others external to the university
- Endangering or threatening to endanger patients, preceptors, faculty, staff or fellow students
- Damaging the property of patients, preceptors, faculty, staff or fellow students
- Theft or intentional destruction of library materials or other academic resources
- Illegal, obscenity-related, and/or other misuse of university-provided resources (e.g., computers, email) related to academic work
- Violation of any acceptable use policies of the university
- Violation of confidentiality in any practice or learning setting
- Violation of academic or professionalism conduct rules/standards described in course policies, university, school/college, program or department policies
- Disruptive behaviors affecting the learning environment of others
- Conduct which reflects poorly on the university or the school/college including conduct in an online learning or social environment
- Misrepresentation of self or others for the purposes of obtaining academic advantage
- Misrepresentation of self or the student's credentials to patients or others in a clinical setting
- Refusing to acknowledge, honor and/or comply with requests issued by faculty or administrators related to academic or professional issues

8.2.2.2. Allegations of Academic Misconduct

Allegations of academic misconduct must be reported in writing to the Program Director immediately by any student, faculty, staff, preceptor or other individual who holds information regarding the allegation, including as much detail as possible. Documentation and/or evidence supporting the allegation should be submitted with the report. After reviewing the allegation and supporting materials, the Program Director will provide the written allegation and associated materials to the Chair of the PA Program Student Advancement Committee. Within five (5) business days of receiving the allegation, the Student Advancement committee will review the documentation and shall:

- Determine, to the best of its ability, the validity of the allegation based on the information provided
- Within three (3) business days, provide the student with a report detailing the allegation(s) of academic misconduct, copies of the program and university policies on academic honesty, and a time/date on which a hearing will take place.
- In cases where an allegation involves a course or course grade, notify the course instructor of the hearing date and time with a request for any additional materials requested by the committee.
- After the hearing, if deemed appropriate by the Student Advancement Committee based upon findings at the hearing, provide a written report to the Program Director with recommendations for disciplinary action. Disciplinary action may include but is not limited to: formal professional remediation as outlined in policy 9.3.3 herein, deceleration or dismissal from the program.

8.2.2.3.   Student Hearing
Upon notification of allegation(s) of academic misconduct, the student has the right to appear at a hearing before the Student Advancement Committee and to respond to the allegation(s) in person or via electronic means. It is the student's responsibility to provide any pertinent additional documentation or information that may influence the committee's decision regarding the allegation(s).

In cases involving courses or course grades, the course instructor of record has the right to appear before the Student Advancement Committee to address the allegation(s) of student academic misconduct and is responsible for providing any course materials, grades or other information requested by the committee. Any faculty, staff, student, preceptor or other individual who may have knowledge or information regarding allegations of academic misconduct may be called upon to address the committee and provide information at the hearing.

8.2.2.4.   Right to Appeal
A serious academic misconduct decision (suspension or dismissal) reached by the Student Advancement Committee may be appealed first to the Dean of the School of Medicine and ultimately to the Provost (or designee), in that order. The process for appeals to the Dean and to the Provost is the same and must be filed sequentially. An appeal consists of a review of the written record and supporting documents based only on the grounds set fort below. Any written appeal that does not meet the grounds for appeal will not be considered. It is not the intent or purpose of the appeal process for the Provost (or designee) to rehear the information that was presented to the School of Medicine.

8.2.2.4.1.   Grounds for Appeal
The student may appeal on the following grounds:
- The disciplinary outcome imposed is disproportionate to the violation(s) committed, considering the relevant aggravating and/or mitigating factors, or where the sanctions imposed are disproportionate to those imposed on another student for the same/similar acts
- The decision is unsubstantiated by the evidence, or new information is presented that was not available during the investigation
- The procedures stated within this policy were not followed, which may have affected the outcome of the hearing.

8.2.2.4.2.   Filing the Appeal

After receiving an appeal decision from the PA program or the School of Medicine, the student will then be permitted up to five (5) working days to prepare and submit a written appeal. The written appeal must cite the specific ground(s) for appeal and that the appellant would like the Dean or the Provost (or designee) to consider and provide an explanation of why, based on these grounds, the decision of the Program or School of Medicine should be reviewed. Any supporting evidence or documentation that was not available at the time of original hearing must be attached to the written appeal.

The appeal must be in writing, signed and submitted to the Dean, the Provost (or Provost's designee) from the student's official Creighton email address. Appeals to the Provost must be copied to the Dean of the School of Medicine. Appeals

must be sufficiently complete that a personal appearance will not be necessary. The appeal must state the grounds of the appeal and concrete facts and statements supportive of the stated grounds of appeal. An appeal shall not be considered to have been filed properly or timely unless it is specific.

8.2.2.4.3.   Student Status During Appeal

Pending the response to the appeal, the appellant's status as a student will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Dean of the School of Medicine. Appellants are not required to complete the outcomes/disciplinary actions given by the Student Advancement Committee until a final decision on the appeal is made by the Dean or the Provost, if elevated to that level. Where the pending appeal involves course failure from a course that is a prerequisite of a subsequent course(s) a student is taking while the appeal is pending, the subsequent course(s) taken while the appeal is pending will be voided, regardless of successful progress or completion of the course if the final appeal affirms the finding of misconduct and penalty of suspension, deceleration or dismissal.

8.2.2.4.4.   Considerations and Determination of the Appeal

Upon receiving a written appeal from a student, the Dean or Provost (or designee) will review all materials available to the School of Medicine, including the case file containing the Student Advancement Committee's investigative report, a copy of the program/School of Medicine decision letter, work product of the University representatives (including memoranda and notes that they have generated) and correspondence between University representatives. The Dean or Provost (or designee) may request further information from any individuals identified in the record, the PA program, the School of Medicine or any other office or individual. The burden of proof shall rest on the student, who must establish by preponderance of the evidence that the original process or decision is flawed.

8.2.2.4.5.   Actions
The Dean or the Provost (or designee) may act specific to individual findings or outcomes. The following actions may be taken by the Dean or the Provost (or designee)
- Affirm the finding of responsibility and the outcome imposed by the PA Program Student Advancement Committee
- Affirm the finding of responsibility and amend the outcome(s).
- Overturn the finding of responsibility
- Determine if the investigation was flawed and send it back to the Dean (if the decision is appealed to the Provost/designee) or the PA Program (if the decision is appealed to the Dean of the School of Medicine) for review
    - If no further evidence or information is gathered, the decision will return to the official requestion the review for a decision on the appeal.
    - Any further evidence or new information gathered will be reviewed, as requested.

OR
  o Determine if the process up to and including the School of
    Medicine procedure was flawed and return the matter to the
    appropriate stage.

The Dean or the Provost/designee will typically make a determination within ten
(10) working days upon receiving the written appeal and will provide a written
notification of determination to the student with a copy to the Registrar, the
School of Medicine and the PA program. The decision of the Provost shall be
final.

8.2.2.5. Record Storage and Retention
Records regarding allegations of academic misconduct will be stored in the
student's secure electronic academic records at the PA program for a minimum of
three (3) years after graduation or last attendance date. All formal letters of
notification, decision letters and results of appeals will become part of the
student's permanent academic record.

8.2.2.6. Multiple Offenses
Students found responsible for academic misconduct on three (3) separate
occasions will automatically be expelled from Creighton University with right to
appeal to the Provost, as per the university policy on academic misconduct.

8.2.3. Professional Ethics
Students are expected to demonstrate a commitment to carrying out professional
responsibilities, adherence to ethical principles, and sensitivity to a diverse patient
population. Therefore, students are expected to demonstrate respect, compassion and
integrity; a responsiveness to the needs of patients and society that supersedes self-interest;
accountability to patients, society, and the profession; and a commitment to excellence and
on-going professional development. They are also expected to demonstrate a commitment to
the ethical principles pertaining to provision or withholding of clinical care, confidentiality of
patient information, informed consent, and business practices. Students are also to
demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

8.2.4. Timeliness and Reliability
Students must be present and ready to carry out assigned responsibilities at the expected time
and must remain until their responsibilities are discharged. Fulfillment of clinical
responsibilities and attendance at required activities must be a high priority. Arrangements
for travel out of town must not interfere with required academic activities or clinical
responsibilities – for example, a student may not ask to be excused from such activities to get
a lower airfare or on an earlier flight.

8.2.5. Dress Code
Students in the didactic phase of the program are expected to appear neat in grooming, dress
and hygiene. Students are permitted to dress casually for the classroom, however, it is
expected that clothing and shoes will be clean and in good repair. Clothing with verbiage,
imagery or symbols that may be considered vulgar, profane or offensive to others are strictly
prohibited. Throughout the didactic phase of the program, students may be involved in
activities in a clinical or other professional setting or in activities that simulate a clinical
setting with standardized patients. For these activities, students will be held to the dress code
outlined below for clinical activities.

Students participating in any clinical activity during all phases of the program are expected to observe a professional dress code. In all clinics a clean short white coat with the student's name tag and the PA emblem will be worn with appropriate dress to reflect a professional or business appearance. Neat personal grooming and hygiene are expected. Tattoos and/or piercings should not be offensive or impede the ability of the student to effectively function in a clinical setting. Any tattoos that may be considered obscene, vulgar or offensive must be covered at all times. Dress should always be at or above the level of dress expected in the clinic/site. In certain rotations, the requirement for the white coat may be waived by the preceptor; however, the student MUST always be identified by their Creighton University Identification badge.

8.2.6. Violation of Law or Codes of Conduct

Students are accountable to both civil and University authorities for acts that constitute violations of law and the Codes of Conduct specified in the University and PA Program Handbooks. When a student has been apprehended for violations of local, state, or federal law, the University will not request or agree to special consideration for the individual because of his or status as a student. The University will cooperate with law enforcement agencies and other agencies responsible for rehabilitation.

On the other hand, because of the severely disruptive nature of many violations of this code, the University and the School of Medicine will normally not defer its disciplinary proceedings while civil or criminal proceedings are in process. In addition, the University will not necessarily accept or be bound by the findings of civil or criminal proceedings in its proceedings.

8.2.7. Respect for Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) and Health Information Technology for Economic and Clinical Health Act (HITECH) requires that health care professionals and students respect the confidentiality of patient health information. HIPAA privacy rules allow students qualified access to patient information while on rotation. Copies of patient health information are allowed for educational purposes. However, all of the clinical training locations including hospitals and clinics have grave concerns about student's handling of records, once accessed. The concerns include duplicate copies, excessive copies, and how students handle confidential information once obtained.

Students must adhere to the following rules at all times and in all facilities regarding patient records:
- Regardless of the format (paper, electronic, verbal) and no matter how socially benign, patient information is protected under federal law. It is the work of the student to protect the confidentiality of patient information by keeping that information reasonably secure
- Patient information may never be accessed for inappropriate use
- Students may not grant access to or divulge patient information to anyone who is otherwise not authorized to have it
- Reasonable security is expected for all patient information. This includes:
  - Paper files must be kept in a reasonably secure location, whether at home or in the hospital or other site. It is NOT reasonable to leave papers unattended at a nurse's station or anywhere else (car, backpack, library);

- o Electronic devices must be password-protected and to the extent possible, files and the devices controlling the physical custody of those files should be encrypted. Electronic devices should not be left unattended.
- o Conversations regarding patients should be conducted solely with the care team. Conversations should be conducted in a private location and not within hearing distance of others (e.g., not in elevators);
- o Paper files should be shredded after use and electronic records must be permanently deleted from personal electronic devices once the student's program need for that information ends.
- o Photos of patients, clinicians, or patient care settings may only be taken in compliance with clinical site policy on devices approved by the clinical site and with any necessary advance written or verbal permission of those being photographed.
- o Students may not post information regarding clinical sites, patient encounters or clinical experiences to public or private online forums, websites or social media sites. This includes but is not limited to: photographs or video of patients or clinical facilities; references to or descriptions of patients or patient encounters; references to or descriptions of interactions with preceptors or other staff at clinical sites. No information about clinical rotations should be posted online at any time.
- Violation of these rules is considered a breach of Academic Honesty. Students who violate the rules will be subject to the policies and procedures regarding Academic Honesty described in Policy 8.2.2.
- Violation of patient privacy (HIPAA) or other privacy rules and regulations set forth by the hospital or health facility where learning occurs may result in additional consequences assessed by the clinical site and/or relevant legal entities.

8.2.8. Student Relationships with Others

Creighton University desires to foster relationships among its members and with others that are based on dignity and respect and are free from discrimination. By selecting and utilizing the educational programs of Creighton University, students have demonstrated confidence in the University. In their personal dealings with students, University employees are representatives of the University and are expected to exemplify its values. It is incumbent upon all those who are in positions of authority over students not to abuse, or seem to abuse, the power with which they are entrusted.

Inappropriate personal relationships between employees and students may have the effect of undermining the atmosphere of trust and mutual respect upon which the educational process depends. Romantic relationships between students and employees are strongly discouraged. Even when both parties have consented to such a relationship, it is the employee who holds a position of special responsibility within the University. It is the employee, therefore, who will be held accountable for unprofessional behavior.

Students should be aware that a romantic relationship with an employee may render the employee liable for disciplinary action, including termination of employment, if the relationship creates, has the reasonable potential to create, or reasonably appears to create a conflict between the employee's personal interest and the employee's obligations to the University and its students. The Intimate Relationship policy (University Policy 2.2.5) can be found at:
https://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/2.2.5._Romantic_or_Intimate_Relationship__new_name_-_rev_3-25-2021.pdf

8.2.9. Alcohol and Substance Use/Abuse

    8.2.9.1.   Alcohol Use

Alcohol use by PA students is forbidden in the classroom, on the premises of the PA Program or School of Medicine facilities, and in any clinical setting in which the student is learning. Under no circumstances may students consume alcohol prior to or during educational activities, during clinical interaction with patients or while providing patient care of any kind. Students are referred to, and are responsible for, adhering to all policies as set forth on alcohol and substance use and abuse in the Creighton University Student Handbook, found here: https://studentlife.creighton.edu/community/student-handbook

    8.2.9.2.   Events Providing Alcohol

Prior approval must be obtained from the Dean's Office of the School of Medicine for any activity where alcohol is served within School of Medicine school facilities. In any setting, students are expected to consume alcohol in a responsible and legal manner. Students are referred to, and are responsible for, adhering to all policies as set forth on- and off-campus alcohol use in the Creighton University Student Handbook, found here: https://studentlife.creighton.edu/community/student-handbook

    8.2.9.3.   Drug Testing

Students must follow program entry and clinical site testing requirements. All students must consent to and complete drug screening as designated by the program prior to matriculation into the program. If a student who has not yet matriculated to the program tests positive in pre-matriculation drug screening, the ad hoc Background Standards Subcommittee of the Admissions Committee shall convene and will make a recommendation to the Admissions Committee regarding whether the student will be allowed to matriculate.

Mandatory random drug tests may be performed at any time by the Program for the entire class. If the PA Program faculty has compelling evidence of, or reason to believe that a student is under the influence of illegal substances, that student may be required to undergo individual random drug screening. Mandatory drug testing may be required prior to beginning clinical rotations as well as during rotations, depending on the requirements of the clinical setting in which students have Supervised Clinical Practice Experiences (SCPEs). In all cases, this may require drug testing at the student's expense.

If the PA Program faculty has compelling evidence of, or reason to believe that an individual student is using illegal substances, prescription or scheduled drugs not legally prescribed to them, or is under the influence of drugs or alcohol while engaged in program-related activities or patient care, that student may be required to undergo individual random drug and/or alcohol screening at the student's expense. Under no circumstances will students be allowed to have contact with patients or to provide patient care while under the influence of illegal substances or non-prescribed scheduled drugs.

Enrolled students who test positive for illegal substances or prescription medications not legally prescribed to them will be referred to the Student Advancement Committee and will undergo mandatory evaluation. The Student Advancement Committee will

follow the recommendations of the evaluation and may make additional recommendations. Possible recommendations include, but are not limited to, referral for further evaluation and counseling, temporary withdrawal, and/or dismissal from the Program.

8.2.10. Criminal Background Testing

Creighton University PA Program requires background checks on all students to enhance the health and safety of patients, students, faculty, and staff in the academic and clinical environments, to adhere to applicable healthcare regulations, and to attest to affiliated clinical facilities and licensure entities a student's background and eligibility status. The background check will determine whether there are incidents in an applicant's or student's history that would pose a risk to patients or others or would prohibit the individual from being placed at clinical sites or licensed in the future.

In cases where a criminal record appears in the results of the background check, a copy of the report will be given to the prospective or current student and they will be allowed to respond to the information contained within the report. The background check and any student response will be reviewed by the PA Program's Backgrounds Standards Committee for review, consideration, and action.

The PA Program Background Standards committee is responsible for: Setting the standards for performing criminal background checks on all applicants accepted for matriculation into, and, as necessary, all students participating in the educational activities of, the PA Program; Arranging for outside agencies to perform background checks and ensuring their compliance with appropriate standards regarding student privacy; Evaluating the information contained within the background checks and; Making recommendations to either the PA Program Admissions Committee or the PA Program Student Advancement Committee regarding appropriate action.

The handling of all records and subject information will be strictly confidential and will adhere to the Family Educational Rights and Privacy Act (FERPA). Adverse findings that result in action taken by the Student Advancement Committee will become part of the student's academic record.

8.2.10.1. Frequency

Background checks will be conducted for admitted students prior to matriculation. Once a background check is completed on a current student, the student is responsible for notifying the PA Program Background Standards Committee, through the Creighton University School of Medicine Office of Student Affairs, of any new misdemeanor or felony arrests/indictments for the committee's review and action. Failure to do so will result in action, up to and including dismissal from the program or rescinding of an offer of admission. Additional background checks may be required during the student's time in the PA program as required by facilities in which the student is participating in SCPEs.

The Associate Dean for Student Affairs or the PA Program Director may request a background check, completed at the student's expense, on any student at any time based on reasonable suspicion of criminal behavior or as needed for clinical rotation placement.

Background check results will be maintained in the permanent student file. Also, as determined by the PA Program Background Standards Subcommittee, any report

regarding official action taken by the Committee is subject for inclusion within the student's file.

8.2.10.2. Procedures

The background check commences upon acceptance into Creighton University PA Program and must be completed by the student prior to matriculation through the program's identified service provider. The completed background check results are sent to the PA program for review. In cases where no criminal records appear, the accepted student's record will reflect that the investigation was completed and is satisfactory. In cases where a criminal record appears in the results of the background check, the student will be contacted by email.

- The accepted student must submit a written response to the PA Program Background Standards Subcommittee, an ad hoc subcommittee of the PA Program Admissions Committee convened by the Admissions Committee Chair, within ten (10) days of this notification. Such written response must be sent to the PA Program Director. Any student who fails to provide a response to the Background Standards Subcommittee by 4:30 p.m. Central time on the tenth day following the date of notification may have their acceptance rescinded by the PA Program at the discretion of the Admissions Committee.
- The accepted student may contest the results directly with the company that performed the background check, but this must be completed within 10 days of receipt of their notification.
- The Chair of the ad hoc Background Standards Subcommittee shall submit the Student's CASPA and Creighton University PA Program Supplemental applications, background report, the submitted written student response, and any vendor response to the Background Standards Subcommittee for review and action.
- The Background Standards Subcommittee will review the information and will then make a recommendation, generally within 14 business days, to the Admissions Committee to allow matriculation or to rescind admission or enrolled status to any student based on the timing, severity, number, and nature of any findings. The Subcommittee may consult Creighton University's Office of the General Counsel for guidance in the matter.
- If the student is allowed to matriculate, the Admissions Committee may also refer the student to the Student Advancement Committee for review and development of a remediation of the student's professional behavior upon matriculation based upon its findings.

The Subcommittee shall make this decision based on:
- Number of convictions;
- Nature, seriousness and date(s) of occurrence of the violation(s)
- Rehabilitation
- Relevance of the crime committed relative to PA profession standards
- State, federal and professional requirements relative to the PA profession, including licensure and certification regulations
- All known information regarding the accepted student, including the written explanation
- Any other evidence demonstrating an ability to perform academic and clinical expectations competently and free from posing a threat to the health and safety of the student or others.

NOTE: Any identified misrepresentation, falsification, or material omission of information from the application discovered during the admissions or criminal background review process may result in a recommendation to rescind the admission of the student. The Admissions Committee will notify the student in writing of its decision within 10 days of its decision.

No student will be allowed to matriculate until a background check is completed and approved by the PA Program. All accepted students are responsible for updating the PA Program of arrest or conviction that occurs after the time of the initial background check or at any time during their enrollment in the PA Program. Students who fail to report such incidents may result in a recommendation to rescind their admission to or enrollment in the PA Program.

8.2.11. Computer Use

Creighton University has established Fair, Responsible, and Acceptable use standards to safe guard our computers and electronic resources against unauthorized access. PA Students in the School of Medicine are required to adhere to information security policies, found at http://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/2.4.25._Acceptable_Use_-_rev_3-13-13.pdf. This policy applies to all users of computer resources owned or managed by Creighton.

8.2.11.1. University-Issued Electronic Devices

Each incoming PA student will purchase a laptop computer through the University's Mobile Device Program. Due to the nature of the PA education program and testing requirements, students receive a Creighton-issued laptop computer. Participation in the mobile device program is mandatory. Students will be charged for the devices through the Mobile Device Fee.

The student accepts full responsibility for the laptop computer issued by the Office of Medical Education's academic computing staff. Students are required to maintain a functional device throughout the PA education program.

Devices are managed using specialized software and cloud-based servers. The software assists the academic technology staff with software installation and updates, preparation of laptops for testing, and location and security of lost devices. Academic technology staff are centrally located to answer questions and troubleshoot. Laptop computers carry AppleCare coverage for three-years from the date of issuance. At the end of the final semester of the PA program, the laptop computer will be removed from enrollment in the mobile device program management software and will become the property of the student. These devices are not full-disc encrypted and, as such, no personal health information of patients or others should be stored on the device at any time.

8.2.11.2. Personal Electronic Devices

Patient information may not be stored on personal electronic devices, including smart phones or tablets, unless those devices meet university security standards applicable to patient data (for example, whole disc encryption). Patient information may only be stored on full disc encrypted personal electronic devices for the purposes of direct patient care of

patients for whom the student is directly involved in their care. Patient information, identified or de-identified, may not be retained by students on any device for any reason after their responsibility for that patient's care is complete.

8.2.11.3. Social Media Use

Students will be held to the legal and professional standards and policies required by health care professionals, the university and the PA program regarding social media use. Students may not post on social media any information regarding clinical rotations or photos taken at clinical rotations or while at clinical sites. The PA Program will apply HIPAA privacy rules, the program's professionalism standards and any other legal standards to all student social media posts. Students are held responsible for all information, comments, text and images posted on their personal social media accounts and for any posts, images, information, text or images made by them on public or private social media platforms. Violation of social media policy will result in referral to the Student Advancement Committee for disciplinary recommendations which may include dismissal from the program.

9. Evaluation and Remediation

9.1. Faculty Advisors

Each student will be assigned a Faculty Advisor upon matriculation to the PA program. The Faculty Advisor will be a member of the PA faculty. The responsibilities of Faculty Advisors include, but are not limited to:

- Advocate for the student
- Monitor students' academic progress and professional behavior
- Academic advisement and consultation
- Advise the student on available campus and off-campus resources
- Timely referral of the student to academic, health or student counseling services
- Consult with the student on any Program policies, requirements, expectations or concerns

Upon enrollment, students are expected to make an appointment with their Faculty Advisor for an introductory session. Students will be informed of office hours, preferred methods of contact, schedules and other pertinent information at this visit. Faculty Advisors may be consulted by the student for any reason. Advisors are considered advocates for the student and students should attempt to get to know their Faculty Advisor early in their academic career. Students are encouraged to contact their advisor at the first indication of difficulty, either academic or personal, so that the Advisor can work with the student to best determine how to proceed forward to best position the student for success.

Faculty Advisors are required to contact students when academic or professionalism behavior is falling below the program's expectations. These meetings are considered mandatory, and students should make every effort to respond to the Advisor at their earliest possible convenience. Timely response to the Faculty Advisor is considered an issue of professionalism and should be a high priority for students.

9.2. Evaluation of Student Academic Performance

The faculty will evaluate a student's performance to determine if the student displays adequate knowledge, skills, values and attitudes and is meeting the program's academic standards. By entering the program, students agree that the program faculty shall be the sole judges of performance in both academic and non-academic areas.

9.2.1. Didactic Phase Evaluation

During the Didactic Phase of the program, student academic performance will be monitored by the individual Course Directors, the student's Faculty Advisor, the PA Program's Director of Curriculum & Assessment and the Student Advancement Committee. Evaluation of student academic performance will include the review of student performance on all assessment measures within each course in the didactic curriculum.

9.2.2. Clinical Phase Evaluation

During the Clinical Phase of the program, student academic performance will be monitored by individual SCPE preceptors, the student's Faculty Advisor, the PA Program Director of Curriculum & Assessment, the Clinical Phase team (Director of Clinical Education, Clinical Coordinator, Clinical Phase faculty and administrative staff) and the Student Advancement Committee. Evaluation of student academic performance measures in the Clinical Phase will include the review of preceptor evaluations (based upon the Entrustable Professional Activities or EPAs), student logging data, written assignments, performance on the End of Rotation Examinations, and performance on Seminar Series assignments and assessments. Entrustable Professional Activities (EPAs) provide a framework for assessing students in the clinical phase. EPAs are aligned with the PA Program Outcomes.

9.2.3. Remediation of Unsatisfactory Academic Performance

9.2.3.1. Didactic Phase Consequences

During the Didactic Phase of the program, the course directors are responsible for monitoring and reporting individual student academic performance in each course to the Director of Curriculum and Assessment. The Director of Curriculum & Assessment and faculty advisors will provide ongoing monitoring of student academic and professional performance across the continuum of the curriculum.

Course remediation activities are designed to address student-specific learning deficiencies. If a student is not meeting expected academic requirements outlined in a course syllabus, the course director will work with the student to identify and remediate potential learning and performance issues and the student will be provided timely access to academic counseling services or other resources, as the need is identified. This may include, but is not limited to, remediation work with the Course Director, meetings with the student's Faculty Advisor, meetings with Student Academic Counselors to address issues that may affect the student's work. Remediation plans will include either a recommended or required meeting with an academic success counselor and/or their faculty advisor. Remediation of summative assessments are required and will include a post-remediation assessment of the remediated knowledge deficit.

If a student fails a course during the Didactic Phase of the Program, the student will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting within 10 calendar days of the course failure to review the student's academic record and to prescribe remedial actions or change of student status according to the PA program policies and procedures. The Student Advancement Committee holds responsibility for student advancement decisions, including recommendations of remediation, deceleration or dismissal from the program.

9.2.3.2.   Clinical Phase Consequences
During the clinical phase of the program, the Director of Clinical Education and members of the clinical education team are responsible for ongoing monitoring and reporting individual student performance to the Program. The Director of Curriculum and Assessment is also engaged in the ongoing monitoring of student performance.

At the mid-point of each SCPE, student academic performance and preparedness will be reviewed by the student and preceptor and recorded on a mid-term evaluation of the student. Any student who is failing to meet academic standards (scoring <3 on the evaluation's 5-point scale) will be contacted by the Director of Clinical Education to identify and remediate potential learning and performance issues. This will include a discussion outlining the steps required for the student to take to maximize their chances of successfully passing the course. This may include, but is not limited to, remediation work with the preceptor, meetings with the student's Faculty Advisor, meetings with Student Academic Counselors and/or the timely referral to academic counseling or Student Counseling Services to address academic or personal issues that may affect the student's work.

The student is also evaluated with a final course/SCPE evaluation. If a student fails a course or SCPE during the clinical phase of the program, they will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting (normally within 10 calendar days of the course failure) to review the student's academic record and to prescribe remedial actions or change of student status according to the PA program policies and procedures. The Student Advancement Committee holds responsibility for student advancement decisions, including recommendations of remediation, deceleration or dismissal from the program.

9.3. Evaluation of Student Professional Performance

9.3.1.   Didactic Phase Evaluation
During the Didactic Phase of the program, student professional performance will be monitored by Course Directors, PA Program faculty, and the student's Faculty Advisor. Evaluation of student professional performance will include the review of student behaviors in all aspects of the curriculum. Faculty Advisors will complete Professionalism Evaluations for all students throughout the Didactic Phase of the program. Additional individual Professionalism Evaluations will be completed as the need arises if unprofessional behavior by a student is noted. Academic dishonesty is considered unacceptable professional behavior.

9.3.2.   Clinical Phase Evaluation
During the Clinical Phase of the program, student professional performance will be monitored by individual SCPE preceptors, the Clinical Phase team (Director of Clinical Education, Clinical Coordinator, Clinical Phase administrative staff), the student's advisor, and the Student Advancement Committee. Preceptor evaluations of students include components of professional behavior in both the mid-term and final evaluation of students. Evaluation of student professional performance measures in the Clinical Phase will include the review of preceptor evaluations, student logging data and performance on Seminar Series evaluations and assessments.

9.3.3. Remediation of Unsatisfactory Professional Performance

Students are evaluated routinely on their professional behaviour throughout enrollment in the program. In each category of the Professionalism Evaluation, the student is ranked in the following categories: Skill demonstrated, Skill Developing, Skill Underdeveloped or Unsatisfactory. Students may begin the program with a 'Skill Underdeveloped' rating for the first two semesters for areas that take time to develop or that have not yet been assessed. After two semesters, students must maintain a 'Satisfactory' rating ('Skill Demonstrated' or 'Skill Developing') in all categories of the Professionalism Evaluation each semester. All students are expected to reach the 'Skill Demonstrated' rating in all categories by the time they complete the program.

9.3.3.1 Informal Remediation

If a student receives a "Skill Underdeveloped" rating in any category, after the initial development period (two semesters), after previously having a satisfactory rating, or due to a newly-identified unprofessional behavior, a meeting is required with the student's advisor to discuss the rating and to receive guidance. An informal remediation process may be initiated or, at the advisor's discretion, the student may be referred immediately to the Student Advancement Committee for formal remediation (See section 9.3.3.2). For informal remediation, the student's advisor will discuss the unprofessional behavior with the student, recommend behavioral modification with specific direction regarding expectations for curbing undesirable behavior and follow up with the student and any instructors, course directors or preceptors who may be involved in the student's ongoing professional evaluation. Informal remediation will be documented by the PA program faculty. Any student who incurs repeated incidents of unprofessional behavior requiring informal remediation may be referred for formal remediation or directly to the Student Advancement Committee.

When informal remediation is assigned, the student will have thirty (30) days to demonstrate full remediation to the satisfaction of the student's advisor or the Program Director. If additional behavioral issues or escalted problems with professionalism occur during the informal remediation process period, or if the student does not show improvement by the end of the remediation period the student will be moved to an 'Unsatisfactory' rating and will be referred to the Student Advancement Committee for formal remediation.

9.3.3.2 Formal Remediation

If a student is given a "Unsatisfactory" professionalism rating, formal remediation is required. In certain circumstances, at the discretion of a faculty advisor, a student given a 'Skill Developing' rating, may also be referred for formal remediation. If the PA faculty determines that the student's unprofessional behavior is: egregious; disrupts or threatens the health, learning environment, academic progress, well-being or safety of the student or others; constitutes student misconduct; or otherwise creates an unsafe, hostile, or disruptive environment, the student will be referred immediately to the Student Advancement Committee for review and recommendations. Allegations of academic dishonesty will be handled according to the policies set forth in Section 8.2.2 of this document.

For a formal remediation, the Student Advancement Committee will convene a meeting, usually within 10 calendar days of the referral. The student will be required to attend a hearing before the Student Advancement Committee to discuss their unprofessional behavior. The student will also be allowed to submit a written rebuttal or documented evidence to support their rebuttal. The Committee will review the records pertaining to the student's alleged unprofessional behavior and, if remediation is required, recommend a remediation plan. The Student Advancement Committee's recommendations may be comprised of actions including, but not limited to: probation, remediation, deceleration or dismissal from the program.

In the remediation plan, the Student Advancement Committee will provide the student with: a) A letter describing the identified undesirable behaviors requiring remediation, a detailed behavioral modification plan for remediation of these behaviors, a formal plan for follow up evaluation of behavior; and b) A Professional Warning Letter. After 30 days, the student's advisor will complete a follow up Professionalism Evaluation and at that time must have improved to the point of receiving a "Skill Demonstrated" or "Skill Developing" rating. If the student fails to achieve a "Skill Demonstrated" or "Skill Developing" rating, or if the student is found to require further remediation after the period of remediation, the student will be referred back to the Student Advancement Committee for further review and recommendations.

9.3.3.3 Escalated Actions by the Student Advancement Committee

Serious, egregious or un-remediated professionalism issues will constitute the need for escalated action by the Student Advancement Committee. For students who demonstrate any of the following: failure to complete an informal or formal remediation plan in the allotted time frame, unprofessional behavior during a remediation period, repeated professionalism infractions, serious or egregious breaches of professionalism, breaches of confidentiality, or illegal behavior, or other serious professionalism issues identified by the PA program faculty and Program Director, the Student Advancement Committee may recommend escalated action, including but not limited to: probation, deceleration, or dismissal from the program.

9.3.3.4 Violation of University Policy

Student actions of non-academic misconduct that constitute a violation of University Policy and/or the Creighton University Student Handbook and may be referred to and adjudicated by the Office for Community Standards and Wellbeing in the Division of Student Life or the Office of Equity and Inclusion. Incidents of non-academic misconduct may result in disciplinary action from the University. For more information on non-academic misconduct, including incidents of harassment, discrimination, sexual or relationship misconduct, please visit the Office of Equity, Diversity and Inclusion and the Creighton Student Handbook online. In these instances, additional professionalism consequences may be assessed to the student by the program according to the policies herein.

9.4. Student Advancement
It is the responsibility of the Student Advancement Committee to make decisions and recommendations regarding student advancement, remediation, deceleration, probation, temporary withdrawal and dismissal based upon each student's academic and professional performance.

9.4.1. Advancement
Students who satisfactorily complete all required components of each phase of the program and are in good academic and professional standing will be advanced to the next stage of the program by the Student Advancement Committee. Satisfactory completion of courses requires that the student has earned a grade of Pass (P) or Honors (H) in each course and has satisfactorily completed all non-graded course and program requirements.

9.4.2. Remediation
In some circumstances, the Student Advancement Committee may determine that a student who does not pass a course or SCPE may be eligible for remediation and/or repetition of a course, SCPE or some combination of the program's curricular components. The Committee will provide specific written recommendations regarding the components of the student's individualized remediation plan, including a schedule and timeframe for completing the plan. The Committee will base the student remediation plan upon identified gaps in knowledge, skills or professional development in a holistic view of the student's overall performance. The procedure for completing remediation may vary, due to the individualized nature of circumstances and remediation plans. The committee will be responsible for providing and assisting the student with the procedural steps required to successfully complete curricular remediation.

9.4.3. Deceleration
Remediation may include the repetition of certain components of the Program's curriculum. Because the curriculum is tightly-sequenced and each component builds upon the last, repetition of curricular components may require that a student decelerates their progress through the curriculum. A student who must decelerate to complete their remediation plan may be required to temporarily withdraw from the program until the course or SCPE in question can be repeated. Students should note that deceleration may have financial aid impact and students are responsible for the incurrence of any additional financial burden resulting from deceleration. No student may withdraw for any reason for more than one year. Students who temporarily withdraw during a semester must return within one year from the start of the semester in which they withdrew. Students should also be aware of the 48-month limit for completing the program, as outlined in section 6.7 of this document.

The procedure for completing remediation may vary, due to the variability in remediation plans. The committee will be responsible for providing and assisting the student with the procedural steps required to successfully complete curricular remediation.

10. Graduation Requirements
10.1. Requirements
To graduate from the Creighton University PA Program, students must successfully complete all the following:
- Complete all required, selective and elective courses and SCPEs with a grade of Satisfactory (S) or Honors (H)
- Satisfactorily complete all non-graded components of the curriculum
- Be in good professional standing with the program.

10.2. Conferral of Degree

Students who graduate from the Creighton University Physician Assistant Program are awarded a Master of Physician Assistant Studies Degree. Program graduates are qualified to sit for the Physician Assistant National Certifying Examination administered by the National Commission on Certification of Physician Assistants.

11. Student Health, Wellness & Safety

11.1. Student Health

11.1.1.　　　Blood and body fluid exposure

In case of suspected exposure to potentially infectious blood or body fluids, students must stop any current activity and follow the University's Exposure to Infectious Diseases in Clinical Settings guidelines and procedures found at: https://www.creighton.edu/researchservices/ehs/policiesandprocedures/exposuretoinfectiousdiseasesinclinicalsettings/.

Guidelines and procedures for care and treatment after exposure to infectious or environmental hazards can be found on the School of Medicine's student handbook page online at: https://www.creighton.edu/sites/default/files/2021-11/student_exposure_to_infectious_and_environmental_hazards_guideline.pdf

Creighton Health Sciences students are required to have both inpatient and outpatient health insurance which covers accidents and illnesses. All charges for evaluation and treatment shall be submitted to the student's health insurance company for payment. Prescribed initial diagnostic testing and initial prophylactic treatment, which is not paid by the student's insurer, will be paid for by CUSOM until the source test results are received, but for no longer than five business days. This includes payment for any student co-pays and deductibles incurred during the first five days after initial diagnostic testing and initiation of prophylactic treatment. All other evaluation and treatment services and/or prophylactic treatments ordered are the responsibility of the student or their insurer. The student is responsible for submitting original billing receipts as supporting documentation to the Dean's Office within 30 days of their receipt in order to be eligible for reimbursement.

11.1.2.　　　Immunizations

Creighton University requires all health science students to have certain immunizations. All full-time students are required to be compliant with these requirements. Creighton policy and instructions regarding policies, procedures and compliance may be found at https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-health-education-and-compliance/immunization-requirements. Prior to matriculation, a complete health history must be provided along with verification of the required immunizations. Students must also meet requirements of each assigned clinical rotation site and thus may need additional immunizations or screenings, if required by that site. The student is financially responsible for all additional immunizations required by clinical sites.

No student will be allowed to matriculate into the Program or advance to the next academic year unless the student is in compliance with the university's health, insurance and immunization requirements for health professions students. If it is determined that a student does not have the appropriate health insurance and/or immunizations at any time, the student will be withdrawn from all courses, rotations, or electives until they provide evidence that the deficiency is corrected.

Note: Immunization requirements are based upon current CDC recommendations for health professionals. If recommendations change, students will be notified and the Program requirements will change accordingly. Students will be expected to comply with updated regulations and update their immunizations accordingly.   Failure to comply with these requirements may result in a professional warning and withdrawal from clinical observations or rotations as well as removal from the program.

11.1.3.   Health Insurance

Creighton University requires that all full-time students be covered by a comprehensive health insurance plan for the entire academic year. New and returning students are auto-enrolled in the University-sponsored Student Health Insurance Plan. If a student already has a comprehensive insurance plan that meets the University's minimum insurance requirements, the student may be eligible to waive the university sponsored coverage. Information on insurance waivers can be found at: https://studentcenter.uhcsr.com/creighton

The online waiver process will must be submitted by the published deadline on an annual basis. The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless the waiver process is completed before the deadline. When Student Health Services becomes aware of a lapse in the student's insurance coverage, the student will be automatically enrollment in the University-sponsored Student Health Insurance Plan and the tuition statement will reflect a charge for the entire premium. This information is required on an annual basis.

More information is available at the Health, Education and Compliance website, found here: https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-health-education-and-compliance .

11.1.4.   Health Records

Health records for students are confidential and maintained by Creighton Student Health. Student Health records are kept separate from other Program and University files and are not accessible by PA Program Faculty or Staff absent written authorization from the student. Student Health will verify for the program that the student has met institution and program health screening and immunization requirements. Verification that each enrolled student has met university health and immunization requirements is provided to the program prior to matriculation and annually after that. Verification is placed in the student's academic record.

11.2.   Student Wellness

11.2.1.   Student Health Center

Creighton University's CHI Health Student Care Clinic, located at the CUMC University Campus at 2412 Cuming Street, provides comprehensive health services. The Center can be reached by calling 402-280-2735. More information and hours of service can be found online here: https://www.chihealth.com/studentcare

11.2.2.   Counseling Services

The Creighton University Center for Health and Counseling is intended to help students in their normal adjustments to PA school life and to the academic rigors of PA school. Specific resources available include individual counseling, educational and psychological testing, special programs in study skills, test taking, career choices, weight control, assertiveness training, relaxation training, and marital and relationship counseling. For additional information about the Student Counseling Services please review their webpage: https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-counseling-services. Confidential information is not shared with parties outside the Center without express written consent unless there is clear and imminent danger to the student or society.

11.2.3. Chaplain
The School of Medicine chaplain is available to discuss and advise students on spiritual concerns. The chaplain may be contacted at 402-280-4755 in Omaha and at 602-989-2246 in Phoenix.

11.2.4. Wellness
Many resources are available to Creighton students, including nutrition, sports and fitness, physical and financial wellness, as well as alcohol and drug education resources. The Kiewit Physical Fitness Center and Rasmussen Center are available for use by all full-time students. More information on the hours and locations of the fitness centers can be found at https://www.creighton.edu/student-experience/wellness/wellness-programs.

11.3. Service Opportunities

The Creighton University PA Program values and encourages students to participate in community service events throughout the duration of their education. Opportunities will be made available to the students via the PA student organization. For more information on student service opportunities, contact the class community service chair or the PA program faculty liaison(s) to the Creighton University PA Student Society. More information on student service opportunities is available through the Schlegel Center for Service and Justice.

11.4. Ethical and Religious Directives for Catholic Health Care Services
Creighton University School of Medicine adheres to the United States Conference of Catholic Bishops Ethical and Religious Directives for Catholic Health Care Services, Fifth Edition. For more information on these, please go to: http://www.usccb.org/issues-and-action/human-life-and-dignity/health-care/upload/Ethical-Religious-Directives-Catholic-Health-Care-Services-fifth-edition-2009.pdf

11.5. Policy on Student Work
The curriculum of the PA program requires the full time and energy of all PA students. Since it is believed that outside work of any kind interferes greatly with the educational experience, such work is strongly discouraged

To avoid conflicts with the professional and educational objectives of the PA Program, the following policy shall be in effect regarding student work.
- Students may not be hired as employees for any private or public practice, clinic or institution to perform any medical services concurrently during any time they are functioning as a student of the Physician Assistant Program, including during the time the student is under the sponsorship of a specific practice, clinic or institution during a SCPE.

- Any medical services provided under another license or certification during the time the student is enrolled in the PA program must be outside the duties performed as a PA student. Creighton University holds no liability for services provided by the student in that capacity.
  - Example: A student who holds an RN or EMT license works a shift for a previous employer on the weekend, not associated with their duties and responsibilities as a PA student
- Students may not take the responsibility or place of qualified staff in any medical or instructional setting.
- Students are not allowed to work in a paid or volunteer capacity for the PA program.
- Students may not be given any payments, stipends or other remuneration for medical services performed as part of the Physician Assistant Program.
- Students may not substitute for or function as instructional faculty, clinical or administrative staff while enrolled in the program.
- Students may volunteer their medical services to charitable, humanitarian or community service organizations when such services are assigned or approved within the Physician Assistant Program.

11.6.   Campus Safety

Creighton University maintains a robust Public Safety department which provides comprehensive services and education for students on its Omaha campus. Creighton University Department of Public Safety is headquartered in the west end of the Schneider Building, which is located on the east side of 23rd and Burt Streets. The Public Safety office is open and available to students 24 hours a day, 7 days a week, 365 days a year by calling 402-280-2911. Officers are trained in CPR and first-aid along with being first responders to campus emergencies. Officers patrol academic and resident buildings, parking lots, and outlying areas of campus on foot, on bicycle and in vehicles and provide prevention programs intended to educate the Creighton community in personal and property safety. Students who do not feel safe can call Public Safety to request an escort to another location on campus.

Emergency blue light phones are placed about campus for student use in case of emergencies. A map of blue light locations can be found here: https://www.creighton.edu/fileadmin/user/AdminFinance/PublicSafety/docs/BlueLightEmergencyPhones.pdf.

Creighton University maintains a confidential reporting line for reporting safety concerns for any student, faculty or staff member. Any Creighton student wishing to file a confidential report can call 402-280-4400. More information on campus safety can be found online at https://www.creighton.edu/admin/publicsafety/

Student safety procedures while in the clinical setting are provided to students entering the clinical phase during the Clinical Phase Orientation. Policies on harassment and discrimination that threaten student safety are noted herein and apply to students in both the didactic and clinical phases of the program.

11.7.   Parking

Students must comply with parking rules both at Creighton University and all clinical sites. Creighton automatically assesses a parking fee at registration. If a student does not want a parking permit, they must notify Creighton Public Safety to remove the charge.

More information on parking, including permit costs, citations and parking maps, can be found at: https://www.creighton.edu/executivevicepresident/publicsafety/parkinginformation

Appendix 1 – Program Outcomes and Entrustable Professional Activities

The Creighton University Physician Assistant Program has adopted the following Program Outcomes which align with the NCCPA Core Competencies and the AAMC Domain Competencies. The PA Program integrated curriculum is designed to integrate Entrustable Professional Activities (EPA) as the framework for assessment of the learning outcomes.

Upon completion of the PA program, the student will demonstrate competency in each of the Program Outcomes

Program Outcomes

1. Patient Care (PC)
2. Medical Knowledge (MK)
3. Practice-Based Learning and Improvement (PBLI)
4. Interpersonal and Communication Skills (ICS)
5. Professionalism (P)
6. Systems-Based Practice (SBP)

Entrustable Professional Activities

EPA 1: Gather a history and perform a physical examination
- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
- Medical Knowledge
  - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Professionalism
  - P 1: Demonstrate compassion, integrity, and respect for others
  - P 3: Demonstrate respect for patient privacy and autonomy
  - P 5: Demonstrate sensitivity and responsiveness to a diverse population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

EPA 2: Prioritize a differential diagnosis following a clinical encounter
- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice

- Medical Knowledge
  - MK 2: Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations
  - MK 3: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise

EPA 3: Recommend and interpret common diagnostic and screening tests
- Patient Care
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
  - PC 9: Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- Medical Knowledge
  - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Practice-based Learning and Improvement
  - PBLI 9: Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- Systems-Based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

EPA 4: Enter and discuss orders and prescriptions
- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - PC 6: Develop and carry out patient management plans
- Practice-based Learning and Improvement

- - o PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise
    - o PBLI 7: Use information technology to optimize learning

  - Interpersonal and Communication Skills
    - o ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- Systems-based Practice
  - o SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

EPA 5: Document a clinical encounter in the patient record
- Patient Care
  - o PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - o PC 6: Develop and carry out patient management plans
- Interpersonal and Communication Skills
  - o ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - o ICS 5: Maintain comprehensive, timely, and legible medical records
- Systems-based Practice
  - o SBP 1: Work effectively in various health care delivery settings and systems
- Professionalism
  - o P 4: Demonstrate accountability to patients, society, and the profession

EPA 6: Provide an oral presentation of a clinical encounter
- Patient Care
  - o PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
- Interpersonal and Communication Skills
  - o ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Professionalism
  - o P1: Demonstrate compassion, integrity, and respect for others
  - o P3: Demonstrate respect for patient privacy and autonomy
- Practice-based Learning and Improvement
  - o PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise

EPA 7: Form clinical questions and retrieve evidence to advance care
- Medical Knowledge
  - o MK 3: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care

- o MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations

- Interpersonal and Communication Skills
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Practice-based Learning and Improvement
  - o PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise
  - o PBLI 3: Identify and perform learning activities that address one's gap in knowledge, skills, or attitudes
  - o PBLI 6: Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
  - o PBLI 7: Use information technology to optimize learning
  - o PBLI 9: Obtain and utilize information about individual patients, populations of patients, or communities for which patients are drawn to improve care

EPA 8: Give or receive a patient handover to transition care responsibility
- Patient Care
  - o PC 8: Provide appropriate referral of patients including ensure continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- Interpersonal and Communication Skills
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - o ICS 3: Work effectively with others as a member of the health care team
- Practice-based Learning and Improvement
  - o PBLI 5: Incorporate feed back into daily practice
  - o PBLI 7: Use information technology to optimize learning
- Professionalism
  - o P 3: Demonstrate respect for patient privacy and autonomy

EPA 9: Collaborate as a member of an interprofessional team
- Interpersonal and Communication Skills
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - o ICS 3: Work effectively with others as a member of the health care team
  - o ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Professionalism
  - o P1: Demonstrate compassion, integrity, and respect for others
- Systems-based Practice
  - o SBP 2: Coordinate patient care within the health care system

EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
- Patient Care

- PC 1: Perform all medical, diagnostic, and procedures considered essential for the area of practice
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 3: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - PC 6: Develop and carry out patient management plans
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - ICS 6: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g., death, end-of-life care, adverse events, bad news, disclosure of errors)

EPA 11: Obtain informed consent for tests and/or procedures
- Patient Care
  - PC 3: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
  - PC 6: Develop and carry out patient management plans
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- Interpersonal and Communication Skills
  - ICS 1: ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 5: Maintain comprehensive, timely, and legible medical records
  - ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Systems-based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

EPA 12: Perform general procedures of a physician assistant
- Patient Care
  - PC 1: Perform all medical, diagnostic, and procedures considered essential for the area of practice
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- Interpersonal and Communication Skills
  - ICS 5: Maintain comprehensive, timely, and legible medical records
  - ICS 6: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g., death, end-of-life care, adverse events, bad news, disclosure of errors)
- Professionalism

- o P 6: Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant practice la

- Systems-based Practice
  - o SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

EPA 13: Identify system failures and contribute to a culture of safety and improvement

- Medical Knowledge
  - o MK 1: Demonstrate an investigatory and analytic approach to clinical situations
- Practice-based Learning and Improvement
  - o PBLI 4: Systematically analyze and practice using quality-improvement methods and implement changes with the goal of practice improvement
  - o PBLI 10: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have demonstrated to improve outcomes
- Interpersonal and Communication Skills
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Professionalism
  - o P 4: Demonstrate accountability to patients, society, and the profession
- Systems-based Practice
  - o SBP 4: Advocate for quality patient care and optimal patient care systems
  - o SBP 5: Participate in identifying system errors and implementing potential systems solutions

STUDENT ABSENCE REQUEST FORM
Didactic Phase

Form must be completed as soon as possible for an emergent absence from a class or mandatory activity. Please review the policy on attendance in the PA Program Student Handbook. Please review the policy on attendance in the PA Program Student Handbook

Student Name/NetID_____

STEP ONE: Date & Time of Requested Absence:

_____

REASON for Requested Absence or Policy Exception:

_____
_____
_____

Date & Time of Request Submission _____

Comments:

_____
_____
Course(s):_____
Sessions that will be missed   Date   Time
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
I affirm that the reasons stated above are true and represent the complete basis of my request.

Student Signature:_____ Date _____

STEP TWO: Email completed form to the Director of Didactic Education and cc Curriculum Coordinator.
STEP THREE: Program Review

Date Received: _____

PA Program Decision: ☐   APPROVED   ☐   DENIED

Director of Didactic Education Signature_____ Date _____

Comments: _____
_____
_____

This form will become a part of the student's permanent record.

Appendix 3 – Student Handbook Attestation Form
Compliance with the Creighton PA Program Student Handbooks

As a condition of acceptance into, and continuation in the Program, the student agrees to abide by the Creighton Physician Assistant (PA) Program Student Handbook and Clinical Phase Handbook, a collective name for the policies, requirements, guidelines and expectations of the Program. In return, the Program agrees to provide instruction, experiences and guidance to enable the student to become a competent practitioner. This agreement is intended to emphasize the commitment to professional excellence on the part of both the student and the Program.

The Student Handbook and Clinical Phase Handbook are presented to each student accepted into the Creighton PA program and the current handbooks are available online at the PA program's website. They contain essential information regarding the policies, requirements, guidelines and expectations that govern academic performance and student conduct applicable to all students who are enrolled in any phase of the PA Program. Each student enrolled in the program is expected to read and understand the handbooks. Students are encouraged to obtain clarification from the PA Program Director regarding any content they do not understand. The handbooks provided to students herein are effective starting the Fall 2022-2023 academic year. Any student appeals that attempt to invoke, utilize or assume as precedent any past policies, requirements or practices will not be considered valid or legitimate.

Attestation (Initial each item and sign below)

_____ I hereby affirm and declare that I wish to continue in and complete the Physician Assistant Program at Creighton University. As a condition of enrollment and continued progress in the Program, I freely and with full understanding and sincerity of purpose, agree to abide by the policies, requirements, guidelines and expectations collectively known as the Creighton PA Program Student Handbook and Clinical Phase Handbook.

_____ I received a copy of and have read the Student Handbook and the Clinical Phase Handbook. I understand the intent and meaning of the contents of this document.

_____ I understand that all policies, procedures, guidelines and requirements contained in the Student Handbook and Clinical Phase Handbook apply to all students in all phases of the PA Program, without exception.

_____ I agree that my academic progress, professional conduct and ability to meet technical standards will be evaluated by the PA Program according to the policies and procedures contained in the Student Handbook and Clinical Phase Handbook

_____ I understand and agree that if I fail to meet the obligations, responsibilities or requirements stated in the Student Handbook and Clinical Phase Handbook, my enrollment will be terminated via voluntary withdrawal or dismissal.

_____
Signature   **Date**

Print Name: _____

55

Appendix 4 – Technical Standards Agreement
Compliance with the Creighton PA Program Technical Standards

Initial each item below and sign the form at the bottom

_____ I have read the technical standards and understand the observational skills; communication skills; motor skills; intellectual, conceptual, integrative, and quantitative abilities; and attitudinal, behavioral, interpersonal, and emotional attributes required to successfully complete the Creighton PA program curriculum.

_____ I understand that information regarding the technical standards and seeking accommodations can be found in the PA Program Student Handbook and online at https://www.creighton.edu/student-success/student-accessibility-services.

_____ I agree to comply with the policies and procedures defined by Creighton University and the PA Program regarding technical standards.

_____ I understand that if, at any time prior to or during my enrollment in the PA Program, I become unable to meet the technical standards, it is solely my responsibility to request accommodations in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, from the Office of Student Accessibility Services at https://www.creighton.edu/student-success/student-accessibility-services or (402) 280-2166.

_____ I understand my admission to the PA Program is conditional upon my willingness and ability to meet the technical standards, with or without accommodations.

Select and initial the item below that applies to you:
_____ I attest that I meet all technical standards.

   OR

_____ I do not meet all technical standards and I understand that it is my responsibility to contact the Office of Student Accessibility Services prior to July 15 in the year in which I matriculate or as soon as the disability becomes known to me to ensure that reasonable accommodations can be made.

_____
Signature

_____
Print Name