Wagner College
Physician Assistant Program

Student Handbook

Wagner College
One Campus Road
Staten Island, New York 10301
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MISSION STATEMENT

To prepare professional academic clinicians committed to providing quality health care to all individuals.
PHYSICIAN ASSISTANT PROGRAM

MISSION STATEMENT

*To prepare professional academic clinicians*  
committed to providing quality health care to all individuals.

The curriculum of the PA Program is based on defined objectives for achieving the academic knowledge, clinical skills and professional values reflective of the PA profession.

Each of the three (3) professional phases or years encompasses all 3 tenets but each of the years is dedicated as representative of one of the tenents.

Professional Year I *(Didactic Phase)* emphasizes instruction of academic medical knowledge.

Professional Year II *(Clinical Phase)* focuses on student-patient interactions and the mastering of clinical skills.

Professional Year III *(Graduate Phase)* is dedicated to advanced clinical clerkship, medical research projects and professional credentialing requirements.

The summative evaluation and the exit interview reflect on the meeting of all objectives and demonstrate fulfillment of the mission statement.
**Code of Ethics of the Physician Assistant Profession**

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

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

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

**Physician Assistant** shall adhere to all state and federal laws governing informed consent concerning the patient’s health care.

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

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

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

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

**Physician Assistants** shall uphold the doctrine of confidentiality regarding privilege patient information, unless required to release such information by law or such information becomes necessary to protect the welfare of the patient or the community.

**Physician Assistant** shall strive to maintain the increase quality of individual health care services through individual study and continuing education.

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

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

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

**Physician Assistants** shall strive to maintain a spirit of cooperation with their professional organizations and the general public.
PA Profession: A Historical Perspective

1965 First formal program for training PAs was established at Duke University.

1968 The AAPA (American Academy of Physician Assistants), the national professional organization was formed.

1971 The AMA’s House of Delegates approved the Essentials of an Approved Educational Program for the Assistant to the Primary Care Physician. A set of standards for physician assistant programs.

1972 The Association of Physician Assistant Programs (APAP) was created.

1973 First national PA certifying exam is given by the National Board of Medical Examiners.

1974 The newly organized National Commission for the Certification of Physician Assistants (NCCPA) assumed responsibility for administering the National Certifying Examination.

1976 Committee on Allied Health Education and Accreditation is established as an independent organization responsible for accrediting Allied Health Educational Programs (including PA Programs).

1977 Passage of Rural Health Clinic Services Act that required utilization of a mid-level practitioner (PAs, Nurse Practitioners and Nurse Midwives). This act provided Medicare reimbursement for PA services in certified rural health clinics.

1979 PAs are employed in all 50 states.

1987 PA services are reimbursable under Medicare (Part A).

1991 PAs are commissioned officers in all branches of the military.

1992 PAs have privileges in thirty-three states. Approximately 21,000 practicing PAs in the USA

1996 Wagner College\Staten Island University Hospital Physician Assistant Program received Provisional Accreditation (April 4, 1996) and admitted its first class of physician assistant students.

1997 The number of PA Programs surpassed 100. Approximately 30,000 practicing PA’s are in the American health workforce.

1998 The Commission on Accreditation (CAAHEP) certified that Wagner College\Staten Island University Hospital Physician Assistant Program had completed an accreditation review and was judged to be in compliance with the nationally established standards. The first class of the Wagner College\Staten Island University Hospital Physician Assistant Program graduated on June 1998.

2000 The ARC-PA (Accreditation Review Commission on Education for the PA, Inc.) granted the PA Program Continuing Accreditation for five years.

2002 Wagner College was accredited by New York State Department of Higher Education to offer a graduate program for practicing physician assistants wishing to receive a Master of Science degree in Advanced Physician Assistant Studies.

2005 The Wagner College Physician Assistant Program transitioned to a three (3) year professional program offering its graduates the Master of Science in Advance PA Studies.

ARC-PA granted Continuing Accreditation to the Wagner College Physician Assistant Program until 2008.

2008 ARC-PA granted Continuing Accreditation to the Wagner College Physician Assistant Program until 2011.

2011 ARC-PA granted Continuing Accreditation to the Wagner College Physician Assistant Program until 2016.

2012 ARC-PA extended Continuing Accreditation to the Wagner College Physician Assistant Program until 2018.
Physician Assistant (PA) Role

What are Physician Assistants?

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

PAs Practice Medicine

Physician Assistants follow a medical model of patient care and practice medicine with supervision by licensed physicians. A PA’s specific duties are defined by state regulations and practice setting, but include both diagnostic and therapeutic procedures. PA education also prepares Physician Assistants to deal with many medical emergencies. PAs often act as first or second assistants in major surgery, and provide pre- and post-operative care.

In some rural areas, where physicians are in short supply, PAs serve as the only providers of healthcare, conferring with their supervising physicians and other medical professionals as needed and required by law.

Overview

The relationship between a physician and a physician assistant is one of mutual trust and reliance. The PA’s responsibilities depend on the type of practice, his or her experience, the working relationship with the physician and other healthcare providers, and state laws.

Educated in a medical program, PAs are qualified to perform approximately 80 percent of the duties most commonly done by primary care physicians. PAs perform physical examinations, diagnose and treat illnesses, order and interpret lab tests, suture wounds, set fractures, and assist in surgery. In a majority of states, PAs write prescriptions.
# Program Contact Names

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**CALENDAR**

**Scholastic Schedule 2014-2015**

Didactic, Clinical & Graduate Phases

Please note the schedule for the upcoming semesters:

**Summer '14–Spring '15:** June 2, 2014 – May 13, 2015

Reading Days, Make-Ups/Final Exams  
(Vacation) |
|-----------------|--------------|------------------------|----------------------------------------------------------------------------------|
| **Summer '14**  | 8 wks        | June 29 – August 4, 2014 | July 29 – August 4, 2014  
(August 5 – August 10, 2014) |
|                 | 1 wk         |                        | (Augst 5 – August 10, 2014) |
|                 | (1 wk)       |                        | (Augst 5 – August 10, 2014) |
| **Fall '14**    | 16 wks       | August 11 – December 2, 2014 | December 3 – December 10, 2014  
(December 11 – January 4, 2015) |
|                 | 1 wk         |                        | (December 11 – January 4, 2015) |
|                 | (5 wks)      |                        | (December 11 – January 4, 2015) |
| **Spring '15**  | 16 wks       | January 5 – May 4, 2015 | January 5 – May 4, 2015  
(March 2 – March 8, 2015)  
(May 14 – June 7, 2015) |
|                 | (1 wk)       |                        | (March 2 – March 8, 2015)  
(May 14 – June 7, 2015) |
|                 | 1 wk         |                        | (March 2 – March 8, 2015)  
(May 14 – June 7, 2015) |
|                 | (3 wks)      |                        | (March 2 – March 8, 2015)  
(May 14 – June 7, 2015) |
| **Vacation**    | July 4, 2014 | September 1, 2014     | September 1, 2014  
October 13, 2014  
November 27-28, 2014  
January 19, 2015  
February 16, 2015  
April 2 – 6, 2015  
Independence Day  
Labor Day  
Columbus Day  
Thanksgiving Weekend  
Martin Luther King Day  
President’s Day  
Easter/Pasover Weekend |

|                               | August 5 –  August 10, 2014 | (May 14 – June 7, 2015) |
|                               | Reading Days, Make-Ups/Final Exams |
|                               | Vacation                       |

Vacation:
- July 4, 2014
- September 1, 2014
- October 13, 2014
- November 27-28, 2014
- January 19, 2015
- February 16, 2015
- April 2 – 6, 2015

Independence Day
Labor Day
Columbus Day
Thanksgiving Weekend
Martin Luther King Day
President’s Day
Easter/Pasover Weekend
Program Overview

Mission

The mission of the three-year BS/MS Physician Assistant Program is to prepare professional academic clinicians, committed to providing quality health care to all individuals.

Program Overview

The Wagner College Physician Assistant Program is accredited by the New York State Department of Education and the ARC-PA (Accreditation Review Commission on Education for the Physician Assistant).

The Wagner College Physician Assistant Program is committed to preparing future professionals possessing sound academic knowledge and proficiency in clinical skills, requisite for providing and promoting quality healthcare to all individuals. The program is dedicated to the advancement of physician assistant education, promotes service to the community and, emphasizes the acquisition of the knowledge and skills required of the physician assistant (PA) functioning in a dynamic healthcare environment.

The three-year BS/MS Program in Physician Assistant Studies is a comprehensive program of didactic (academic), clinical and research (graduate) work that reflects upon the academic, clinical, and professional skills required of the PA. Students completing the prescribed three-year program in physician assistant studies receive their BS and MS degrees and are eligible to take the national certifying examination leading to the title of Certified Physician Assistant (PA-C).

The Didactic Phase (Year I) includes classroom and laboratory instruction in courses such as the Medical Sciences (Clinical Anatomy, Medical Physiology, Medical Microbiology, Pathophysiology and Human Genetics); Clinical Preparatory Sciences (Patient Assessment, Radiology Interpretation, Primary Care & Pharmacotherapeutics, General Medicine, Emergency & Surgical Medicine and Maternal & Child Medicine); and PA Professional Practice. Clinical exposure begins in the didactic phase of the program by providing for experiences with interview skills and performance of physical examinations in a variety of clinical settings. That clinical exposure extends into the Clinical Phase (Year II) with the introduction of supervised clinical experiences and is further developed in the Graduate Phase (Year III) with elective clerkships.
The structured Clinical Phase takes place at affiliated clinical institutions - hospitals, outpatient clinics, private offices and other in-state and out-of-state sites. The Clinical Phase provides students with full-time, direct patient care in outpatient, inpatient, long-term care and emergency settings. The clinical experiences are intensive, supervised, hands-on learning experiences in various medical and surgical areas. These supervised clinical rotations are in disciplines such as emergency medicine, general and advanced practice medicine; general and advanced practice pediatrics; general and advanced practice surgery; long term care; primary care (from adolescent to community health), psychiatry/behavioral medicine, and women’s health. All clinical experiences emphasize the provision of diagnostic, therapeutic and health maintenance services.

Graduate level courses are introduced in the second year of the program and continued with in the third year or Graduate Phase to fulfill the requirements for the Master of Science degree. These courses provide the Physician Assistant with the knowledge and skills required for professional and career development. In keeping with the philosophy of PA education, the graduate phase consists of didactic coursework that is complemented with clinical experiences including the elective clerkships.

Clerkship experiences are available in elective clinical areas of unique interest to each student. Examples include the surgical subspecialties (burn unit, cardiothoracic surgery, ENT surgery, neurosurgery, orthopedics, plastic surgery, urology, surgical intensive care trauma and urology); forensic medicine; women’s health; family practice; medical subspecialties (cardiology, dermatology, electrophysiology, gastroenterology, hematology-oncology, infectious disease, neurology and pain management) and community medicine. For those interested in pursuing education or administrative ventures, clerkships can be set up in those areas, as well.

The requirements for the Master of Science include the development of a research thesis project. The proposal for the thesis must be approved by the department and either the hospital IRB (Institutional Review Board) or college HERB (Human Experimental Review Board) prior to its implementation. The final thesis, approved by the Research Committee, is presented at Poster Presentations and defended at the Annual Research Forum.

Upon completion of the Physician Assistant Program, students are awarded a Bachelor of Science and Master of Science in Advanced PA Studies from Wagner College and a PA Certificate of Completion as well as a certificate acknowledging the Research Thesis Project from the Wagner College PA Program. Certification for clinical practice is granted by passing the PANCE (Physician Assistant National Certifying Exam). Registration and licensure are under the supervision of each state.
GOALS & OBJECTIVES

GOALS OF THE PROGRAM

The goals of the Wagner College Physician Assistant Program are to…

I. Integrate the three tenets of academic knowledge, clinical skills and professionalism into a comprehensive curriculum encompassing courses in the medical sciences, clinical preparatory sciences and professional practice.

II. Facilitate through a sequential, ‘building block’ curriculum, the acquisition of knowledge relevant to clinical practice.

III. Provide learning experiences that will promote the development of critical thinking and medical decision making skills.

IV. Enhance clinical competencies by providing experiences in a spectrum of settings with patients across the lifespan requiring varying aspects of patient care.

V. Guide the development of professionally relevant research projects leading to the dissemination of findings at public forums and at a thesis defense.

The program defines its success by demonstrating the achievement of the above goals.

OBJECTIVES OF THE PROGRAM

The Wagner College PA Program aims to provide a comprehensive program that integrates the academic, clinical and professional components that will prepare the Physician Assistant to perform as a competent professional and provider of quality care.

The Program maintains an on-going qualitative assessment in order to implement that which is necessary to meet or exceed the standards outlined in the “Accreditation Standards for Physician Assistant Education”.

The Program has set forth objectives that will prepare students to perform functions and tasks expected of a physician assistant with competency and proficiency.

Objective #1: The graduate will achieve knowledge and skills in history taking and performing physical examinations.

1.1 Develop a rapport with the patient and family that will enhance the history taking procedure.

1.2 Obtain and record a complete and accurate history:

- Chief Complaint
- History of Present Illness
- Past Medical History
- Current Health Status

- Family History
- Review of Systems
- Psychosocial History
1.3 Perform a complete and thorough physical examination.
   a. Demonstrate appropriate methods for developing patient confidence and trust during the physical examination.
   b. Carry out a comprehensive systematic physical exam.
      - General Survey
      - Vital Signs
      - Skin, Hair & Nails
      - HEENT
      - Thorax & Lungs
      - Cardiovascular
      - Abdomen
      - Breast & Axillae
      - Genitalia
      - Musculoskeletal
      - Peripheral Vascular
      - Neurological
   c. Distinguish normal from abnormal physical examination findings.
   d. Use the following instruments effectively and safely in collecting health status data:
      - Stethoscope
      - Sphygmomanometer
      - Otoscope
      - Ophthalmoscope
      - Tuning Fork
      - Reflex hammer
      - Measuring Tape
      - Other portable and/or office based devices

Objective #2: The graduate will achieve the knowledge and skills required for assessing laboratory and diagnostic studies.

2.1. Formulate a problem list and/or a differential diagnosis for each patient complaint.

2.2. Identify the appropriate diagnostic tests and procedures indicated in determining the correct diagnosis.

2.3. Discuss with the patient the benefits and risks associated with the diagnostic tests and procedures.

2.4. Demonstrate the appropriate skills required in collecting routine specimens including but not limited to the following:
   - Bacteriological samples
   - Blood (arterial, capillary, venous)
   - Gastric contents
   - Spinal fluid
   - Sputum
   - Stool samples
   - Synovial samples
   - Urethral smears/cultures
   - Urine samples
2.5. Interpret the results and discuss the implications of basic laboratory tests, including but not limited to the following:

- Automated Blood & Serum Chemistry Panels
- Complete Blood Count with Differential
- Complete Urinalysis
- Cultures & Sensitivities of various specimens
- Erythrocyte Sedimentation Rate & C-Reactive Proteins
- Gram Stains of various specimens
- Pregnancy Tests
- Stool for Occult Blood, Ovum, and Parasites
- Vaginal & Cervical specimen analysis

2.6. Take and Interpret:

- EKG Rhythm Strips
- 12 Lead EKGs

2.7. Identify and interpret common blood gas disorders:

- Metabolic Acidosis & Alkalosis
- Respiratory Acidosis & Alkalosis
- Secondary acid-base disorders
- Pulmonary Function Tests

2.8. Order and perform basic interpretations of radiological studies of the chest, abdomen, pelvis, skull and extremities.

2.9. Understand the uses of the following imaging modalities:

- Angiography
- Bronchoscopy
- CT Scans
- Colonoscopy
- Echocardiography
- Endoscopy
- Fluoroscopy
- MRI
- Nuclear Medicine Studies
- Ultrasound

Objective #3: The graduate will achieve the knowledge and skills in formulating the most likely diagnoses.

3.1. Utilize problem solving and medical decision making skills.

3.2. Integrate history, physical, laboratory and other findings to develop an appropriate differential diagnosis.

Objective #4: The graduate will achieve knowledge and skills in clinical intervention.

4.1. Perform clinical interventions appropriate for patient needs.

4.2. Carry out appropriate clinical techniques. (See “Procedure List”)

4.3. Understand the indications and possible complications of clinical interventions
Objective #5: The graduate will achieve the knowledge and skills relevant to clinical therapeutics.

5.1. Identify, and where appropriate, order medications used in the treatment of common health conditions,

5.2. Demonstrate knowledge of drugs to include indications, contraindications, mechanisms of action, and side effects.

5.3. Understand the challenges or difficulties patients may have in complying with prescribed treatment regimens.

5.4. Recognize the rights of patients to be informed regarding nature and choices of treatment, costs, risks vs. benefits and available resources.

Objective #6: The graduate will achieve the knowledge and skills relevant to health maintenance.

6.1 Communicate effectively and professionally within a patient centered health care team with patients, their families and other health care personnel.

6.2 Teach/counsel patients regarding the diagnosis, prognosis and treatment in an understanding and professional manner.

6.3 Teach patients about self-breast examinations, self-testicular examinations, and skin cancer examinations.

6.4 Teach, counsel, inform, and assist with understanding and preparation of advance directives and with the designation of a health care proxy.

6.5 Demonstrate professional concern regarding the effects that health problems have on the patient/family structure and lifestyles.

6.6 Develop an objective perspective that will allow appropriate and supportive therapeutic intervention into the patient’s health problems.

6.7 Understand and discuss the effects of the physical, psychological, sociocultural and economic factors relating to the patient’s health status on the patient and family.

6.8 Utilize patient/family education in providing the knowledge needed to maximize the health status of the patient.

6.9 Demonstrate professional discretion in protecting the right of the patient to privacy and confidentiality of privileged information.
Objective #7: The graduate will achieve the knowledge and skills for applying clinically the learned and acquired scientific concepts.

Objective #8: The graduate will demonstrate application of knowledge and skills corresponding to the following systems:

- Cardiology
- Dermatologic
- EENT
- Endocrine
- Gastrointestinal
- Genitourinary
- Hematologic
- Infectious Disease
- Musculoskeletal
- Neurological
- Psychiatric
- Pulmonary
- Reproductive

To fulfill the above objectives, it is required that the student log all patient encounters and required procedures. The student is required to complete and document a minimum of 1000 patient encounters over the 2 years of supervised clinical experiences and clerkships. Meeting the requirement will necessitate the logging of patients during each of the supervised clinical experiences in a timely manner. The student is also expected to document the successful performance of all required procedures. Students who fail to meet the minimum of 1000 patient encounters and the required procedures will be ineligible for graduation.

### Procedure List

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Minimum Requirement</th>
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<th>Minimum Requirement</th>
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<tbody>
<tr>
<td>ACLS</td>
<td>1</td>
<td>Incision &amp; drainage</td>
<td>1</td>
</tr>
<tr>
<td>Anterior Nasal Packing</td>
<td>1</td>
<td>Intradermal injection</td>
<td>3</td>
</tr>
<tr>
<td>Arterial Puncture</td>
<td>6</td>
<td>NG tube placement</td>
<td>3</td>
</tr>
<tr>
<td>BCLS</td>
<td>1</td>
<td>Pelvic exam/PAP smear</td>
<td>6</td>
</tr>
<tr>
<td>Chest Tube irrigation/removal</td>
<td>1</td>
<td>Peripheral IV</td>
<td>12</td>
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<tr>
<td>Dressing Change/Wound Care</td>
<td>6</td>
<td>Perform CPR</td>
<td>1</td>
</tr>
<tr>
<td>Ear Care</td>
<td>1</td>
<td>Subcutaneous injection</td>
<td>3</td>
</tr>
<tr>
<td>EKG</td>
<td>3</td>
<td>Staple/suture removal</td>
<td>6</td>
</tr>
<tr>
<td>Eye Care</td>
<td>1</td>
<td>Suturing</td>
<td>6</td>
</tr>
<tr>
<td>Gastric Lavage</td>
<td>3</td>
<td>Urinary Catheter ♀</td>
<td>6</td>
</tr>
<tr>
<td>IM Deltoid/Gluteal Injections</td>
<td>6</td>
<td>Urinary Catheter ♂</td>
<td>6</td>
</tr>
<tr>
<td>Immobilization/Splinting/Casting</td>
<td>6</td>
<td>Venous Puncture</td>
<td>6</td>
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</table>
**Technical Standards**

**Introduction**

The physician assistant (PA) must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Accordingly, the granting of a degree to a PA student signifies that the holder is an individual prepared for employment as a PA. In such a professional role the PA can provide medical services with the supervision of a doctor of medicine or osteopathy in accordance with the applicable laws of medical practice. The services must, for the safety and welfare of the patient, be of the same professional quality that would be rendered by the supervising physician.

Candidates for the PA profession must have the somatic sensation and functional use of the sense of vision and hearing. Candidates’ diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain and temperature), sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

The candidate for the PA profession must have abilities and skills of five varieties including observation, communication, motor, intellectual, conceptual & integrative - quantitative, and behavioral & social. Technological compensation can be made for some handicaps in certain of these areas, but such a candidate should be able to perform in a reasonably independent manner.

**Observation**

The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacological demonstration in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

**Communication**

A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of health care team.
**Motor**

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to perform basic laboratory tests (urinalysis, CBC, etc.); carry out diagnostic procedures (phlebotomy, venipuncture, placement of catheters & tubes) and read EKGs and x-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch and vision.

**Intellectual-Conceptual & Integrative – Quantitative Abilities**

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

**Behavioral & Social Attributes**

A candidate must possess the emotional health and stability required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admission and education processes.
**Policies & Procedures**

The Wagner College Physician Assistant Program Student Handbook is designed to familiarize each Physician Assistant Student of the Wagner College Physician Assistant Program with the academic procedures, policy practices and program expectations for the duration of the didactic, clinical and graduate phases of the physician assistant program.

*The Physician Assistant education encompasses a three-year curriculum. It is divided into a one-year didactic phase, one year of supervised clinical practice and one year of advanced graduate work. This handbook will provide the student with policies, procedures and fair practices for the three years of the PA Program.*

The Wagner College Physician Assistant Program Student Handbook also provides students with program objectives, learning goals, academic standards and competencies required for successful completion of the program. Individual course schedules, syllabi and objectives for didactic, clinical and graduate phases are provided independently. These help to make the student aware of each course’s goals, objectives, requirements and evaluative standards.

**Non-Discrimination Policy**

Wagner College and the Wagner College Physician Assistant Program do not discriminate on basis of race, sex, sexual orientation, national and ethnic origin or religion, in compliance with section 504 of the Rehabilitation Act of 1973 and with Title IX of the Educational Amendment of 1972. The non-discrimination policy is consistent with federal and state statutes, rules and regulations.

**Privacy Act**

Wagner College and the Wagner College Physician Assistant Program believe in protecting the privacy of students’ records, in compliance with the Family Educational Rights and Privacy Act of 1974. At the PA Program, all records are kept in locked cabinets and are available upon request for review by the students. PA students, therefore, do not have access to the records or any confidential information of other PA students.

**Student’s Rights**

Wagner College and the Wagner College Physician Assistant Program comply with the Family Educational Rights and Privacy Act of 1974. FERPA is designed to protect the privacy of educational records, and to provide guidelines for the correction of inaccurate and misleading data. The Program is permitted to provide directory information without the students consent unless he or she requests in writing that such information not be disclosed. At Wagner College directory information is defined as: *student’s name, address, date and place of birth, dates of college attendance, full-time/part-time status, major field of study, participation in officially recognized activities and sports, degrees and awards received, and previous school or college attended.* The student may request that directory information be kept confidential by completing...
a form obtained from the Registrar’s Office. The form must be renewed annually. Further information on Wagner College policy and procedures on compliance with FERPA can be obtained from the Registrar.

**HEALTH SERVICES**

The College provides for health care for each student by maintaining an equipped and staffed Health Office. PA students are expected to submit to the Health Office specific health information forms signed by their health care providers indicating PPD status and current immunization in accordance with CDC recommendations. The College also provides for counseling services through the Office of Student Affairs. Strict confidentiality is maintained. To insure that confidentiality is maintained, principal program faculty do not participate as health care providers for students of the PA Program.

**UNIVERSAL PRECAUTIONS & EXPOSURE POLICY**

PA students are required to complete a training session for healthcare professionals in infection control and universal precautions, approved by New York State Department of Health, prior to commencing clinical interactions with patients.

The Wagner College Physician Assistant Program, Wagner College (the sponsoring institution) and its clinical affiliates, adhere to the Guidelines of the Centers for Disease Control and Prevention. In accordance with the Centers for Disease Control and Prevention, Public Health Service Guidelines this policy covers all exposures to blood/body fluids by any student during any component of the program curriculum or any assigned supervised clinical experience.

In the event of exposure to infectious agent via needlestick or splash, the student sustaining the exposure must report the injury immediately to the program and clinical preceptor, if on supervised clinical experience. The student sustaining the exposure should squeeze the area (if appropriate), wash with soap and water, and scrub with betadine solution or alcohol. The individual must then report to Employee Health Services or the Emergency Department (ED) for initial and further instructions. The individual sustaining significant exposure will be counseled on the risk of HBV, HCV and HIV infection and transmission.

The following materials are felt to be infectious relative to blood-borne pathogens, particularly hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV).

> Blood, blood products, tissue, semen, vaginal secretions, breast milk, cerebrospinal fluid, amniotic fluid, peritoneal fluid, synovial fluid, pericardial fluid, pleural fluid, inflammatory exudates or any other body fluid contaminated with blood.

Generally, exposure to urine, feces, sputum, nasal secretions, saliva, sweat, tears, or vomitus that does not contain blood visible to the naked eye is not considered significant.
The primary responsibilities of the Public Safety Department are campus law enforcement, parking and traffic administration, general welfare and fire safety. Officers can be radio dispatched to emergency situations at any time of the day or night.

Wagner College is in full compliance with all provisions of the Crime Awareness and Campus Security Act of 1990 (also known as the Clery Act). The Department of Public Safety compiles statistics of crimes and attempted crimes reported. The Public Safety Office provides 24-hour-a-day patrol protection to the campus. All Public Safety officers are certified by New York State. The College also provides ongoing training for patrol officers in the area of patrol procedures, emergency response, report writing, etc. The Department works closely with the New York Police Department and other law enforcement agencies.

Upon receipt of any complaint (criminal or otherwise), an officer responds to handle the situation as appropriate. A follow-up investigation is conducted for those incidents which require it. An incident report is written to document the event.

**INCIDENTS/ACCIDENTS IN THE CLINICAL SETTING**

Occasionally, accidents may occur on clinical sites. Should a student, patient, or other staff member be injured as a result of an accident involving a student, the student must comply with all accident and injury protocols established at the institution. The student must then notify Program personnel and file a Physician Assistant Program Incident Report at the PA Program office. It is important that the Program be notified of the incident as well as that policy and procedure of the clinical facility be followed.

**LIBRARY SERVICES**

The PA Student has several resources for medical research. The Hormann Library is located on the Wagner College Campus providing textbooks, reference material, PA and other medical journals and Internet access. Additional resources are available at the Program and at affiliated hospital libraries. These sites also provide medical textbooks, medical journals and Internet access.

**WORK POLICY**

The Program does not maintain a policy that limits or prevents students from working, but does discourage students from working due to the time constraints of the intense curriculum and the requirements of the clinical rotations.

PA students are not required to work for the Program. No student workers are used as administrative or technical support staff. PA students do not substitute for instruction staff or, during clinical experiences, do not substitute for clinical or administrative staff.
PA students are also not required to provide or solicit clinical sites or preceptors. The global clinical schedule is prepared with appropriate supervised clinical experiences for all students. Students expressing an interest in a new clinical site and/or preceptor not included in the program’s preceptor database must complete a request form and the site is reviewed in compliance with the site development policy.

Participation in a clinical experience may not be construed as gainful employment. Accepting payment can result in loss of malpractice liability coverage for the student. Once the student has completed all requirements and graduates from the PA Program, s/he may pursue a salaried position at the institution.

Office of Student Financial Aid

The College maintains the Office of Student Financial Aid to assist students in applying for federal and state aid to help pay for their education. Scholarships are also offered to full-time students based on academic performance at the time of admission.

Costs & Refunds

The tuition rates for full-time undergraduate and graduate students are published each year in the Tuition and Fee Schedule and are available at the Bursar’s Office.

Additional costs may be incurred by the students (i.e., medical equipment, medical textbooks, travel expenses).

A student dropping the PA courses without withdrawing from the College will be refunded according to the College policy, as published in the college bulletin.

Attendance/Lateness

Attendance is mandatory for all program lectures, clinical experiences and other program activities. If a student is forced to miss a class in the didactic phase, the student must call or e-mail the Program and notify the Program Director or Academic Coordinator. If the student is forced to miss a day of clinical rotation, the student must call or e-mail the Program to notify the Program Director or the Clinical Coordinator, as well as the Preceptor or clinical rotation supervisor at the assigned clinical site. The absence must be accompanied by appropriate documentation upon return. Reasonable accommodations are made for religious observances upon request. The student is advised that all missed program days are subject to make-up at the discretion of the Program Director.

Attendance is mandatory for all program activities. At no activity will students be required to substitute for regular clinical or administrative staff. Neither will they be required to perform clerical or administrative work for the program.

Lateness is prohibited except under extenuating circumstances, (which is at the discretion of the Program Director), with prior approval, and/or with a practitioner’s medical note.
ADVANCED PLACEMENT

The PA Program does not grant incoming students advanced placement. Due to the sequential construction of the PA curriculum, PA students are required to attend all courses and rotations in the didactic, clinical, and graduate phases.

SCHEDULE

The schedule of classes for the Didactic Phase or Professional Year I, is distributed over three (3) semesters. The Didactic Phase consists of 40 weeks of classroom experience (excluding reading days, holidays & vacations) distributed over a summer semester (8 weeks), fall semester (16 weeks) and spring semester (16 weeks). At the beginning of each of the three semesters, students are provided with weekly didactic schedules for that semester.

The Clinical Phase or Professional Year II, also consists of 40 weeks (excluding reading days, holidays & vacations) distributed over a summer semester (8 weeks), fall semester (16 weeks) and spring semester (16 weeks). The Clinical Phase introduces students to the requirements of the supervised clinical experiences and include eight (8) of the required rotations. The required clinical rotations are continued in the Graduate Phase or Professional Year III along with elective clerkships. The individual clinical rotation schedules vary and attempts are made to accommodate the preferred electives. However, the remainder of the schedule is non-negotiable, and the student is responsible for maintaining the clinical hours of each supervised clinical experience, including on-call, evening and/or weekend hours. In addition, the student is responsible to attend scheduled conference, lectures and departmental rounds pertinent to each rotation.

During both the Clinical and Graduate Phases, students return to the PA Program for scheduled graduate coursework. These courses stress enhancement of lifetime learning skills and include lectures, case presentations, and critical thinking sessions with emphasis on problem-based learning, research development, PA professional updates and communication/problem solving forums.
PROFESSIONAL CONDUCT

Students of the Wagner College Physician Assistant Program are expected to conduct themselves at all times in a professional manner. During the entire program, students are expected to adhere to the “Code of Ethics of the Physician Assistant Profession”. The clinical preceptor or site may therefore request the college to withdraw from the clinical experience any student whose performance is unsatisfactory, jeopardizes patient safety or welfare, or whose conduct or demeanor prevents the performance of Physician Assistant responsibilities. In addition, the misconduct may result in suspension or dismissal from the Program.

A Physician Assistant student should consistently demonstrate the following:

- Ethical conduct, integrity and honesty
- Concern for others, self and the rights of privacy
- Responsibility to duty
- An appearance appropriate to the profession
- An ability to recognize one’s limitations and accept constructive criticism
- Punctual attendance at all program and clinical activities
- Adherence to all deadlines
- Respect for patients, their families, faculty, staff and peers
- Individual as well as group responsibility for honorable behavior. Unethical behavior should not be ignored by the student

Should a student not conform to the standards of the profession, program and institution by acting morally, socially or emotionally inappropriate, such behavior will be brought to the attention of the Program Director, who will determine what actions are needed to best intervene.

Professional misconduct may result in suspension or dismissal from the program.

PROPER IDENTIFICATION & PROFESSIONAL DRESS

Physician Assistant students must be clearly identified as such at all times, in particular, during clinical experiences.

- Students are required to wear the short white consultation jacket with the program patch and official identification badges at all times.

- The Wagner College Physician Assistant Program patch, supplied by the Program, is to be affixed to the left sleeve of the consultation jacket. The white jacket is to be worn at all times.
I.D. badges must be worn near the shoulder and/or at least 10 inches above the waist at all times so as to be visible and readable by an approaching individual. Only one hospital issued pin may be worn on a badge. Multiple pins should not be displayed on the I.D. badge. Buttons and other adornments may not be displayed on clothing, uniforms or the I.D. badge.

Students are expected to present a professional appearance. Attire must be neat and appropriate to a professional setting. Personal belongings should be safeguarded in a locker or locked drawer. The wearing of handbags, backpacks, and pouches/fanny packs while on duty is inappropriate and prohibited. Furthermore, in patient care areas it is a breach of infection control practice. Individual departments may have a dress code that contains additional regulations specific to that department and its operations.

Clothing should be well fitted and clean at all times. See-through, overly tight, or revealing clothing is not allowed. Shirts should be fully buttoned (except for top button when appropriate). Skirts should be no more than three inches above the knee and no longer than mid calf.

Shoes and hose appropriate for the position are to be worn at all times. Hosiery and shoes must be clean, in good repair, and meet safety and noise abatement needs of the Hospital environment. Hosiery is not to be worn over pants leg. Open toed/heel shoes are not permitted.

Suits, pants and coordinated outfits must be appropriate and in good taste. Any clothing made of traditional jean or denim or spandex-like fabrics are inappropriate. Trousers that drag on the floor are not appropriate, nor are outfits with shorts, midriff tops, leggings or stirrup pants. The following are also considered inappropriate attire and often unsafe: floor length dresses, sundresses, halter-tops, tank tops, thongs, sandals, and clogs.

Baseball caps or other non-uniform hats are not appropriate. If worn, it must be removed when indoors unless religious custom requires otherwise.

T-shirts with decals or other insignia are not be permitted if visible underneath uniform. The wearing of pins, buttons, insignia, or any other non-hospital issued item in patient areas is prohibited.

Students with long hair must have it pinned up or secured off the shoulders or secured in a hair net. Beards, mustaches and sideburns must be clean and neatly trimmed at all times.

Body odor, which is offensive to others, is not acceptable. This includes heavily scented colognes, perfumes or after-shave lotions. Personal cleanliness and good body hygiene are a must in the Hospital environment.
Excessive or loose jewelry is a safety risk for students and patients, and their use is discouraged.

Hands and nails should be clean, tidy and free of chipped or peeling nail polish. Nail length should be appropriate for a professional setting and under nail cleanliness must be maintained. For this reason, artificial nails, wraps and decals may not be worn.

For safety and sanitary reasons, long, dangling earrings, jewelry in pierced body parts (other than ear lobes), or excessive jewelry are not permitted. Jewelry should be limited to one wedding band type ring and one watch for those who provide hands-on care. However, a small holiday pin may be worn at holiday periods if it contains a safety catch.

Scrub suits, masks, caps, or paper shoes may not be worn outside of the area required by the duties of the job, e.g., cafeteria, hallways, stairwells, elevators, etc.

Gum chewing and eating food are not acceptable in patient care areas, open work areas, or while speaking on the phone. If food is taken outside the cafeteria, it must be in a closed container and all food residues completely discarded in a closed garbage can when finished. This is a regulation of the Department of Health. Food and beverages may not be consumed in public hospital areas such as the lobby or other seating areas.

Any individual not appropriately dressed is sent home as unprepared and does not receive credit for that period of time. Occurrences are dealt with through the program’s Progress Committee and possible disciplinary action may follow.

Off duty students visiting the hospital who are not dressed in accordance with the hospital dress code should not wear the hospital identification badge.

Body tattoos must be kept covered during the three professional years of the PA Program.

Professional Behavior in the Classroom:

No food in the classroom. Beverages are permitted.

Cell phones must be stored in the off mode during all classes and exam times in the designated area.

No videography allowed in the classroom.

No use of wearable recording devices containing a camera is allowed, including but not limited to google glass, smart watches, audio recording devices or programs.

Respectful, professional behavior must be extended at all times to lecturers as well as classmates. Lecturers should be addressed as “Professor” or “Doctor”.

Students are not permitted to photograph patients on clinical sites. Students should be mindful of what is posted to social media sites (i.e., Facebook, Twitter…).
1. Students receive HIPPA training prior to initiating patient interactions during their supervised clinical experiences. Certificates documenting compliance with this requirement must be in the student file prior to beginning rotations. Preceptors may contact the Program requesting proof of HIPPA training.

2. All patient data gathered during the course of a supervised clinical experience is considered CONFIDENTIAL. Therefore, students may not discuss a patient’s record in a situation or manner that would reveal confidential information about that patient or his/her record to persons not involved in that patient’s healthcare.

3. Patient charts or content of those charts (e.g., lab reports) may not be removed from the clinical setting. Work submitted to the program for evaluation should not include specific recognizable references to the patient (i.e., name, address, and identification number).

4. Reference, at any time, to a patient in a dehumanizing or insensitive manner is not professional and will not be tolerated. Such an infraction will be reviewed by the Program administration, and is justification for recommendation of placement on professional probation.

**Medical Documentation**

Program policy permits students to document on charts; however, hospital policy may differ. If students are not permitted to document on charts, they are encouraged to practice documentation on a separate sheet and have it reviewed by preceptors. We appreciate preceptor assistance/encouragement with this activity.

Students are reminded that the medical record is a legal document. Whenever a student makes an entry into a patient’s record (i.e., H&P, progress notes, etc.), the student must indicate that s/he is a physician assistant student when signing the entry. Either of the following is acceptable:

John Doe, PA-S
John Doe, Physician Assistant-Student
Substance Abuse/Impaired Practitioner

Alcohol and/or substance abuse is a serious health and professional issue and as such, is a danger to the PA student, his/her colleagues and most importantly, to the patient. Wagner College has strict policies concerning alcohol and substance abuse which may be reviewed in the Wagner College Student Handbook.

The Wagner College Student Handbook states “Impaired behavior due to the use of illegal substances or dangerous drugs is prohibited, impaired behavior is described as behavior exhibited by an individual that requires the attention of a staff member and may be out of the ordinary for that individual, including, but not limited to: slurred speech, inability to walk properly, erratic, belligerent or overly aggressive behavior.

Any student who demonstrates these behaviors observed by instructors, fellow students, preceptors or patients will be removed immediately from the classroom or clinical setting and referred to Wagner College Student Health. A thorough assessment of the situation will be conducted in accordance with College protocol in addition to NYS medical professional protocol.

Practitioners (physicians, medical students, physician assistants and physician assistant students) suspected of having problems with alcohol, drugs, or mental illness, but whose ability to practice is not impaired, may be reported to the Committee on Physicians’ Health of the Medical Society of the State of New York (the committee). All calls are confidential. The committee identifies, refers to treatment, and monitors impaired physicians and physician assistants. The program is voluntary and participation is confidential. The names of physicians and/or physician assistants participating in the program are not shared with OPMC without a participant’s approval unless there is a failure to comply with treatment recommendations. If you believe, however, that a colleague’s medical performance may be impaired, you must contact OPMC. The law does not exempt physicians and/or physician assistants from their duty to report colleagues practicing with a suspected impairment to OPMC because they have reported to the committee.

If a student feels that he/she or another needs help, please report this to the Program Director so that appropriate referrals can be made. The Committee on Physicians’ Health of the Medical Society of the State of New York is a non-punitive agency and will assist with obtaining the appropriate medical or mental health services needed.

Time missed from the classroom or clinical rotations for evaluation and treatment of substance abuse issues will have to be made up after appropriate medical and/or psychological clearance is obtained and may result in delayed graduation.
ACADEMIC STANDARDS

Academic standards are established for all components of the curriculum. Didactic courses are evaluated by multiple choice exams incorporating all material covered in the previous class sessions (approximately 15 hours per exam) specific to the major topic headings. These exams are modeled in content and format after the National Certification Exam. The exams serve as indicators of students’ performance, strengths, weaknesses, and possible need for additional help. During the didactic phase, a student is typically confronted with two to five exams per week.

During the Clinical Phase exams are administered during scheduled graduate class time. The material for the end-of-rotation exam is outlined in the learning objectives and is referenced to the required texts specific to that supervised clinical experience.

All courses (didactic and clinical) receive a numerical grade and must be passed with a minimum grade of 70. All didactic and clinical units comprised of one or more courses, receive a final numerical and corresponding letter grade. The letter grade for each unit is included in the Wagner College transcript. The unit grade will appear as Incomplete until all courses or components of that unit are passed.

A student is required to take all exams and pass all courses in the Didactic, Clinical and Graduate Phases with a minimum grade of 70. (Any individual exam with a grade of 55 or below will require a make-up in order to demonstrate minimal competency.)

The final unit grade for each supervised clinical experience is based on three (3) components – Academic Knowledge, Clinical Performance and Professionalism. Each component is graded as an independent course and, therefore, for successful completion of the unit, each of the components or courses must receive a minimum passing grade of 70. The clinical unit receives a final numerical and corresponding letter grade. The letter grade is submitted to the Registrar and included in the Wagner College transcript.

Each course in the Physician Assistant Program must be passed with a minimum grade of 70. This applies to every didactic course within a Unit and every course/component - Academic Knowledge, Clinical Performance, and Professionalism within a Clinical Experience. In the event that, at the end of a didactic course or a clinical experience, the course (or End of Rotation) the grade is less than 70%, the student must take a comprehensive final make-up exam. In the event that the ‘clinical performance’ grade is less than 70, the student must remediate the clinical experience to demonstrate having achieved minimum competency of the above. This may involve a delay in graduation if additional clinical experience is required. The student is also offered remediation work that is developed and compiled by the corresponding course director phase coordinator. The remediation work must be submitted by the student prior to taking the comprehensive final make-up exam or receiving a passing grade for a component/course of a clinical unit. If a student scores 70% or above on the comprehensive final make-up exam, the remediation process is deemed successful and the student passes the course with a grade of 70.
Should the student fail the make-up exam or pass the makeup exam but fail a subsequent didactic or clinical EOR course the student will be placed on “Academic Warning”.

For the student on Academic Warning, a subsequent failure places that student on “Probation”.

For the student on Academic Probation, any other failure in that or subsequent years will necessitate a meeting of the Progress Committee. Once a student is placed on Academic Probation, the student will remain on Academic Probation for the remainder of the professional program. The Committee will determine a course of action which may include deceleration or dismissal. Students must recognize that deceleration will constitute extension of their time at the Wagner College Physician Assistant Program.

The Wagner College Physician Assistant Program has a learning intervention process that is implemented in response to students’ learning needs and performance. Remediation refers to supplementary learning material created for the student challenged with course content and having difficulty passing a specific course. Deceleration is a process that allows for a slower paced progression through the sequential curriculum of the three phases of the Physician Assistant Program. Remediation and deceleration are considered for the student challenged with the curriculum workload and who will benefit from spending more time focusing on reviewing course content and courses in a decelerated track.

**Academic Dishonesty**

The students of the Wagner College Physician Assistant Program, as members of the Wagner College community are held to the highest standards with regard to academic honesty and integrity. The Student Academic Honesty and Integrity Handbook assists in understanding what those standards are.

Violations of the College’s Honesty policy diminish the work of everyone at Wagner College, are not tolerated and may result in dismissal from the Program. Open, honest inquiry stands at the foundation of academic process, and is expected of all students, without exception.

Academic honesty is maintained when work submitted for credit represents the student’s own effort.

Students violate this standard when they submit work for credit that is not original, or attempt to deceive the instructor in some other manner. Plagiarism is presenting as one’s homework, words or ideas of another without proper citations or credit. All work that comes from other sources must be properly acknowledged, and even if the work of others is paraphrased, it should be clearly noted. Cheating consists of taking, or providing, or attempting to take or provide external assistance during an examination. This can include communicating with another student, referring to materials not approved for use during the examination including cell phones or computers or copying the work of another student.
Other violations of academic honesty include falsifying clinical data, falsifying attendance record or any other action designed to deceive.

When an incident of academic dishonesty is under investigation, the student will be placed on academic suspension until resolution of the case.

**Grievance Procedure**

Students wishing to lodge a complaint regarding academic policy, procedure, or decision, as it relates to any alleged action prohibited by anti-discrimination acts, should first discuss the matter on an informal basis with the Program Director within five business days. The Program Director will give the matter prompt attention and return an answer to the complainant. If the grievance is not resolved at this level, it should be presented, in writing, within five business days to the Office of the Provost.

The document should include, but not necessarily be limited to, the following:

1. Statement of the grievance and the facts upon which it is based.
2. Date of the occurrence.
3. Attempts made to solve the grievance.
4. Student signature and date.

The Provost will attempt to resolve the grievance to the satisfaction of all parties concerned. In the event an acceptable resolution is not achieved at this point, the faculty member or student should request, in a memorandum addressed to the Provost that the grievance be brought before the Equal Opportunity Grievance Committee which will review all facts and make its recommendation to the President of the College. The decision of the President is final.

**Harassment Policy**

It is the policy of Wagner College and the PA Program that conduct by any student, faculty, preceptor or employee which may be interpreted as harassment is prohibited. The Equal Employment Opportunity Commission defines harassment as unwelcome verbal or non-verbal, physical or sexual conduct that is made as a condition of academic success or employment, is used as the basis for employment/academic decisions, or has the effect of creating an intimidating, hostile, or offensive work/academic environment.

All instances of harassment (sexual or otherwise) must be brought to the immediate attention of the Program and the matter will be given prompt attention and handled in accordance with the published College policies and procedures.
**Leave of Absence / Withdrawal**

The student who wishes to withdraw from the program or requests a leave of absence is offered appropriate counseling. After discussing with the Program Director, the reason for withdrawal and future plans or options, the student must complete the appropriate “Change of Status” form. This form, signed and dated by the student and the Program Director, is placed in the individual’s record.

The student is also referred to the Center for Academic and Career Advisement at Wagner College for completion of appropriate forms. For withdrawal from the College, see the Wagner College Undergraduate & Graduate Bulletin (available at www.wagner.edu).

If a student takes a leave for medical reasons, the PA Program requires certification from a licensed health care professional attesting to a student’s fitness to resume participation in their program.

**Requirements for Graduation**

**Completion of Program**

To insure that students have achieved program goals and objectives and are in compliance with program standards, the following are required for completion of the program:

- Adherence to the PA Code of Ethics
- Resolution of any issues/requirements of Academic Dishonesty, Remediation, Deceleration and/or Probation.
- Completion of all required courses/clinical experiences
- Grades of 70 or higher on all didactic, clinical and graduate courses.
- Poster Presentation of Research Proposal
- Poster Presentation of Research Results
- Thesis Defense at Annual Research Forum
- Clinical Practicums
- Comprehensive Competency Exams
- Professional Portfolio
- Exit Interview
**Thesis Project Requirements**

The thesis/project subject must be approved by the department. Preparation of the thesis/project will be directed by a faculty advisor approved by the Program Director.

The thesis/project must demonstrate the student’s ability to select, organize, and evaluate the results of professional investigation. The thesis/project must meet an acceptable standard for written work on the graduate level. The individual department determines the official standard for written work for all graduate papers, including the thesis. It is the responsibility of the student to follow the form prescribed by the department. Copies of the appropriate thesis manuals are available in the library and in the College Bookstore. All graduate students are encouraged to review the contents of the authorized manual before submitting papers or a thesis in graduate courses.

The thesis/project must be completed within three years, but this period may not extend beyond the six-year general limit for the master’s degree. A student who has completed all course requirements, including course number 799, but who has not completed the thesis, must reregister for course number 799 each semester in which active work is taking place and for which guidance is being received. Students working independently, or who withdraw for one or more semesters, must register for course number 800, Maintenance-of-Matriculation, each semester until active work under an advisor is resumed. At that time, the student must again register for course number 799. Those who fail to register for Maintenance-of-Matriculation (course number 800) in the intervening semesters will be assessed the appropriate fee due upon resumption of course number 799.

The candidate’s thesis will be examined by a panel of three faculty approved by the Program Director.

**Degrees Awarded**

Upon completion of the Program and the above requirements, the student will be awarded:

- *PA Certificate of Completion*
- *Bachelor of Science*
- *Master of Science in Advanced PA Studies*

The student will then be eligible for:

- *State Licensure*
- *NCCPA Boards*
## D I D A C T I C  P H A S E  
( P R O F E S S I O N A L  Y E A R  1 )

### Summer

**Medical Sciences**  
**PA411E**: Medical Sciences I  
0.0 U  
0.0 cr.

### Fall

**5.0 units – (20 credits)**

**Medical Sciences**  
**PA411**: Medical Science I  
1.0 U  
4.0 cr.  
**PA412**: Medical Science II  
1.0 U  
4.0 cr.

**Clinical Sciences**  
**PA416**: Clinical Preparatory Science I  
1.0 U  
4.0 cr.  
**PA417**: Primary Care and Pharmacotherapeutics I  
1.0 U  
4.0 cr.

**PA Role**  
**PA418**: PA Professional Practice  
1.0 U  
4.0 cr.

### Spring

**4.0 units – (16 credits)**

This is the third semester of the didactic phase of the curriculum and builds upon the content of the summer and fall courses. The emphasis is on Clinical Didactic Instruction and the further development of Professionalism & Ethics.

**Clinical Sciences**  
**PA421**: Emergency & Surgical Medicine  
1.0 U  
4.0 cr.  
**PA422**: General Medicine  
1.5 U  
6.0 cr.  
**PA423**: Maternal & Child Medicine  
0.5 U  
2.0 cr.  
**PA424**: Primary Care & Pharmacotherapeutics  
1.0 U  
4.0 cr.
### Professional Year I

#### Summer Session

Summer

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Value</th>
<th>Courses</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>PA411E Medical Sciences I</td>
<td>1.0</td>
<td>Clinical Anatomy</td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Physiology</td>
<td>45 hrs.</td>
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<td></td>
<td>Diagnostic Anatomy</td>
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<td></td>
<td>Gross Anatomy Lab</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

1.0 Units 120 hrs.
## Professional Year 1

### Fall Session

**Fall**

4.0 units – 16 credits

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Value</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA412 Medical Science II</td>
<td>1.0</td>
<td>Pathophysiology &amp; Human Genetics</td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Microbiology</td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Clinical Medicine</td>
<td>45 hrs.</td>
</tr>
<tr>
<td>PA416 Clinical Preparatory Science I</td>
<td>1.0</td>
<td>Patient Assessment I</td>
<td>45 hrs.</td>
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<td></td>
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<td>Patient Assessment II</td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Radiology Interpretation</td>
<td>45 hrs.</td>
</tr>
<tr>
<td>PA417 Primary Care &amp; Pharmacotherapeutics I</td>
<td>1.0</td>
<td>Primary Care I</td>
<td>45 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>Primary Care II</td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pharmacotherapeutics I</td>
<td>45 hrs.</td>
</tr>
<tr>
<td>PA418 PA Professional Practice</td>
<td>1.0</td>
<td>Human Behavior &amp; Cultural Diversity</td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Thinking &amp; Clinical Skills</td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PA Professionalism, Health Promotion &amp; Medical Ethics</td>
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</table>

4.0 Units 480 hrs.
### Professional Year 1

#### Spring Session

**Spring**  
*4.0 units – 16 credits*

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Value</th>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PA421 Emergency &amp; Surgical Medicine</td>
<td>1.0</td>
<td><em>Emergency Medicine</em></td>
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<tr>
<td></td>
<td></td>
<td><em>General Surgery</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Surgical Subspecialties</em></td>
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</tr>
<tr>
<td>PA422 General Medicine</td>
<td>1.5</td>
<td><em>General Medicine I</em></td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>General Medicine II</em></td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>General Medicine III</em></td>
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</tr>
<tr>
<td></td>
<td></td>
<td><em>Interpretation of Lab Data</em></td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Problem Based Learning</em></td>
<td>15 hrs.</td>
</tr>
<tr>
<td>PA423 Maternal &amp; Child Medicine</td>
<td>0.5</td>
<td><em>Women’s Health</em></td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Pediatrics</em></td>
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<tr>
<td>PA424 Primary Care &amp; Pharmacotherapeutics II</td>
<td>1.0</td>
<td><em>Pharmacotherapeutics II</em></td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Primary Care III (Psychiatry &amp; Dermatology)</em></td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Primary Care IV (Adolescent Medicine &amp; ID)</em></td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Patient Assessment III</em></td>
<td>15 hrs.</td>
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</tbody>
</table>

*4.0 Units 480 hrs*
# Clinical Phase

## (Professional Year 2)

### Summer

**Clinical Sciences**

*PA514E: Advanced Health Assessment*  
0.0 U  
0.0 cr.

### Fall & Spring Semesters

*PA514: Advanced Health Assessment*  
1.0 U  
0.0 cr.

**9.0 units (36 credits)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Unit</th>
<th>Course Description</th>
<th>Unit</th>
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<tbody>
<tr>
<td>PA 431 Clinical Practice in Internal Medicine</td>
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<td>PA 443 Clinical Practice in Primary Care &amp; Community Health</td>
<td>1</td>
</tr>
<tr>
<td>PA 432 Clinical Practice in Primary Care &amp; Family Medicine</td>
<td>1</td>
<td>PA 444 Clinical Practice in Primary Care &amp; Adolescent Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PA 434 Clinical Practice in Surgery, General Practice</td>
<td>1</td>
<td>PA 501 Art &amp; Practice of Health Education</td>
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<tr>
<td>PA 436 Clinical Practice in Pediatrics, General Practice</td>
<td>1</td>
<td>PA503 Leadership Development and Professionalism</td>
<td>1</td>
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<tr>
<td>PA 441 Clinical Practice in Women’s Health</td>
<td>1</td>
<td>PA 504 Medical Literature Review and Analysis</td>
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<tr>
<td>PA 442 Clinical Practice in Psychiatry/Behavioral Medicine</td>
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### SUPERVISED CLINICAL EXPERIENCES

<table>
<thead>
<tr>
<th>CLINICAL PHASE</th>
<th>GRADUATE PHASE</th>
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<tbody>
<tr>
<td>Medicine, General</td>
<td>Clerkship I</td>
</tr>
<tr>
<td>Pediatrics, General</td>
<td>Clerkship II</td>
</tr>
<tr>
<td>Primary Care, Adolescent Health</td>
<td>Emergency Medicine, Main ED</td>
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<tr>
<td>Primary Care, Community Health</td>
<td>Emergency Medicine, Urgent Care</td>
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<tr>
<td>Primary Care, General</td>
<td>Long Term Care</td>
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<tr>
<td>Psychiatry/Behavioral Medicine</td>
<td>Medicine, Advanced Practice</td>
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<tr>
<td>Surgery, General</td>
<td>Pediatrics, Advanced Practice</td>
</tr>
<tr>
<td>Women’s Health</td>
<td>Surgery, Advanced Practice</td>
</tr>
</tbody>
</table>

### ELECTIVE CLERKSHIP EXPERIENCES

- Burn Unit: Intensive Care, Medical
- Cardiology: Intensive Care, Neonatology
- Cardiothoracic Surgery: Intensive Care, Surgical
- Community Health: Neurology
- Dermatology: Neurosurgery
- Electrophysiology: Orthopedics
- Emergency Medicine: Pain Management
- ENT Surgery: Pediatrics
- Family Practice: Pediatric Endocrinology
- Forensic Medicine: Pediatric Gastroenterology
- Gastroenterology: Plastic Surgery
- Geriatric Health: Psychiatry
- Health Education: Trauma Surgery
- Hematology/Oncology, Adult: Urgent Care
- Hematology/Oncology, Pediatrics: Urology
- Infectious Diseases: Women’s Health

If a student is interested in arranging a clinical experience in a field not listed above, the student should meet with a graduate coordinator. Appropriate paperwork must be submitted to set up an affiliation agreement with the desired facility. The preceptor and site will be evaluated for appropriateness for meeting learning objectives. This process does take time so please submit paper work with ample time within the deadline dates.
**Graduate Phase**  
*Professional Year 3*

Summer/Fall Semesters  
36 credits (9 units)

Supervised Clinical Practice

<table>
<thead>
<tr>
<th>REQUIRED 26 credits (6.5 units)</th>
<th>CREDITS</th>
<th>ELECTIVE Select 10 credits (2.5 units)</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>PA 533 Medical Clinical Practice V</td>
<td>6</td>
<td>PA 612 Critical Thinking in Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PA 541 Medical Clinical Practice VI</td>
<td>6</td>
<td>PA 630 Clerkship – Developing Community Health</td>
<td>6</td>
</tr>
<tr>
<td>PA 543 Medical Clinical Practice VII</td>
<td>6</td>
<td>PA 645 Clerkship – Advanced Procedures and Skills</td>
<td>6</td>
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<tr>
<td>PA 790 Research Design</td>
<td>4</td>
<td>PA 651 Health Care Management Theory &amp; Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>PA 799 Thesis</td>
<td>4</td>
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</tr>
</tbody>
</table>
PA 411E Basic Medical Sciences I. Zero units.
The purpose of this course is to integrate the principles of clinical anatomy and medical physiology into the study of medicine. Instruction is provided regarding human anatomical structures and their intercommunication and relevance to the various systems. Physiologic principles, concepts, and formulas are related to the changes of disease processes. The course outline is reflective of the systems of the human body, and the content serves as the foundation for an understanding of the effects of disease and disease prevention. Offered only to physician assistant majors during the first professional year.

PA 411 Basic Medical Sciences I. One unit.
This course is identical to that described for 411E but counts as one undergraduate unit towards the BS/MS degrees.

PA 412 Basic Medical Sciences II. One unit.
This course provides an in-depth understanding of disease states through the integration of principles of pathophysiology and human genetics. These principles are presented with an emphasis on developing an understanding of disease processes. Genetic principles are discussed with emphasis on their applicability to the practice of medicine. Pathologic findings are emphasized for their clinical relevance. Discussions focus on characteristic or pathognomonic findings as well as findings that direct work-up, therapy, or follow-up. Students will be introduced to the clinical environment in a supervised setting and present their findings in a classroom setting. Offered only to physician assistant majors during the first professional year.
PA 416 Clinical Prep Science I. One unit.
The purpose of this course is to promote the skills of clinical assessment and diagnosis. The knowledge gained in the medical sciences is utilized to promote the assessment of clinical scenarios. The student develops interview skills, examination techniques, and integrates knowledge of various disciplines to construct differential diagnosis. The student learns appropriate clinical work-up; learning when to order tests, to interpret radiologic and other test results and to correlate findings to clinical management. Offered only to physician assistant majors during the first professional year.

PA 417 Primary Care and Pharmacotherapeutics I. One unit.
The purpose of this course is to serve as an introduction to clinical medicine, focusing on the commonly encountered problems in primary care. The student reviews disease processes from a clinical perspective and learns to approach the evaluation of the patient in a comprehensive manner. Through lectures and discussions, the student formulates a knowledge base of signs and symptoms, etiologies, and management options. Drug therapies are reviewed by classes and in relation to their applicability to systems. Information is provided regarding indications, mechanisms of action, contraindications, and adverse effects. The knowledge gained is enhanced through case studies and clinical skill sessions and is integrated into the practice of primary care medicine. Offered only to physician assistant majors during the first professional year.

PA 418 PA Professional Practice. One unit.
The purpose of this course is to develop in the student the ability to integrate the various facets of professional practice. The course will introduce the student to the patient-centered medical team, integrating the principles of professionalism and medical ethics. The course will provide an understanding of the psychological factors affecting human development & their impact on clinical issues such as response to chronic illness, injury & stress; dying & loss; human sexuality and the emotional issues of daily living. The student will be introduced to the history of the profession leading to discussions about medical licensing and credentialing. Current practice issues such as quality improvement, risk management and public health will also be discussed. Offered only to physician assistant majors during the first professional year.
PA 421 Emergency and Surgical Medicine. One unit.
The purpose of this course is to provide students with instruction regarding recognition and management of the surgical patient, as well as instruction regarding rapid and efficient management of the trauma or emergent patient. Review of surgical cases includes breakdown of disease states by presentation, history, and physical examination pearls, work-up, surgical intervention, and post-surgical management. Discussion of emergency medicine cases focuses on the consideration of patient status in an effort to effectively triage emergent patients. Students learn to design a personal method of rapid assessment and management for the critical patient in the emergency department setting.

PA 422 General Medicine. One unit.
The purpose of this course is to provide the physician assistant with a broad-based fund of knowledge of general medicine. The course encompasses an overview of internal medicine and its various subtopics; the course outline is reflective of the systemic overview. Its intent is to enable the student to transition from the acquisition of didactic medical and clinical, scientific knowledge to its incorporation into the clinical setting. Offered only to physician assistant majors during the first professional year.

PA 423 Maternal and Child Health. One unit.
This course familiarizes the student with conditions specific to maternal-child medicine. Lectures and case studies are provided on the diagnostic, therapeutic, and counseling techniques aimed at managing the sensitive issues in both the obstetrical and gynecological patient, familiarizing the student with conditions specific to the pediatric patient. Students recognize the need to counsel both parent and child, and to integrate special techniques, including monitoring confidentiality. Offered only to physician assistant majors during the first professional year.

PA 424 Primary Care and Pharmacotherapeutics II. One unit.
The purpose of this course is to focus on the commonly encountered problems in primary care medicine with emphasis on topics such as behavioral medicine and common dermatologic conditions. The physician assistant student reviews disease processes from a clinical perspective,
learns to approach the evaluation of the patient in a comprehensive manner, and becomes familiar with the sensitive issues specific to the adolescent patient. Through lectures and discussion, the student formulates a knowledge base of signs and symptoms, etiologies and management options. Drug therapies are reviewed by classes and in relation to their applicability to major systems, with information provided regarding indications, mechanisms of actions, contraindications, and adverse events. *Offered only to physician assistant majors during the first professional year.*

**PA 514E Advanced Health Assessment.** *Zero undergraduate unit.*

The purpose of this course is to develop and enhance clinical judgment and assessment skills for patient populations across the life span. The intent is for the student to improve his/her decision-making ability in the clinical setting and develop appropriate management protocols. Problem solving sessions are utilized for the assessment of clinical case scenarios. Diagnoses are discussed within the framework of preventive medicine, epidemiology, and subsequent improvements in the delivery of clinical medicine. Clinical relevance is enhanced during the development of and participation in community outreach events.

**PA 514 Advanced Health Assessment.** *One undergraduate unit.*

This course is identical to that described for PA 514E but counts one undergraduate unit or four graduate credits towards the BS/MS degrees.

**PA 431 Clinical Practice in Internal Medicine.** *One unit.*

This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in inpatient hospital setting. Rotations are intensive, supervised, hands-on learning experiences in various medical areas; emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in internal medicine. *Offered only to physician assistant majors during the second professional year.*
PA 432 Clinical Practice in Primary Care & Family Medicine. One unit.
This course is a supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory setting. Rotations are intensive, supervised, hands-on learning experiences in various medical areas; emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in primary care and family medicine. Offered only to physician assistant majors during the second professional year.

PA 436 Clinical Practice in Pediatrics, General Practice. One unit.
This course is a supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory and inpatient settings. Rotations are intensive, supervised, hands-on learning experiences in various medical areas; emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in pediatrics in a general pediatric practice environment. Offered only to physician assistant majors during the second professional year.

PA 434 Clinical Practice in Surgery, General Practice. One unit.
This course is a supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the inpatient hospital setting. Rotations are intensive, supervised, hands-on learning experiences in the surgical areas; emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in surgery in a general surgery practice environment. Offered only to physician assistant majors during the second professional year.

PA 441 Clinical Practice in Women’s Health. One unit.
This course is a supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient and inpatient hospital settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of women’s health. Offered only to physician assistant majors during the second professional year.
PA 442 Clinical Practice in Psychiatry/Behavioral Medicine. One unit.
This course is a supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient and inpatient hospital settings. Rotations are intensive, supervised, hands-on learning experiences in various medical areas; emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of psychiatry and behavioral medicine. Offered only to physician assistant majors during the second professional year.

PA 443 Clinical Practice in Primary Care and Community Health. One unit.
This course is a supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the community health related settings. Rotations are intensive, supervised, hands-on learning experiences in various medical areas; emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of primary care, in a community health setting. Offered only to physician assistant majors during the second professional year.

PA 444 Clinical Practice in Primary Care and Adolescent Medicine. One unit.
This course is a supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory and community health settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of primary care with emphasis on adolescent medicine. Offered only to physician assistant majors during the second professional year.

PA 501 The Art and Practice of Health Education. One undergraduate unit or four graduate credits.
This course introduces the healthcare practitioner to the philosophies of health education. It identifies the key elements needed to construct an effective healthcare curriculum and provides the foundation for developing teaching approaches and evaluative tools. Each student is guided through the design of a community health educational program for practitioners or patients.
reflective of that student’s interest or healthcare practice. Clinical relevance is optimized through experiential learning during the development of and participation in patient education events.

**PA 502 The Challenges of Medical Ethics.** *Three graduate credits.*
This course provides a forum for the exploration of ethical dilemmas encountered in medical practice. Historical medical case scenarios and current ethical guidelines are reviewed. The opportunity is provided to address ethical dilemmas with respect to the dynamics of cultural conflicts.

**PA 503 Leadership Development and Professionalism.** *1 undergraduate unit or 4 graduate credits*
This course explores the opportunities for leadership in the healthcare delivery system. The course reviews the legal foundation of the physician assistant's scope of practice, legislative agenda for the physician assistant profession, professional practice opportunities, performance improvement principles, and the administrative systems providing the framework for the modern healthcare delivery system. The most current issues in health care, such as patient safety, form a foundation for analyzing the successes and failures of the healthcare delivery model. An interactive approach to exploring the material is supplemented by guest lecturers from the field and peer-reviewed journal research and critiques. Experiential learning is optimized by participation in research and the development of a quality improvement project. *(Offered only to physician assistant majors during the second professional year.)*

**PA 504 Medical Literature Review and Analysis.** *One undergraduate unit or four graduate credits.*
This course provides the physician assistant with the skills for effective review and analysis of the expanse of medical literature. Students presented with various research problems are taught to analyze applicability, appropriately select corresponding literature, and develop a systematic critique of the findings. Statistical methods are introduced and the ability to analyze data and draw inferences is developed. The selection of the medical literature for review and analysis is reflective of each student’s area of interest for future research. Experiential learning is
emphasized through the designing of a research study and culminates with a presentation of the proposal and research at the medical literature symposium event.

**PA 533E Medical Clinical Practice V.** *Zero undergraduate units or zero graduate credits.*
This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care, pediatrics, women’s health, adolescent medicine, community health and surgery. *Offered only to physician assistant majors during the second professional year.*

**PA 533 Medical Clinical Practice V.** *One and a half undergraduate units or six graduate credits.* This course is identical to that described for 533E but counts one undergraduate unit or four graduate credits towards the BS/MS degrees.

**PA 541 Medical Clinical Practice VI.** *One and a half undergraduate units or six graduate credits.*
This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care, pediatrics, women’s health, adolescent medicine, community health and surgery. *Offered only to physician assistant majors during the second professional year.*
PA 543 Medical Clinical Practice VII. *One and a half undergraduate units or six graduate credits.*

This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care, pediatrics, women’s health, adolescent medicine, community health and surgery. *Offered only to physician assistant majors during the second professional year.*

PA 612 Critical Thinking in Medicine. *Four graduate credits.*

The purpose of this course is to review and expand upon the physician assistant's knowledge of disease pathology and therapeutic intervention. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms, flow charts, and decision trees. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities. *(Offered only to physician assistant majors during the third professional year.)*

PA 630 Clerkship I: Developing Community Health. *Six graduate credits.*

The focus of this eight-week course is to precept physician assistant students in their transition towards becoming advanced mid-level providers of health care. Each student identifies a component or area of health care interest that impacts the community and affords a broad exposure of clinical experiences. Through clinical involvement, the student learns to discern specific health needs and is guided and advised through the development of a community health project reflective of the assessed needs.

PA 645 Clerkship II: Advanced Procedures and Skills. *Six graduate credits.*

The focus of this eight-week clerkship is to precept physician assistant students through the acquisition of advanced skills for clinical practice in primary care or a specialty area of interest.
The student is provided with an opportunity for an in-depth analysis of clinical practice in his/her specific area of interest. Skills development focuses on the areas identified during the pre-clerkship advisement session. The student learns through the development of a clinical project reflective of the unique characteristics of the clerkship.

**PA 651 Health Care Management Theory & Evaluation. Four graduate credits**

This course introduces the student to the schools of thought of healthcare leadership and management theorists and practitioners in health care. Evaluation of theories is based on clinical case studies, discussions of readings and review of the medical literature. Experiential learning is emphasized through the development of clinical interview skills, and assessment of scenarios in healthcare settings. The course culminates with an interactive Clinical Practicum assessing the incorporation of leadership skills and professional behaviors with clinical knowledge. (Offered only to physician assistant majors during the third professional year.)

**PA 691 Special Topics in Health Care. Three graduate credits.** Weekly lectures. Discussion and analysis of problems in health care which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests.

**PA 693 Independent Study. One to three graduate credits.** Course designed for independent, advanced-level study on a topic of the student’s own choosing after advisement by sponsoring departmental faculty.

**PA 790 Research Design. Four graduate credits.**

The purpose of this course is to establish the groundwork for a research thesis. The student is provided the opportunity to construct a research project beginning with the framing of the research problem and hypothesis, and progressing to design selection and data analysis. The course offers students the knowledge and skills needed for instrument design and development. Seminar sessions are dedicated to the scoring and interpretation of the data from the individual measurement tools. All proposals require the hospital’s Internal Review Board approval prior to implementation.
PA 799 Thesis. *Four graduate credits.*

The focus of this course is the implementation of the research design proposed in Physician Assistant 790. The parameters of the scientific process are utilized to investigate health-related research problems. Each student is guided through his/her individual research project. Seminar and individual conferences are dedicated to the analysis and evaluation of data. The thesis is developed and is presented for oral defense during the research forum.
REQUIRED MEDICAL TEXTBOOKS

Professional Year I: Summer Semester

The list of textbooks required for the summer semester of the Didactic Phase of the PA Program is provided below. There may be additional study guides or reference materials suggested by instructors.


REQUwMEDICAL TEXTBOOKS

Professional Year I – Fall Semester

The list of textbooks required for the fall semester of the Didactic Phase of the PA Program is provided below. There may be additional study guides or reference texts that may be suggested by instructors.


REQUIRED MEDICAL TEXTBOOKS

Professional Year I – Spring Semester

The list of textbooks required for the spring semester of the Didactic Phase of the PA Program is provided below. There may be additional study guides or reference materials suggested by instructors.

1. **ABG Workbook**. Nora Lowy, PhD, MPA, PA-C Wagner College


4. **EKG Workbook**: Austin Epstein, BS, PA-C, Wagner College


REQUIRED MEDICAL TEXTBOOKS

Professional Year II: Summer Semester


REQUlRED MEDICAL EQUIPMENT

The list of medical equipment required for the Didactic, Clinical and Graduate Phases of the Program is provided below.

1. Stethoscope with bell and diaphragm
   • Suggest: Littman Classic II SE

2. Sphygmomanometer (Blood pressure cuff)

3. Portable otoscope/ophthalmoscope (Diagnostic Set)
   Suggested Sets:
   • Welch-Allyn 97150-M (approx $525)
   • Welch-Allyn 92821 (pocket size) (approx $430)

4. Neurological hammer

5. Tuning Fork (C-128)

6. Digital Thermometer

7. Tape Measure

8. Penlight
The PA Student that has satisfactorily met all academic, clinical and professional requirements of the Wagner College PA Program and has demonstrated adherence to the Physician Assistant Code of Ethics is eligible for the appropriate credentials from Wagner College. All courses in the didactic, clinical and graduate phases must be passed with a minimum grade of 70.

All PA Students wishing to receive their degrees from the College must submit to the Registrar (in September of the academic year in which that student is completing the Physician Assistant Program) an application of candidacy for the degree.

A student who has satisfactorily completed all academic requirements and has been recommended by the faculty will be awarded the Bachelor of Science Degree with a major in Physician Assistant Studies and the Master of Science in Advanced PA Studies provided she/he has:

1. Satisfactorily passed (with a grade of 70 or higher) all courses in the PA Program.
2. Completed a minimum of 128 credits or 36 units, meeting the requirements of the major and the liberal arts core of study towards the Bachelor of Science degree.
3. Maintained a minimum of a 3.0 graduate GPA.
4. Completed a minimum of an additional 36 graduate credits meeting all requirements for the Master of Science degree.

_Students must fulfill all financial and other obligations to the Program before the diploma is received._

At the completion of all of the requirements for the Physician Assistant Program, the Wagner College PA students will participate in an additional ceremony, dedicated to the PA students, at which time they will receive the PA Certificate of Completion from the Wagner College Physician Assistant Program. Students that have fulfilled all requirements and graduate from the Wagner College Physician Assistant Program are eligible to sit for the PANCE, Physician Assistant National Certifying Exam, given by the NCCPA, the National Commission of Certification of Physician Assistant, and to apply for state licensures.
Wagner College
Physician Assistant Program

DECLARATION OF UNDERSTANDING

I have read and understand the document entitled “Wagner College PA Program Student Handbook”, containing the mission statement, Physician Assistant Code of Ethics, programs goals and objectives, and the policies and procedures for the PA Student enrolled in the three professional years of the Wagner College Physician Assistant Program. I further understand that all of these policies will be applied to all phases of student education and evaluation. I agree to uphold all of the policies stated herein for as long as I am enrolled as a PA Student in the Wagner College Physician Assistant Program.

Physician Assistant Student’s Name: ________________________________

Physician Assistant Student’s Signature: ___________________________

Date: ____________________

Please Print Name