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MISSION STATEMENT

To prepare professional academic clinicians committed to providing quality health care to all individuals.
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 healthcare providers and shall assume responsibility for skillful and proficient transactions of their professional duties.

**Physician Assistant** shall deliver needed healthcare 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.
A 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.
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.
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.

PA’s 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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Office</th>
<th>Cell</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>Nora Lowy, PhDc, MPA, PA-C</td>
<td>718-420-4552</td>
<td>917-940-4500</td>
<td><a href="mailto:nora.lowy@wagner.edu">nora.lowy@wagner.edu</a></td>
</tr>
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</tr>
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<td></td>
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</tr>
<tr>
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<td></td>
<td><a href="mailto:austin.epstein@wagner.edu">austin.epstein@wagner.edu</a></td>
</tr>
<tr>
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<td></td>
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</tr>
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<td>Graduate Coordinator</td>
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<td></td>
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</tr>
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</tr>
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<tr>
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<td></td>
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### Calendar

**Scholastic Schedule 2012-2014**

**Didactic, Clinical & Graduate Phases**

Please note the schedule for the upcoming semesters:

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<th>Orientation Day</th>
<th>Summer '12–Spring '13: June 4, 2012 – May 6, 2013</th>
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<tr>
<td><strong>Orientation Day</strong></td>
<td>May 31, 2012</td>
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<tr>
<td><strong>Summer '12</strong></td>
<td>8 wks</td>
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<td>June 4 – July 30, 2012</td>
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<td>(July 31 – August 6, 2012)</td>
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<td>(August 7 - August 12, 2012)</td>
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<td>(Reading Days, Make-Up/Final Exams)</td>
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<td>(Vacation)</td>
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<tr>
<td><strong>Fall '12</strong></td>
<td>16 wks</td>
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<td>August 13 – December 3, 2012</td>
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<td>(December 4 – December 12, 2012)</td>
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<td>(December 13 – January 6, 2013)</td>
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<td>(Reading Days, Make-Up/Final Exams)</td>
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<td>(Vacation)</td>
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<tr>
<td><strong>Spring '13</strong></td>
<td>*17 wks</td>
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<td>January 7 – May 6, 2013</td>
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<td></td>
<td>(May 7 – May 15, 2013)</td>
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<td>(*includes 1 week of Spring Break)</td>
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<td>(Reading Days, Make-Up/Final Exams)</td>
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<tr>
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<tr>
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<td>July 4, 2012</td>
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<td>September 3, 2012</td>
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<td>October 8, 2012</td>
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<td>November 22-23, 2012</td>
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<td>March 29-April 1, 2013</td>
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<td>Independence Day</td>
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<td>Labor Day</td>
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<td>Columbus Day</td>
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<td>Thanksgiving Weekend</td>
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<td>Martin Luther King Day</td>
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<td>President’s Day</td>
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<td>Easter Weekend</td>
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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 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 physician assistant (PA). Students completing the prescribed three-year program in physician assistant studies will receive their BS and MS degrees and be 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 Medical Sciences (Clinical Anatomy, Medical Physiology, Medical Microbiology, Human Genetics and Pathophysiology); Behavioral Sciences; Clinical Sciences (General Medicine, Emergency & Surgical Medicine, Maternal & Child Medicine, Primary Care & Pharmacotherapeutics); and Professional Role. 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) and is further developed with elective clerkships in the Graduate Phase (Year III).
The structured Clinical Phase takes place at affiliated hospitals, outpatient clinics, private offices and other affiliate 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 rotations are intensive, supervised, hands-on learning experiences in various medical and surgical areas. These supervised clinical rotations are in disciplines such as primary care, internal medicine, surgery, emergency medicine, long term care, women’s health, general pediatrics, neonatology, adolescent health, psychiatry & behavioral medicine and community 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 in the form of clerkships.

Clerkship experiences are available in elective clinical areas of unique interest to each student. Examples include the surgical subspecialties (cardiothoracic surgery, neurosurgery, urology, orthopedics, trauma, burn unit, surgical intensive care); forensic medicine; women’s health; family practices; medical subspecialties (cardiology, electrophysiology, dermatology, and gastroenterology) and community medicine. For those interested in pursuing education or administrative ventures, clerkships are available in those areas, as well.

The requirements for the Master of Science include the development of a research project. The proposal for the thesis is approved by the department and its development is directed by a faculty advisor. The proposal must also be approved by 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

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

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

Provide a comprehensive program integrating the academic, clinical and professional components that will prepare the Physician Assistant to perform as a competent professional and provider of quality care.

Maintain an on-going qualitative assessment of the program in order to implement that which is necessary to meet or exceed the standards outlined in the “Accreditation Standard for Physician Assistant Education”.

Prepare students to perform functions and tasks expected of a physician assistant with competency and proficiency:
Objective #1: The graduate will achieve knowledge/skills in history taking and performing physical examinations.

1.1 Develop a rapport with the patient and family that will enhance the history 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
      - Thorax & Lungs
      - Abdomen
      - Vital Signs
      - Breast & Axillae
      - Genitalia
      - Skin, Hair & Nails
      - Cardiovascular
      - Musculoskeletal
      - HEENT
      - 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
      - Reflex hammer
      - Measuring Tape
      - Other portable and/or office based devices

Objective #2: The graduate will achieve the knowledge/skills in using 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 (venous, arterial, capillary)
- Gastric contents
- Spinal culture
- Sputum
- Stool samples
- Synovial Sampling
- 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:

- 12 Lead EKGs
- EKG Rhythm Strips

2.7. Identify and interpret common blood gas disorders:

- Primary & secondary disorders
- Respiratory Acidosis & Alkalosis
- Metabolic Acidosis & Alkalosis
- Mixed Blood Gases
- Pulmonary Function Tests

2.8. Order and perform basic interpretations of X-Ray studies of the chest, abdomen, and extremities.
2.9. Understand the uses of the following imaging modalities:

- Angiography
- CAT Scans
- Echocardiography
- Fluoroscopy
- Bronchoscopy
- MRI
- Nuclear Medicine Studies
- Ultrasound
- Endoscopy
- Colonscopy

Objective #3: The graduate will achieve the knowledge/skills in formulating a most likely diagnosis.

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/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/skills in clinical therapeutics.

5.1. Identify, and where appropriate, order medications used in the treatment of common health conditions,
5.2. Demonstrate knowledge of drugs indications, contraindications, mechanisms of action, and side effects.
5.3. Understand the difficulties that patients have in complying with prescribed treatment regimens.
5.4. Recognize the rights of patients to be informed regarding nature and choices of treatment, costs, and available resources.
Objective #6: The graduate will achieve the knowledge/skills of health maintenance.

6.1 Communicate effectively and professionally 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.

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/skills in applying scientific concepts.

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

- Cardiology
- Pulmonary
- Endocrine
- EENT
- Gastrointestinal
- Genitourinary
- Reproductive
- Musculoskeletal
- Neurological
- Psychiatric
- Dermatologic
- Hematologic
- Infectious Disease
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 rotations 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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<td>ACLS</td>
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<td>Incision &amp; drainage</td>
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<td>Anterior Nasal Packing</td>
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<td>Intradermal injection</td>
<td>3</td>
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<td>Arterial Puncture</td>
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<td>NG tube placement</td>
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<td>BCLS</td>
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<td>Pelvic exam/PAP smear</td>
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<td>Chest Tube irrigation/removal</td>
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<td>Peripheral IV</td>
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<td>Dressing Change/Wound Care</td>
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<td>Perform CPR</td>
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<td>Immobilization/Splinting/Casting</td>
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<td>Venous Puncture</td>
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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.
The Physician Assistant 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 professional 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 and the 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 deadlines.

**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 Physician Assistant Program believes in protecting the privacy of students’ records, in compliance with the Family Educational Rights and Privacy Act of 1974. 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 Physician Assistant Program complies 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 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’ MAY BE RADIO DISPATCHED TO EMERGENCY SITUATIONS AT ANY TIME OF THE DAY OR NIGHT.


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 CLOSERLY WITH THE NEW YORK POLICE DEPARTMENT AND OTHER LAW ENFORCEMENT AGENCIES.

UPON RECEIPT OF ANY COMPLAINT (CRIMINAL OR OTHERWISE), AN OFFICER WILL RESPOND TO HANDLE THE SITUATION AS APPROPRIATE. A FOLLOW-UP INVESTIGATION WILL BE CONDUCTED FOR THOSE INCIDENTS WHICH REQUIRE IT. AN INCIDENT REPORT IS WRITTEN TO DOCUMENT THE EVENT.

INCIDENTS/ACCIDENTS IN THE CLINICAL SETTING

Occasionally, accidents will occur on the clinical site. 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 both 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 affiliated Hospital libraries. These sites also have medical textbooks, medical journals and Internet access available.
**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 rate for full-time undergraduate and graduate students are published each year in the Tuition and Fee Schedule accompanying distribution of the bulletin and 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.
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 year, the student must call 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 contact the Program to notify the Program Director or the Clinical Coordinator, as well as the Preceptor or clinical rotation supervisor at the assigned facility. The absence must be accompanied by appropriate documentation upon your return. Reasonable accommodation will be 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 a student 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 physician’s note.

ADVANCED PLACEMENT

The PA Program does not grant students advanced placement into the professional program. Due to the sequential construction of the 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, Professional Year I, is Monday through Friday. At the beginning of each of the three semesters, the student is given the weekly didactic schedule for that semester. (This is a tentative schedule that is subject to change.) Class projects and assignments may require additional time. The Didactic Phase consists of 40 weeks (excluding vacation) distributed over a summer semester (8 weeks), fall semester (16 weeks) and spring semester (16 weeks).

The Clinical Phase or Professional Year II, also consists of 40 weeks distributed over a summer semester (8 weeks), fall semester (16 weeks) and spring semester (16 weeks). The Clinical Phase introduces the required clinical rotations followed by elective clerkships in the Graduate Phase or Professional Year III. 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 rotation, including on-call, evening and/or weekend hours. Also, the student is responsible to attend scheduled conference, lectures and departmental rounds pertinent to each rotation.
During 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 primary care lectures, case presentations, critical thinking sessions with an 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 hospital may request the college to withdraw from the clinical program any student whose performance is unsatisfactory, jeopardizes patient safety or welfare, or whose conduct or demeanor prevents the performance of Physician Assistant responsibilities.

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 at other institutions.

- 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 should 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, inpatient 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 without hose 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 will 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 the patient, 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 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.

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

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 will be sent home as unprepared and will not receive credit for that period of time. Subsequent occurrences will be dealt with through the program’s Progress Committee and possible disciplinary action may follow.
PATIENT RIGHTS AND CONFIDENTIALITY OF MEDICAL RECORDS

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 he/she is a physician assistant student when signing the entry. Either of the following is acceptable:

John Doe, PA-S  
John Doe, Physician Assistant-Student

ACADEMIC STANDARDS

The academic standards established for all components of the curriculum are as follows: Courses are evaluated by multiple choice exams incorporating all material covered in the previous class sessions (approximately 15 hours) 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 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 within that unit are passed.

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.

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.)

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 the Unit of a Clinical Experience. In the event that, at the end of a course, 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 developed and compiled by the corresponding course director. The remediation work must be submitted by the student prior to taking the comprehensive final make-up exam or receiving the passing grade for a component/course of 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 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 will necessitate a meeting of the Progress Committee. 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 Wagner College Physician Assistant Program, as members of the Wagner College community, students 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 Academic Advisement Center at Wagner College for completion of appropriate forms. For withdrawal from the College, see the Wagner College Undergraduate & Graduate Bulletin.

**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 Presentation and Defense at Research Forum
- Clinical Practicums
- Comprehensive Competency Exams
- Professional Portfolio
- Exit Interview
THEESIS 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
Physician Assistant I - Summer
1.0 units (or 4 credits)

PA411: Medical Sciences I 1.0 U (4.0 cr.)

Physician Assistant II - Fall
4.0 units – (16 credits)

Behavioral Sciences
PA415: Behavioral Sciences I 0.5 U (2.0 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.)
PA421: Emergency & Surgical Medicine 1.0 U (4.0 cr.)

PA Role
PA419: Professionalism and Ethics I 0.5 U (2.0 cr.)

Physician Assistant III - 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.

Medical Sciences
PA412: Medical Sciences II 1.0 U (4.0 cr.)

Clinical Sciences
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.)
### Physician Assistant I - Summer

**1.0 unit – 4 credits**

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<th>Units</th>
<th>Unit Value</th>
<th>Courses</th>
<th>Hours</th>
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<td>PA411 Medical Sciences I</td>
<td>1.0</td>
<td>Clinical Anatomy</td>
<td>60 hrs.</td>
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<td>Medical Physiology I</td>
<td>30 hrs.</td>
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<td>Medical Physiology II</td>
<td>30 hrs.</td>
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1.0 Units 120 hrs.
**Professional Year 1**

**Fall Session**

**Physician Assistant II - Fall**

4.0 units – 16 credits

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<th>Units</th>
<th>Unit Value</th>
<th>Courses</th>
<th>Hours</th>
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<tr>
<td>PA415 Behavioral Sciences I</td>
<td>0.5</td>
<td>Human Behavior</td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Thinking</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>PA416 Clinical Preparatory Science I</td>
<td>1.0</td>
<td>Patient Assessment I</td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<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>30 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></td>
<td></td>
<td>Interpretation of EKGs &amp; ABGs</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>PA419 Professionalism &amp; Ethics I</td>
<td>0.5</td>
<td>PA Professionalism</td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Ethics</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>PA421 Emergency &amp; Surgical Medicine</td>
<td>1.0</td>
<td>Emergency Medicine</td>
<td>30 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>General Surgery</td>
<td>45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Health &amp; Health Promotion</td>
<td>30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Skills</td>
<td>15 hrs.</td>
</tr>
</tbody>
</table>

4.0 Units 480 hrs.
# Professional Year 1

## Spring Session

**Physician Assistant III - 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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</thead>
<tbody>
<tr>
<td>PA412 Medical Sciences II</td>
<td>1.0</td>
<td>Pathophysiology I 30 hrs.</td>
<td>PATHOPHYSIOLOGY I 30 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>Pathophysiology II 30 hrs.</td>
<td>PATHOPHYSIOLOGY II 30 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>Medical Microbiology 30 hrs.</td>
<td>MEDICAL MICROBIOLOGY 30 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Genetics 30 hrs.</td>
<td>HUMAN GENETICS 30 hrs.</td>
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<tr>
<td>PA422 General Medicine</td>
<td>1.5</td>
<td>General Medicine I 30 hrs.</td>
<td>GENERAL MEDICINE I 30 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>General Medicine II 30 hrs.</td>
<td>GENERAL MEDICINE II 30 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>General Medicine III &amp; Critical Thinking 45 hrs.</td>
<td>GENERAL MEDICINE III &amp; CRITICAL THINKING 45 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>Interpretation of Lab Data 45 hrs.</td>
<td>INTERPRETATION OF LAB DATA 45 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Pediatrics 30 hrs</td>
<td>GENERAL PEDIATRICS 30 hrs.</td>
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<tr>
<td>PA423 Maternal &amp; Child Medicine</td>
<td>0.5</td>
<td>Women’s Health/Gynecology 30 hrs.</td>
<td>WOMEN’S HEALTH/GYNECOLOGY 30 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>Obstetrics &amp; Neonatology 30 hrs.</td>
<td>OBSTETRICS &amp; NEONATOLOGY 30 hrs.</td>
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<tr>
<td>PA424 Primary Care &amp; Pharmacotherapeutics II</td>
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<td>PHARMACOTHERAPEUTICS II 45 hrs.</td>
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<td></td>
<td>Primary Care III 30 hrs.</td>
<td>PRIMARY CARE III 30 hrs.</td>
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<tr>
<td></td>
<td></td>
<td>Patient Assessment III 45 hrs.</td>
<td>PATIENT ASSESSMENT III 45 hrs.</td>
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</table>

**4.0 Units 480 hrs**
## Clinical Phase (Professional Year 2)

**Physician Assistant IV - Summer**  
**1.5 units - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Clinical Sciences</strong></td>
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<tr>
<td>PA514: Advanced Health Assessment</td>
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**Physician Assistant V - Fall**  
**4.0 units - 16 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>PA Role (graduate level)</strong></td>
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</tr>
<tr>
<td>PA504: Medical Literature Review &amp; Analysis</td>
<td>1.0</td>
<td>4.0</td>
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<tr>
<td><strong>Supervised Clinical Practice</strong></td>
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<td></td>
</tr>
<tr>
<td>PA431: Medical Clinical Practice I</td>
<td>1.5</td>
<td>6.0</td>
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<tr>
<td>PA432: Medical Clinical Practice II</td>
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<td>6.0</td>
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**Physician Assistant VI – Spring**  
**4.0 units – 16 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>PA Role (graduate level)</strong></td>
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<tr>
<td>PA501: Art &amp; Practice of Health Education</td>
<td>1.0</td>
<td>4.0</td>
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<tr>
<td><strong>Supervised Clinical Practice</strong></td>
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<tr>
<td>PA434: Medical Clinical Practice III</td>
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<td>6.0</td>
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<tr>
<td>PA442: Medical Clinical Practice IV</td>
<td>1.5</td>
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</table>
# Supervised Clinical Experiences

<table>
<thead>
<tr>
<th>Clinical Phase</th>
<th>Graduate Phase</th>
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</thead>
<tbody>
<tr>
<td>Adolescent Health</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Community Health</td>
<td>Urgent Care</td>
</tr>
<tr>
<td>General Medicine</td>
<td>Advanced Surgical Practice</td>
</tr>
<tr>
<td>General Surgery</td>
<td>Neonatology</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Advanced Medical Practice</td>
</tr>
<tr>
<td>Primary Care</td>
<td>Long Term Care</td>
</tr>
<tr>
<td>Psychiatry/Behavioral Medicine</td>
<td></td>
</tr>
<tr>
<td>Women’s Health</td>
<td></td>
</tr>
</tbody>
</table>

## Elective Clerkship Experiences

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

If a student is interested in arranging a clinical experience in a field not listed above, please meet with a program clinical 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 paperwork with ample time within the deadline dates.
Graduate Phase

(Professional Year 3)

Physician Assistant VII - Summer
1.5 units – 6.0 credits

**Supervised Clinical Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA543</td>
<td>Medical Clinical Practice V</td>
<td>1.5</td>
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</table>

Physician Assistant VIII - Fall
4.0 units – 16.0 credits

**Supervised Clinical Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PA533</td>
<td>Medical Clinical Practice VI</td>
<td>1.5</td>
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<tr>
<td>PA541</td>
<td>Medical Clinical Practice VII</td>
<td>1.5</td>
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**PA Role**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PA790</td>
<td>Research Design</td>
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Physician Assistant IX - Spring
3.5 units – 14.0 credits

**Supervised Clinical Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PA630</td>
<td>Clerkship – Developing Community Health</td>
<td>1.5</td>
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<tr>
<td>OR</td>
<td>Clerkship – Advanced Procedures and Skills</td>
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<tr>
<td>PA645</td>
<td>Clerkship – Advanced Procedures and Skills</td>
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**PA Role**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PA612</td>
<td>Critical Thinking in Medicine</td>
<td>1.0</td>
<td>4.0</td>
</tr>
<tr>
<td>PA799</td>
<td>Thesis</td>
<td>1.0</td>
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</table>
PA411E  Medical Sciences I.  Zero units or zero credits
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.)

PA411  Medical Sciences I.  1 unit or 4 credits
This course is identical to that described for 411E but counts as one unit or 4 credits towards the BS/MS degree.

PA412  Medical Sciences II.  1 unit or 4 credits
This course provides an in-depth understanding of disease states through the integration of principles of pathophysiology, medical microbiology, and human genetics. Anatomical and physiological principles are reviewed and integrated into an understanding of disease processes and the clinical applicability of pathological findings. Microorganisms are presented by classifications and in relation to specific systems. Discussions focus on characteristic or pathognomonic findings as well as findings that direct work-up, therapy, or follow-up. (Offered only to physician assistant majors during the first professional year.)
PA415  Behavioral Sciences I.  *0.5 unit or 2 credits*

The purpose of this course is for the student to develop an understanding of the psychological and ethical factors affecting human development and to distinguish among them as they pertain to various clinical issues such as death and dying, human sexuality, chronic illness, and the emotional issues of daily living. The importance of critical thinking is stressed and its applicability is developed through the integration of clinical cases. (*Offered only to physician assistant majors during the first professional year.*)

PA416  Clinical Preparatory Science I.  *1 unit or 4 credits*

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 and when to order tests. The student also learns to correlate test results with clinical management. (*Offered only to physician assistant majors during the first professional year.*)

PA417  Primary Care and Pharmacotherapeutics I.  *1 unit or 4 credits*

The purpose of this course is to serve as an introduction to clinical medicine by 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. Topics include the dermatologic issues encountered in primary care, common ophthalmologic disorders and the common issues leading to psychiatric referral. 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 course includes EKG and ABG workshops with sessions dedicated to the interpretation of twelve lead strips and arterial blood gases. The knowledge gained is enhanced through case studies and integrated into the practice of primary care medicine. (*Offered only to physician assistant majors during the first professional year.*)
PA419  Professionalism and Ethics I.  0.5 unit or 2 credits
The purpose of this course is to integrate the principles of professionalism and ethics into the clinical practice of the physician assistant. The course is a general overview of the role of the physician assistant with emphasis on the principles of ethics and professionalism and their integration into modern medicine. Introduction to the history of the profession leads to discussions of issues such as managed healthcare initiatives, documentation, quality improvement, and billing and coding. The course also provides students with instruction regarding basic clinical skills required of the professional physician assistant. Opportunity is provided for hands-on practice and instruction on models and patients. (Offered only to physician assistant majors during the first professional year.)

PA421  Emergency and Surgical Medicine  1 unit or 4 credits
The purposes of this course are 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. The course includes a radiology workshop to generate a basis for the recognition of and differentiation between the normal and abnormal radiographic findings. (Offered only to physician assistant majors during the first professional year.)

PA422  General Medicine  1 unit or 4 credits
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.)
PA423  **Maternal and Child Health.**  **0.5 units or 2 credits**
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.)*

PA424  **Primary Care and Pharmacotherapeutics II.**  **1 unit or 4 credits**
The purpose of this course is to focus on the commonly encountered problems in primary care medicine. 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 geriatric 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.)*

PA431E  **Medical Clinical Practice I.**  **Zero units or zero credits**
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, 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 I, primary care II (psychiatry, community health), pediatrics (general pediatrics, neonatal intensive care), women's health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties).  *(Offered only to physician assistant majors during the second professional year.)*
PA431  Medical Clinical Practice I.  1.5 units or 6 credits
This course is identical to that described for 431E but counts as 1.5 units or 6 credits towards the BS/MS degree.

PA432  Medical Clinical Practice II.  1.5 units or 6 credits
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, 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 I, primary care II (psychiatry, community health), pediatrics (general pediatrics, neonatal intensive care), women's health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). (Offered only to physician assistant majors during the second professional year.)

PA434  Medical Clinical Practice III.  1.5 units or 6 credits
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, 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 I, primary care II (psychiatry, community health), pediatrics (general pediatrics, neonatal intensive care), women's health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). (Offered only to physician assistant majors during the second professional year.)
PA442 Medical Clinical Practice IV. 1.5 units or 6 credits
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, 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 I, primary care II (psychiatry, community health), pediatrics (general pediatrics, neonatal intensive care), women's health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). (Offered only to physician assistant majors during the second professional year.)

PA501 The Art and Practice of Health Education. 1 undergraduate unit or 4 graduate credits
This course introduces the future healthcare practitioner to the philosophies of health education. It identifies the key elements needed for an effective healthcare teaching approach and focuses on developing the skills for optimizing patient counseling and education. Each student is guided through the design of presentations reflective of community health medicine, the student’s interest and current healthcare practices. The student also begins to develop a personal professional portfolio reflective of personal accomplishments. (Offered only to physician assistant majors during the second professional year.)

PA503 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.)*

**PA504 Medical Literature Review and Analysis**

*1 undergraduate unit or 4 graduate credits*

This course provides the physician assistant student with the skills for effective review and analysis of the expanse of medical literature and introduces the student to the process of developing a research proposal. Students presented with diverse medical literature are taught to evaluate applicability, and develop a systematic critique of 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 research proposal to the college HERB or hospital IRB (Institutional Review Board) for approval. *(Offered only to physician assistant majors during the second professional year.)*

**PA514E Advanced Health Assessment. Zero credits**

The purpose of this course is to develop clinical judgment skills. This course will reinforce academic knowledge and enhance professional, ethical behavior. The course will emphasize patient evaluation, diagnosis and management skills. Academic topics will be correlated to the seven required supervised clinical experiences and problem solving sessions will be utilized for the assessment of clinical case scenarios. Clinical procedures and suturing skills will be reinforced via practical sessions. Clinical relevance will be enhanced through exposure to various clinical settings and the correlation of cases to the upcoming supervised clinical experiences. *(Offered only to physician assistant majors during the second professional year.)*
PA514  Advanced Health Assessment.  1 undergraduate unit or 4 graduate credits
This course is identical to that described for 514E but counts as 1 undergraduate unit or 4 graduate credits towards the BS/MS degree.

PA543  Medical Clinical Practice V.  1.5 undergraduate units or 6 graduate credits
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, 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 I, primary care II (psychiatry, community health), pediatrics (general pediatrics, neonatal intensive care), women's health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). (Offered only to physician assistant majors during the third professional year.)

PA533E  Medical Clinical Practice VI.  Zero undergraduate units or zero graduate credits
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, 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 I, primary care II (psychiatry, community health), pediatrics (general pediatrics, neonatal intensive care), women's health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). (Offered only to physician assistant majors during the third professional year.)
PA533  Medical Clinical Practice VI.  1.5 undergraduate units or 6 graduate credits
This course is identical to that described for 533E but counts as 1.5 undergraduate units or six graduate credits towards the BS/MS degree.

PA541  Medical Clinical Practice VII.  1.5 undergraduate units or 6 graduate credits.
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, 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 I, primary care II (psychiatry, community health), pediatrics (general pediatrics, neonatal intensive care), women's health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). (Offered only to physician assistant majors during the third professional year.)

PA612  Critical Thinking in Medicine.  4 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.)

PA651  Health Care Management Theory and Evaluation  4 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 are 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.)

**PA630 Clerkship I: Developing Community Health. 6 graduate credits**
The focus of this course is to precept physician assistant students in their transition towards becoming advanced mid-level providers or healthcare. Each student identifies a component or area of health care interest that impacts health care 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 clinical experience reflective of the assessed needs. (Offered only to physician assistant majors during the third professional year.)

**PA645 Clerkship II: Advanced Procedures and Skills. 6 graduate credits**
The focus of this 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 and the development of personalized clinical objectives. The student learns through the development of a clinical project reflective of the unique characteristics of the clerkship. (Offered only to physician assistant majors during the third professional year.)

**PA790 Research Design 4 graduate credits**
The purpose of this course is to establish the groundwork for a research thesis project. The student is provided the opportunity to construct implement a research project reflective of a research problem and hypothesis. Relevant medical literature is evaluated, 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 collected through various measurement tools. All proposals require the hospital’s Internal
Review Board or the college’s High Education Review Board approval prior to implementation. *(Offered only to physician assistant students during the third professional year.)*

**PA799 Thesis 4 graduate credits**

The focus of this course is the culmination of the research proposed and designed in PA504 and developed in PA790. The parameters of the scientific process are utilized to investigate health-related research problems and each student is guided through his/her individual research project. Seminar and individual conferences are dedicated to the evaluation and application of the medical literature, statistical analysis of the collected data, and development of the final thesis. The course culminates with the oral defense of the thesis at the Annual Research Forum. *(Offered only to physician assistant students during the third professional year.)*
REQUIRED MEDICAL TEXTBOOKS

Professional Year I – Summer Semester


*Please Note:* An ISBN # 9781469807867 has been created and packaged as a set for the above texts and are only available to PA students through the Wagner College Bookstore at a discounted price and at lww.com.


ALL TEXTBOOKS ARE AVAILABLE AT A DISCOUNT IN THE WAGNER COLLEGE BOOKSTORE!
REQUIRED MEDICAL TEXTBOOKS

Professional Year I – Fall Semester

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

1. **ABG Workbook**. Nora Lowy, PhDc, MPA, PA-C Wagner College *(Provided by the Program)*


11. **Patient Assessment Workbook**. Wagner College PA Program *(Provided by the Program)*


   AVAILABLE FREE OF CHARGE – CAN BE ORDERED AT

   http://www.ahrq.gov/clinc/pocketgd.htm

*Please Note:* An ISBN # 9781469808246 has been created and packaged as a set for the above texts and are only available to PA students through the Wagner College Bookstore at a discounted price and at lww.com.
REQUIRED MEDICAL TEXTBOOKS

Professional Year I – Spring Semester

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


4. *Genetics in Medicine*. Collated by Ammini Moorthy, PhD, Wagner College (Provided by the Program)


GRADUATION PROCEDURES

The PA Student that has satisfactorily completed 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 papers, projects and assignments must be accepted and approved by the faculty. All behavior must be in accordance with the Physician Assistant Code of Ethics.

All PA Students wishing to receive the BS/MS Degrees 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 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. Maintained a minimum of 2.0 undergraduate GPA.
3. 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.
4. Maintained a minimum of a 3.0 graduate GPA.
5. 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 have another separate ceremony at Wagner College at which time they will receive the PA Certificate of Completion from the Wagner College Physician Assistant Program. Students that have fulfilled their requirements at 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.
I have read and understand the document entitled “Wagner College PA Program Student Handbook”, containing our mission statement, the Physician Assistant Code of Ethics, the program’s 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 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: ______________________