



**Stanford**  
**M E D I C I N E**

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*Primary Care Associate Program  
with Foothill College*

# STUDENT MANUAL

## Class of 2018

Primary Care Associate Program  
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The information contained in this Primary Care Associate Program Student Manual is an extension of current policies and procedures of the Program, Stanford University School of Medicine, and Foothill College. *The policies underlying this manual are subject to change without notice and supersede this manual. This manual will be revised from time to time. Revisions will be made available to students. This manual was last revised on January 29, 2018*

## TABLE OF CONTENTS

<b>SECTION 1 - OVERVIEW OF THE PRIMARY CARE ASSOCIATE PROGRAM.....</b>	<b>1</b>
Mission of the Program .....	1
Overview and History .....	1
Accreditation Status .....	1
Program Philosophy .....	2
Program Structure and Organization.....	2
Program Personnel .....	5
<b>SECTION 2 - CURRICULUM.....</b>	<b>6</b>
Curriculum Philosophy .....	6
Curriculum Structure .....	6
Curriculum Delivery .....	6
Didactic Coursework .....	2
Preceptorship Experience .....	3
Professional Liability.....	3
Course Descriptions .....	4
Courses .....	4
Criteria for Successful Completion of the Program .....	5
<b>SECTION 3 - GENERAL INFORMATION .....</b>	<b>6</b>
Technical Standards.....	6
Process for Requesting Disability-Related Accommodations .....	6
Student Employment Policies.....	2
Class Visitors.....	2
Advanced Placement.....	2
Articulations with Other Institutions .....	2
Program-Sponsored Events .....	3
<b>SECTION 4 - REGISTRATION, ENROLLMENT, AND FEES.....</b>	<b>4</b>
Foothill College General Registration Information .....	4
Enrollment .....	4
Student Fees and Expenses .....	4
Refund of Fees.....	5
<b>SECTION 5 - FINANCIAL AID.....</b>	<b>6</b>
National Health Service Corps (NHSC).....	6
Other Sources of Financial Aid Information .....	6
<b>SECTION 6 - STUDENT HEALTH AND WELLNESS .....</b>	<b>8</b>
Health Insurance .....	8
Foothill College Health Services.....	8

Foothill College Health Services.....	1
Foothill College Psychological Services .....	6.1
<b>SECTION 7 - ACADEMIC ADVISEMENT .....</b>	<b>7.1</b>
Faculty Advisors.....	7.1
Program Advisor .....	7.1
Student Liaison .....	7.1
<b>SECTION 8 - STUDENT RESOURCES .....</b>	<b>8.2</b>
Housing.....	8.2
Transportation and Parking .....	8.2
Student Areas .....	8.2
Athletic Facilities/Swimming Center at the Stanford Campus .....	8.2
Library Resources.....	8.2
Program Websites .....	8.3
Copy Machines .....	8.3
Stanford Bookstore .....	8.3
Medbooks .....	8.3
<b>SECTION 9 - HEALTH AND SAFETY PORTFOLIO .....</b>	<b>9.1</b>
<b>SECTION 10 - STUDENT CONTRACT .....</b>	<b>10.1</b>
<b>SECTION 11 - STUDENT DIRECTORY INFORMATION, IDENTIFICATION, and</b>	
<b>IDENTITY .....</b>	<b>11.1</b>
Change of Name .....	11.1
Maintaining Current Contact Information .....	11.1
Sharing of Directory information .....	11.1
Stanford Identification Badge.....	11.2
Email Addresses and Signatures, and Online Presence.....	11.2
<b>SECTION 12 - DATA SECURITY .....</b>	<b>12.1</b>
Data Security and Privacy (HIPAA) .....	12.1
Stanford Medicine Policy for the Removal and Transport of PHI .....	12.3
<b>SECTION 13 - ATTENDANCE POLICIES .....</b>	<b>13.1</b>
Overview .....	13.1
Attendance in Campus-based Lectures and Events .....	13.1
Absence from Campus-based Lectures and Events .....	13.1
Attendance in Clinical Preceptorships .....	13.2
Absence from Clinical Preceptorship.....	13.3
<b>SECTION 14 - PROFESSIONALISM .....</b>	<b>14.1</b>
Professional Behavior Standards .....	14.1
Foothill College Policies.....	14.1
Stanford University Policies .....	14.1

PCA Program Policies .....	14.1
PCAP Didactic Behavior Policies.....	14.2
PCAP Clinical Behavior Policies.....	14.3
PCAP Dress & Grooming Standards for Clinical Settings.....	14.4
<b>SECTION 15 - PROBLEM SOLVING &amp; CONFLICT RESOLUTION .....</b>	<b>15.1</b>
Conflict Resolution.....	15.1
Conflict Resolution Process.....	15.3
Discrimination and Harassment.....	15.4
Disciplinary Actions .....	15.4
<b>SECTION 16 - GRADING &amp; TESTING POLICIES &amp; PROCEDURES.....</b>	<b>16.1</b>
Academic Performance Standards .....	16.1
Course Grades .....	16.5
<b>SECTION 17 - ACADEMIC PROGRESS POLICIES.....</b>	<b>17.1</b>
Definition of Satisfactory Academic Progress .....	17.1
PCA Program Probation .....	17.1
<b>Course Failure</b> .....	<b>17.1</b>
Academic Advisement Process .....	17.2
Remediation Strategies .....	17.3
Deceleration and Leave of Absence Policy.....	17.5
Current Competency Policy .....	17.6
Dismissal Policy .....	17.7
<b>SECTION 18 - APPEAL AND GRIEVANCE OF PROGRAM DECISIONS .....</b>	<b>18.1</b>
Appeal.....	18.1
Foothill Student Grievance Procedures .....	18.3
<b>SECTION 19 - STUDENT RECORDS .....</b>	<b>19.1</b>
Student Access to Education Records .....	19.1
Transcripts .....	19.1
Permanent Records.....	19.1
Replacement Certificate of Clinical Proficiency.....	19.2
<b>SECTION 20 - APPENDICES.....</b>	<b>20.3</b>
<b>APPENDIX I: Academic Honor Code and Probation at Foothill College .....</b>	<b>20.3</b>
<b>APPENDIX II: Foothill College Student Conduct Policy .....</b>	<b>20.5</b>
<b>APPENDIX III: Stanford University – Honor Code and Fundamental Standard .</b>	<b>20.12</b>
Understanding the Fundamental Standard .....	20.13
Penalties for Violating the Fundamental Standard .....	20.14
<b>APPENDIX IV: Guidelines for Ethical Conduct for the Physician Assistant     Profession.....</b>	<b>20.15</b>
<b>APPENDIX V: Advisory Meeting Form .....</b>	<b>20.16</b>

<b>APPENDIX VI: Competencies of Program Graduates</b> .....	<b>20.17</b>
<b>APPENDIX VII: PHYSICIAN ASSISTANT PROFESSION</b> .....	<b>20.21</b>
Definition .....	20.21
Legal Basis for Practice in California .....	20.21
PA Organizations .....	20.21
<b>APPENDIX VIII: TECHNICAL STANDARDS</b> .....	<b>20.23</b>
Technical Standards .....	20.23

## SECTION 1 - OVERVIEW OF THE PRIMARY CARE ASSOCIATE PROGRAM

### Mission of the Program

The mission of the Primary Care Associate Program is to:

- Educate physician assistants (PA) for practice in primary care
- Increase deployment of PA graduates in medically underserved communities in California
- Increase the enrollment and deployment of underrepresented minorities
- Respond to the needs of our communities and stakeholders, including Stanford University Medical Center

### Overview and History

The Primary Care Associate Program (PCAP, referred to hereinafter as the Program) began in 1971 with the enactment of regulations by the California State Board of Medical Examiners, which established the education and practice of physician assistants. The Program is a cooperative effort between Stanford University School of Medicine and Foothill College, although Stanford is the sole sponsor for the Program's accreditation. PCAP students are students of Foothill College, and not Stanford...

The Program is a 21-month (seven continuous quarters) PA program and leads to a Certificate of Clinical Proficiency from the Stanford University School of Medicine. Foothill College provides academic credit for all courses.

The Program continues its community mission by identifying target areas, recruiting students from these areas, and implementing clinical training through a network of local PA coordinators and clinical preceptors. The current target communities are:

- Bakersfield area: Kern county
- East Oakland
- Humboldt county, Del Norte and adjacent Tribal Lands
- Imperial county
- Salinas area: Monterey, San Benito, and southern Santa Cruz counties
- San Diego county
- Ventura/Los Angeles area

### Accreditation Status

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Stanford Primary Care Associate Program Physician Assistant Program sponsored by Stanford University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2019. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

## **Program Philosophy**

The Program strives to achieve its mission in all aspects of its operations, including student selection, didactic and clinical curriculum, and graduate outcomes. The faculty and students engage in teaching and learning, community outreach, and advocacy that focus on improving the health status of the people of California, particularly those in medically underserved areas.

## **Program Structure and Organization**

Office of PA Education

The Program is part of the School of Medicine, Office of Physician Assistant Education. Susan M. Fernandes, LPD, PA-C is the Associate Dean for PA Education and the Program Director. She reports to the Senior Associate Dean of Medical Education, Dr. Neil Gesundheit (interim).

## **Program Committees**

The Program's governance and ongoing self-assessment is conducted by the following committees:

### Principal Faculty and Leadership Committee

The core faculty and leadership committee is chaired by the Program Director. It meets monthly to review academic progress, curriculum development and assessment, results of standardized testing, program evaluations, program operations, scholarly work and long term planning and program development. The Principal Faculty/Staff Committee conducts an annual retreat to analyze graduate outcomes and the Program's educational effectiveness. Retreat agendas are set by the Program Director to assure that the Program meets the minimum standards for accreditation and to pursue the Program's goal of educational excellence.

### Administrative Committee

The Administrative Committee is chaired by the Program Manager. The committee meets monthly reviewing general program operations, process improvement initiatives and quality review.

### Admissions Committee

The Admissions Committee meets bi-monthly to monthly depending on the time of year and is chaired by the Senior Admissions Officer. The Admissions Committee reviews admissions policies and procedures, and assures the accuracy and consistency of admissions publications (web site, outreach material and applications). The Committee reviews and evaluates admissions requirements, including prerequisite courses, to assure adequate applicant preparation for the Program's curriculum. The Committee analyzes trends in the applicant pool and student enrollment, using national and/or regional benchmarks.

### Student Affairs Committee

The Student Affairs Committee meets bi-monthly to monthly depending on the time of the year and is chaired by the Program's Student Service Officer. The committee includes program leadership and administrative staff. Meetings involve review of current student issues (non-academic), event planning such as Orientation, White Coat Ceremony, Graduation etc. Assessment of readiness to matriculate, graduate and PANCE.

### Curriculum Committee

The Curriculum Committee is chaired by the Medical Director and meets monthly to quarterly depending on the time of year. The committee evaluates all courses, utilizing student evaluations, instructor observations and student performance as criteria. The committee makes recommendations to Principal Faculty/Staff Committee for course and/or curricular modifications.

The Curriculum Committee analyzes student course and instructor evaluations, student performance, preceptor surveys, exit surveys, graduate surveys, PACKRAT (Physician Assistant Clinical Knowledge Rating Assessment Test) and PANCE (Physician Assistant National Certification Exam) data, and graduate outcomes to monitor the curriculum for educational effectiveness. The committee utilizes national benchmarks for comparison with the Program's curricular content and sequence.

The Testing Committee is a sub-committee of the Curriculum Committee in charge of evaluating testing modalities and reviewing test tools for the various courses.

### Student Progress Committee (SPC)

The Student Progress Committee serves four main functions:

- To assess each student's progress and readiness for advancement
- To assess and direct remediation of students who develop difficulty in maintaining satisfactory academic progress
- To assess and direct resolution of issues of student conduct
- To assess and direct resolution of issues regarding student ability to fulfill technical standards

The SPC reviews each student's performance throughout each quarter to determine the student's eligibility for progress to the next quarter and makes recommendations to the Program Director regarding approving or delaying each student's progress, or dismissing a student. The Student Progress Committee oversees implementation of Remediation plans for those students who are remediating, decelerated, or on leave of absence. At the end of the Program, the Student Progress Committee recommends eligible students to the Program Director for graduation, based on successful completion of graduation requirements.

The SPC analyzes aggregate student data related to attrition, deceleration, remediation and performance in all Program courses. The Committee utilizes national/regional benchmarks and analyzes trends in student data in the context of admissions demographics and curricular changes. The SPC draws members from principal faculty who oversee major course content (didactic, pre-clinical, preceptorship) and senior administrative staff. The duties of chair of the committee rotate annually among members.



### **Program Governance**

The standing committees outlined above form the governance structure of the program. Matters related to finance and personnel are reserved for the Program Director and/or upper division level administration. The Division leadership provides the Program Director with advice on strategic planning issues.

### **Stanford PCAP Student Society**

The PCAP class of 2006 established the Student Academy of the American Academy of Physician Assistants (SAAAPA). For officers, structure and duties see [www.saaapa.aapa.org](http://www.saaapa.aapa.org). The current president and members of the student society address the incoming class during new student orientation to discuss the function of the Society. SAAAPA officers are elected by the class and receive guidance by a principal faculty sponsor. It is the PCAP requirement that the SAAAPA officers maintain good academic and clinical standing to be able to continue in their roles.

### **PCAP Student Class Representatives**

Each class elects 2 student representatives. Student representatives meet formally and informally with their classmates to gather information in the aggregate about student issues and concerns. The student representatives communicate these issues and concerns directly to the principal faculty and Program Director. Successful student representatives are effective communicators and are able to identify issues that are of concern to the student body. Class representatives need to maintain passing academic and clinical grades in order to be eligible to continue in their roles. At the discretion of the Program Director, class representatives can be recalled and replaced at any time if they are not fulfilling their role appropriately.

## Program Personnel

The program's faculty and administrative staff work as a team to deliver the PCAP curriculum. Key information about each member of our team is listed below:

### Program Faculty

Program Leadership		
Susan Fernandes, LPD, PA-C	Associate Dean for PA Education; Program Director	smf14@stanford.edu
Andrew Nevins, MD	Medical Director	anevins@stanford.edu
Rhonda Larsen, MHS, PA-C	Associate Program Director	rlarsen2@stanford.edu
Ian Nelligan, MD, MPH	Associate Medical Director	drnelli@stanford.edu
Core/Principal Faculty (full-time faculty)		
Nicole Burwell, PhD, PA-C	Director of Pre-Clerkship Education	nburwell@stanford.edu
Andrew Chastain, MS, PA-C	Director of Clerkship Education	apchasta@stanford.edu
Lucinda Hirahoka, MPH, PA-C	Early Clinical Experience Coordinator	hirahoka@stanford.edu
E4C-PAs (part-time faculty)		
Chad Anderson, MS, PA-C	Inpatient Medicine	chada@stanford.edu
Camille Bloom, MS, PA-C	Pediatric Neurology	cla229@stanford.edu
Jennifer Hunter, MS, PA-C	Emergency Medicine	jlhunter@stanford.edu
Courtney Nelson, MHS, PA-C	Surgery	cnelson2@stanford.edu
Kendra Patton, MS, PA-C	Primary Care	kjpatton@stanford.edu
Michele Toussaint, MS, PA-C	Pediatric Cardiovascular Critical Care, Orthopedics	mtouss@stanford.edu

### Administrative Staff

Miranda Zinsman, BA	Program Manager	mzinsman@stanford.edu
Cynthia Ahrendsen	Clerkship Administrative Coordinator	cahrends@stanford.edu
Elena Dvoiris, MA	Academic Specialist	edvoiris@stanford.edu
Karr Hernandez	Student Life Officer	karrle08@stanford.edu
Leslie Johnson, BA	Pre- Clerkship Administrative Coordinator	lesliejo@stanford.edu
Fred Tovar, M.Ed	Senior Admissions Officer	ftovar@stanford.edu

### Regional Coordinators

Chad Anderson, MS, PA-C	Alameda County	chada@stanford.edu
Ashley Brennan, MHS, PA-C	Imperial County	ashleyrochellebrennan@gmail.com
Aaron Highsmith, PA-C	Ventura/LA County	aaronhighsmith@cep.com
Heather Hirsh, MPAS, PA-C	Ventura/LA County	hhirsh.pac@gmail.com
Veronica Jauregui, FNP, PA-C	Imperial County	veronicajauregui@ymail.com
Chantal Lobue, PA-C	Humboldt County	chantalobue@gmail.com
Sheila Siegel, MPAS, PA-C	Salinas County	ssiegel@stanford.edu

## SECTION 2 - CURRICULUM

### Curriculum Philosophy

The Program's curriculum, which builds upon the student's prior academic, clinical and life experience, is conducted on an accelerated timeline. The student is expected to be an independent, adult learner. Faculty members and clinical preceptors facilitate the student's acquisition of core knowledge, skills and professionalism.

The following source documents are used to develop, implement and evaluate the curriculum:

- ARC-PA *Standards* for accreditation of PA programs
- PAEA Annual Report (national survey of PA program characteristics)
- Competencies for the Physician Assistant Profession, developed by AAPA, ARC-PA, NCCPA and PAEA
- PANCE blueprint, developed by the NCCPA
- California Physician Assistant Committee guidelines for legal practice of PAs

### Curriculum Structure

Students undergo 7 quarters of education whose objectives are based on achieving competencies expected of physician assistants, as well as fulfilling the Program mission. Although there is considerable integration of content and concepts between courses, the competency goals are generally embedded as follows:

PA Competency (see Appendix VI)	PCAP Courses
Medical knowledge	Basic Science, Anatomy/Physiology/Pathophysiology Pharmacology Core Medicine
Interpersonal & Communication Skills	Pre-Clinical
Patient Care	Preceptorship
Professionalism	Professionalism/Multicultural Medicine
Practice-based Learning & Improvement	Core Medicine (Evidence Based Medicine modules, Community Health Project)
Systems-based Practice	Professionalism/Multicultural Medicine (preparation for Practice module)

### Curriculum Delivery

The delivery of the Program content is based on five educational concepts:

- anatomic/physiologic systems-based organization of information
- information that is evidence-based
- spiral curriculum
- patient-centered, inter-professional focus
- needs and styles of adult learners

*Systems-based organization* is an educational model where medicine is approached by studying functions of each separate body system in health and disease.

*Evidence-based information* ensures that curriculum information is current, pertinent, and appropriate and promotes practices that are standardized, safe, and effective.

A *spiral curriculum* is one in which concepts are presented initially in basic fashion, then revisited in more depth, going from simple recall of information to critical thinking and application, providing opportunity for integration of new content and concepts.

*Patient-centered* medicine ensures that the needs of the patient are identified and addressed.

*Inter-professional* teamwork ensures that the student can communicate with and incorporate the expertise of other professions for the benefit of the patient.

*Adult learners* often have modes or learning styles that respond best to independent, self-directed inquiry; the Program makes an effort to support the style of learning each student brings to the study of the material.

## **Didactic Coursework**

Students receive formal class-room education in basic sciences, core medical knowledge, and acquisition of skills for clinical practice, professionalism and cultural medicine. The didactic curriculum prepares students for preceptorship experience.

Basic Science courses are presented in Quarter 1-3. These include:

- Basic Science/Microbiology/Infectious Disease
- Anatomy/Physiology/Pathophysiology I & II
- Pharmacology I, II, & III

Core medical knowledge is presented throughout the curriculum in the Core Medicine courses:

- Health and common medical disorders by system
- Health and medical needs of special patient populations
- Healthcare across the lifespan
- Patient care in specialized settings
- Public Health

Instruction in information literacy and practical skills in evidence based medicine is embedded in the Core Medicine courses.

Skills for clinical practice are presented in Quarters 1-3. These courses occur in sequence with the Core Medicine content of each quarter. The components of the skills for clinical practice include:

- Social and behavior sciences relevant to patient interview
- History-taking and note writing
- Physical exam techniques
- Critical thinking, problem solving, medical decision-making
- Technical procedures (such as phlebotomy, suturing, applying splints)

Professionalism and cultural medicine is taught throughout the curriculum in dedicated courses, with the following emphases:

- The history of the PA profession, professional practice issues, laws and regulations affecting the PA practice, components of professionalism, PA scope of practice, and medical ethics
- PA certification and licensure requirements
- Overview of health care delivery systems and health policy
- Preparation for practice topics include quality improvement, risk management, reimbursement, documentation, coding and billing
- Cross cultural issues in PA practice. Topics include cultural competent health care, health literacy, models to assess provider and patient's health beliefs, and working with interpreters
- Health disparities and its effect on health care delivery, students are required to complete clinical training in underserved sites

### **Preceptorship Experience**

The initial emphasis in clinical training is to ensure that students experience primary care practice, including a mix of family medicine, internal medicine, pediatrics and women's health sufficient to provide a broad base of experience in health care of all genders, ages, and across the life span. In keeping with our mission students are required to have a portion of their primary care training occur at an officially determined medically underserved site. In later quarters students complete rotations in behavioral medicine/mental health, emergency medicine, inpatient care, and surgical settings.

Before a student is allowed to undergo supervised clinical training, the Program takes responsibility for

- finding and approving preceptors
- finding and approving training sites
- assessing when students are adequately prepared for clinical training
- assigning students to appropriate sites

(NOTE: although a fundamental belief of the Program is that students should ideally undergo clinical training in their home community, **if a suitable preceptor is not available in the student's home community then the student will be required to travel or relocate in order to complete clinical training. Students may not decline suitable sites.**

### **Professional Liability**

Malpractice insurance is provided only through current enrollment in a PCAP course, and covers students only during periods when they are deployed by the Program to approved clinical sites. Malpractice insurance is NOT extended to students who choose to attend any non-approved clinical sites (such as being invited to shadow a preceptor without prior approval, or taking part in a community health drive that is not part of PCAP training). Students do not have malpractice coverage during times when he/she is not enrolled in a course (i.e. students do not have malpractice coverage during mandatory institutional vacation times such as Winter break or Spring break, or during leaves of absence). Students enrolled in the Primary Care Associate Program are, only through their enrollment in Foothill College, covered by malpractice insurance.

## Course Descriptions

Course descriptions for each of the required courses listed on the following table are available through the Foothill College web site, <http://www.foothill.edu/bio/programs/primary/catalog.php>.

### Courses

In order to matriculate into the core courses, all students accepted into the Program must complete the following orientation course PCA 50.

Quarter	Course Name	Course #	Units
Spring	Orientation to Primary Care Associate Program	PCA 50	1

Satisfactory completion of the following courses is required in order to earn the Program's Certificate of Proficiency:

Quarter	Course Name	Course #	Units
Summer (Q1)	Basic Science/Microbiology/Infectious Disease	PCA 51A	2
	Anatomy/Physiology/Pathophysiology I	PCA 52A	4
	Pharmacology I	PCA 53A	3
	Pre-Clinical I	PCA 54A	3
	Core Medicine I	PCA 56A	6
	Professionalism/Multicultural Medicine I	PCA 61A	1
	Behavioral Medicine I	PCA 62A	1
Fall (Q2)	Anatomy/Physiology/Pathophysiology II	PCA 52B	3.5
	Pharmacology II	PCA 53B	3
	Pre-Clinical II	PCA 54B	2.5
	Core Medicine II	PCA 56B	8.5
	Professionalism/Multicultural Medicine II	PCA 61B	1
	Behavioral Medicine II	PCA 62B	1
Winter (Q3)	Pharmacology III	PCA 53C	1
	Pre-Clinical III	PCA 54C	2.5
	Core Medicine III	PCA 56C	10
	Preceptorship I	PCA 60A	6
	Behavioral Medicine III	PCA 62C	1
Spring (Q4)	Core Medicine IV	PCA 56D	5
	Preceptorship II	PCA 60B	11
Summer (Q5)	Core Medicine V	PCA 56E	1.5
	Preceptorship III	PCA 60C	11.5
Fall (Q6)	Core Medicine VI	PCA 56F	1.5
	Preceptorship IV	PCA 60D	11.5
Winter (Q7)	Core Medicine VII	PCA 56G	2
	Preceptorship V	PCA 60E	10
	Professionalism/Multicultural Medicine IV	PCA 61C	3
	<b>Total</b>		<b>117</b>

## **Criteria for Successful Completion of the Program**

In order to graduate from the Primary Care Associate Program and be awarded a Certificate of Clinical Proficiency from Stanford University School of Medicine, a student must:

- achieve passing grade (“C” or better) in each required course in the curriculum
- demonstrate skill in practice-based learning and improvement (Appendix VII)demonstrate the skills and abilities as outlined in the Physician Assistant Competencies (Appendix VII)
- possess the skills and abilities as stated in the Technical Standards (see Appendix VIII)

In addition, the graduating student must meet minimum passing standards of a Summative Evaluation, given at the end of their training, which includes demonstration of:

- adequate fund of medical knowledge (comprehensive written examination)
- adequate clinical, interpersonal and communication skills (OSCE, objective structured clinical examination)
- adequate critical thinking in determining patient care (OSCE, objective structured clinical examination)
- appropriate professional behavior (summary of assessments of professional behavior observed and evaluated by principal faculty, site visitors and clinical preceptors throughout the curriculum)

In order to graduate, students must also complete payment of all tuition, fees, and library charges.

## SECTION 3 - GENERAL INFORMATION

### Technical Standards

Students must verify that they meet the Program Technical Standards prior to or at the time of matriculation to the Program and maintain them during their PCAP training. Students are obligated to alert the Program of any change in their ability to fulfill the Technical Standards. **Students are subject to dismissal if they do not have minimal physical or cognitive abilities; sufficient mental or emotional stability to complete the entire course of study, participate fully in all aspects of PA training, or be deployable as competent PA's (with or without reasonable accommodation); or otherwise do not meet the Technical Standards (Appendix VIII).**

### Process for Requesting Disability-Related Accommodations

Students with special needs or those who feel they may not meet the Technical Standards are urged to contact the Director of Admissions to determine whether they can meet the requirements with or without reasonable accommodations. Revealing a disability is voluntary; however, such disclosure is necessary before any accommodations may be made in the learning environment or in the Program's procedures. Information about disabilities is handled in a confidential manner. Foothill College provides services for students who have been admitted to the Program and who have questions regarding accommodations for an established disability or evaluation of a potential disability. Students will be referred to

Foothill College Disability Resource Center  
Room 5801  
Main Campus

All accommodation requests will be completed through Clockwork via your student MyPortal. To access Clockwork:

Log in to MyPortal (<https://myportal.fhda.edu/>)

Click on "Students" tab

Scroll to the bottom and locate "Clockwork Student Portlet"

Click on link "Foothill Disability Svc"

Student options include:

Online Intake (new DRC student)

My Schedule (student appt. schedule)

Request Accommodations (request an accommodation change for courses)

More information is available at <http://foothill.edu/drc/clockwork.php>

**A student who intends to seek accommodations must submit notice of that intent in writing to Karr Hernandez, Student Life Officer, at [karrle08@stanford.edu](mailto:karrle08@stanford.edu). (As it can take some time to review requests and make the appropriate arrangement for accommodations, please submit requests as far in advance as possible.)**

**Requests for accommodations require review and approval by Foothill Disability Service, which can be a lengthy process.**



**Once a request for accommodations is approved by Foothill Disability Service, the Program Director will receive notification from Foothill.**

### **Student Employment Policies**

- Students are discouraged from seeking or maintaining any type of employment while enrolled in the Program.
- Students may not work for the Program. The Program may hire work-study students, but PCA students cannot hold these positions.
- During preceptorship experiences, students must not substitute for clinical or administrative staff at clinic sites (paid or unpaid).
- Students with specific prior knowledge, experiences and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills.

### **Class Visitors**

Adults may be permitted to visit Stanford or Foothill College sites under the guidance and prior approval of the Program Director. Applicants, accepted students and others may visit specific classes (Anatomy, Physiology, Pharmacology) for short periods of time on an intermittent basis. Given the nature of the training program, some classroom events are not suitable for visitors. In general minor children (including children of students) are not allowed as visitors. Rare exceptions may be granted with prior approval.

### **Advanced Placement**

The Program does not offer advanced placement.

### **Articulations with Other Institutions**

The Program maintains cooperative arrangements with a number of educational and service institutions throughout California.

Foothill College provides academic credit for all course work in the Program and awards an Associate of Science (AS) for students who apply for the degree and complete all required coursework and general education requirements.

The Program offers an articulation with San Jose State University's Department of Health Sciences for a Bachelor of Science (BS) in Health Science with a concentration in Health Professions ("Option 5").

The Program offers an articulation with St. Francis University's Physician Assistant Program for a Master of Medical Science (MMS) degree.

Information about these options can be obtained by contacting Lucinda Hirahoka, hirahoka@stanford.edu, or Fred Tovar, ftovar@stanford.edu.

Deadline: Students must indicate their desire to seek the St. Francis MMS by the beginning of first Quarter, Monday 6/27/2016.

## **Program-Sponsored Events**

The White Coat Ceremony and Graduation are events that are sponsored and organized by the Program. All ceremonies, events (including fund-raising events), services or promotional items that students and/or student organizations wish to have and that involve sponsorship or affiliation with Stanford or Foothill require prior approval by the Program Director.

White Coat Ceremony: This event typically occurs during the 3rd quarter, when students are preparing to begin their clinic rotations. The Program is responsible for selecting the date and venue, ordering food, hiring a photographer, decorations and music for the event. During the Ceremony, each student will be presented with a new white coat with their name embroidered on it. The Ceremony is limited to faculty, guests invited by the Program, staff, the students and their guests (limited to three individuals at most).

Graduation: The Program is responsible for selecting the date and venue, ordering food, hiring a photographer, decorations and music for the event.

The class will select a graduation committee of students in good standing with the Program. The graduation committee responsibilities include:

- selecting a keynote speaker
- identifying the lecturer who will receive the Annual Teaching Award from our Program
- identifying representatives from the class who will give speeches during graduation
- creating a multi-media presentation that fits the suggested time constraints
- providing input on decorations, music

The Program must approve any and all decisions made by the graduation committee. The Program must also approve in advance of the class representatives' speeches and the slide show.

The graduation is limited to faculty, guests invited by the Program, staff, students and their guests (limited to five individuals at most).

## SECTION 4 - REGISTRATION, ENROLLMENT, AND FEES

### Foothill College General Registration Information

To register for Foothill College classes, follow the telephone registration instructions or online registration instructions published in the Foothill Schedule of Classes available online at [www.fhda.edu](http://www.fhda.edu). Please note: online information is subject to change. Students are encouraged to check the website frequently. For more information, call the Admissions & Records Office at (650) 949-7771.

### Enrollment

Students are enrolled as Foothill Community College students. The Program follows the Foothill Academic Calendar published online at [www.fhda.edu](http://www.fhda.edu). Though students are enrolled in Foothill College courses, didactic coursework and skills training take place primarily at the Stanford campus or Foothill Middlefield campus, provided by Program faculty, Stanford School of Medicine faculty, community clinicians and educators. At graduation students receive a Certificate from the Stanford School of Medicine. Completion of the Program courses qualifies the student for an Associate of Science (AS) degree and Certificate of Achievement through Foothill College pending completion of all Foothill general education requirements.

### Student Fees and Expenses

The fees listed below reflect the seven quarters for the academic year 2016-2018. If a student extends beyond the customary seven quarters, additional fees will be assessed.

#### Estimated Costs for Academic Year: 2016-2018

<b>California Resident</b>	
<b>Foothill College Enrollment fees</b>	
\$31/unit x 117	\$3,627.00
<b>Foothill Student Fees</b>	
\$52/quarter x 8 quarters	\$416.00
<b>Stanford University School of Medicine Certification Fees*</b>	
\$ 7850 /quarter x 7 quarters	\$54,950.00
<b>Total Educational fees:</b>	<b>\$58,993.00</b>
Books & medical equipment	\$2,200.00
Home computer or laptop with email & internet access	\$1,500.00
Fee for required online logging software	\$90.00
<b>Total California Resident Cost:</b>	<b>\$62,783.00</b>

\* Stanford University School of Medicine certification fee applies to the quarterly certification process conducted by the Primary Care Associate Program and is subject to change.

<b>Non-California Resident</b>	
<b>Foothill College Enrollment fees</b>	
\$152/unit x 117 units	\$17,784.00
<b>Foothill Student Fees</b>	
\$52/quarter x 8 quarters	\$416.00
<b>Stanford University School of Medicine Certification Fees*</b>	
\$ 7850 /quarter x 7 quarters	\$54,950.00
<b>Total Educational fees:</b>	<b>\$70,254.00</b>
Books & medical equipment	\$2,200
Home computer or laptop with email & internet access	\$1,500
Fee for required online logging software	\$90
<b>Total Non-California Resident Cost:</b>	<b>\$76,940.00</b>

**NOTE:** Living expenses (including housing costs) are each student's responsibility, can vary among individuals and are excluded from this table. These figures are provided for planning purposes only, and are subject to change. Fees typically are increased for the second summer quarter of the program.

The following estimates pertain to expenses required by the Program and by various agencies for certification and licensure:

- Graduation Costs not covered by the Program ~ \$100
- PANCE fee ~ \$475
- Licensure fee – Physician Assistant Board ~ \$225
- DEA Application ~ \$731
- Background check ~ \$55
- Health Clearances ~ \$140 at minimum through Foothill

**NOTE:** These numbers are estimates and are subject to change

### **Refund of Fees**

Foothill College tuition fees may be refunded under certain circumstances. The specific policy is listed in the quarterly Foothill College Schedule of Classes. Any questions concerning tuition and fees should be directed to Karr Hernandez. For Foothill College policy on tuition and fee refunds please see <http://www.foothill.edu/reg/fees.php>.

The Stanford certification fee may be refunded if the student withdraws from the course within the first month of the quarter.

## SECTION 5 - FINANCIAL AID

Students should begin planning their financial strategy before applying to the Program. Presentations on financial aid from representatives of Foothill College are included during Orientation. Information is available at Foothill Financial Aid <http://www.foothill.edu/aid/>. The Program will post new scholarship opportunities that become available during the duration of the students' training.

### National Health Service Corps (NHSC)

Primary care providers who join the National Health Service Corps (NHSC) receive up to \$50,000 in loan repayment for completing a two-year service commitment. Students pursuing a degree in qualified health professions can receive a scholarship now and serve later.

Scholarships for tuition, fees, a monthly stipend, and other reasonable educational expenses are available for up to four years. Students who receive scholarships can choose their primary care specialty. They then serve at least two years at a NHSC-approved site in a high-need area. Please go to the NHSC web page for more information

National Health Service Corp: <http://nhsc.hrsa.gov/>

### Other Sources of Financial Aid Information

Students are encouraged to seek additional sources of public and private sector money, as well as pursue those sources listed here. Students are strongly encouraged to apply for the Cal Grant C, as former students have had success in obtaining this grant. A listing of many potential money sources can be found in the following publications:

- Mathes & Dixon, *The College Blue Book: Scholarships, Fellowships, Grants & Loans*, 17th Ed.
- Feingold and Feingold, *Scholarships, Fellowships, & Loans*, Volume VI
- Cassidy and Alves, *The Scholarship Book*
- Schlachter, *Directory of Financial Aids for Minorities and Directory of Financial Aids for Women*

Web resources include:

- <http://www.guaranteed-scholarships.com/> lists and describes scholarships offered by individual colleges and universities to all enrolled students meeting the specific criteria.
- <http://www.get-recruited.com/> offers students a chance to be recruited by, and perhaps be offered scholarships to attend, colleges, universities and graduate schools throughout the United States. This great service is absolutely free.
- <http://www.college-scholarships.com/> is an all-purpose college and scholarship information site which includes links to nine free internet scholarship search data bases, links to college websites and online applications, college admissions office email address and (mostly toll free) phone numbers, ACT and SAT prep information, and much, much

more. The site has been the recipient of more than 25 internet awards and receives more than 150,000 visits each month.

- Fastweb ([www.fastweb.com](http://www.fastweb.com)) is a way to find money for college. Search 600,000 scholarships worth over \$1 billion. Get expert tips on financial aid, careers.

All four sites allow students and educators to sign up for a free email newsletter offering information on college admission, scholarships and financial aid, careers, college life, and other important subjects of interest to students, counselors, parents, and teachers.

Other good source for scholarship information can be found at:

- SuperCollege.com.
- Physician Assistant Foundation (<http://www.pa-foundation.org/scholarships-fellowships/pa-student-scholarships/>) has information about scholarships specifically for PA students
- California Academy of Physician Assistants ([http://www.capanet.org/Students\\_Pre-PA/CAPA-Student-Scholarships/](http://www.capanet.org/Students_Pre-PA/CAPA-Student-Scholarships/)) has information about some PA student scholarships

## SECTION 6 - STUDENT HEALTH AND WELLNESS

### Health Insurance

1. The Program strongly encourages students to enroll in a health plan through any available provider, including Covered California, that will cover them during the Program. Lack of health insurance can delay a student in getting care for a medical problem, which may delay the student's academic progress.
2. Access to basic health care services is available through Foothill College Health Services (see below).
3. Students who are injured while performing educational functions (such as receiving a needle-stick injury in clinic) are covered by workman's compensation for evaluation and treatment of the injury (see below for policy and protocol for injuries and exposure to bloodborne pathogens).
4. Students are financially responsible for their health care, though some care may be covered for low or no cost as described in 1&2.
5. Any student who suffers illness, accident or injury and takes a leave of absence must provide medical clearance to the Student Progress Committee in order to continue/resume student activities.
6. Principal faculty including the Medical Director and the Program Director do not provide health care for students, except in an emergency situation when other health care providers are not available.

### Foothill College Health Services

Location: New Campus Center, Room 2126  
Hours: Monday – Friday 8:30 AM–1 PM and 2–4:30 PM  
(closed for lunch between 1 & 2 p.m.)  
Contact: Phone: (650) 949-7243  
Fax: (650) 949-7160  
<http://www.foothill.edu/health/index.php>

### Foothill College Psychological Services

Location: New Campus Center, Room 2120  
Hours: Monday – Friday by appointment (during school sessions only)  
Contact: Phone: (650) 949-7910  
[www.foothill.edu/psychservices/](http://www.foothill.edu/psychservices/)

For after-hours help please call:  
The 24-Hour Suicide & Crisis Service  
County of Santa Clara  
(650) 494-8420, (408) 279-3312; (855) 278-4204 (toll free)

### Information on Injuries and Exposures to Bloodborne Pathogens

If a student is injured while attending class or at their preceptorship, Foothill College procedures will be followed.

For any serious injury: Render appropriate first aid and seek immediate assistance from the nearest medical facility. Call 911 if appropriate.

For a less serious injury:

Immediate:

1. Get appropriate medical attention
  - Unless life threatening, report to **Foothill College Health Services Office (650-949-7243)** during normal business hours,

**OR** go to

Kaiser Occupational Health Center  
10050 N. Wolf Road, Suite SW1-190 (Corner of Wolf Rd/Steven Creed Blvd)  
Cupertino, CA 95014  
Phone: 408-236-6160  
Hours: Monday-Friday, 8:30am-5PM  
\*Holidays closed, limited hours during the weeks of Christmas and New Year's

For after-hours care go to  
Kaiser Permanente Santa Clara Medical Center  
700 Lawrence Expressway, Dept. 100  
Santa Clara, CA 95051  
Phone: 408.851.5300  
Hours: Open 24 hours, 7 days/week

OR

El Camino Hospital  
2500 Grant Rd  
Mountain View, CA 94040  
Phone: 650.940.7000  
Hours: Open 24 hours, 7 days/week

In an event that Kaiser is not within the 30-mile radius, go to the nearest Occupational Medicine Clinic to seek care, and we and Foothill College will make an exception for them. However, you must call Kaiser On-the-Job® at 1-888-KOJ-WORK (1-888-565-9675) before the visit for an appropriate referral.

2. Contact Program Director Susan Fernandes, LPD, PA-C
3. ASAP:  
Make appointment at **Kaiser Occupational Health Center (see detailed information above)**

Take copy of DWC-1 (Workers' Compensation Claim Form) **AND** **WC Treatment Authorization Form** to your appointment.

Forms: [hr.fhda.edu/benefits/\\_workers-comp.html](http://hr.fhda.edu/benefits/_workers-comp.html)



Within 3 Days

Return and complete forms listed below to Foothill Health Services Office in person or by fax (650-949-7160)

1. **DWC-1 (Workers' Compensation Claim Form)**
2. **Workers' Comp Report of Injury Form**
3. **State of CA Employer's Report Form (Form 5020)**

Obtain forms from Foothill Health Services Office **OR**

[hr.fhda.edu/benefits/workers-comp.html](http://hr.fhda.edu/benefits/workers-comp.html)

**Please note that the provider changed from U.S. HealthWorks Medial Group of Cupertino to Kaiser Occupational Health Center as of May 2017. Those who are currently being treated by U.S. HealthWorks for an injury prior to May 2017 should continue to have their care at U.S. HealthWorks without interruptions. The U.S. HealthWorks Office has recently moved to 1197 E. Arques Ave, Sunnyvale, CA 94085, M-F: 7am-5pm, phone: 408.773.9000.**

**In the Stanford area**, students who experience an occupational injury, environmental hazard, or exposure to bloodborne pathogens need to go to Foothill College Health Services to complete the appropriate forms and be referred to:

Cupertino Medical Clinic  
20289 Steven's Creek Boulevard  
Cupertino, CA 95014  
(408) 996-8656

In the event of exposure to blood or body fluid, the following emergency procedures should be followed (left column). If students are unsure whether a significant exposure to bloodborne pathogens has occurred, or if their treating facility has questions regarding the latest in post-exposure protocols, resources are listed below (right column).

Students please note:	Medical Providers please note
<p><b>If you experienced a needle-stick or sharps injury or were exposed to the blood or other body fluid of a patient during the course of your training, immediately follow these steps:</b></p> <ul style="list-style-type: none"> <li>• Wash needle sticks and cuts with soap and water.</li> <li>• Flush splashes to the nose, mouth, or skin with water.</li> <li>• Irrigate eyes with clean water, saline, or sterile irrigants.</li> <li>• Immediately seek medical treatment</li> <li>• Report the incident to your supervisor.</li> <li>• Report the incident to PCAP Program Director.</li> </ul>	<p>If you have questions about appropriate medical treatment for occupational exposures, 24 hour assistance is available from the <u>Clinicians' Post Exposure Prophylaxis Hotline (PEpline)</u> at 1-888-448-4911  <a href="http://nccc.ucsf.edu/clinician-consultation/post-exposure-prophylaxis-pep/">http://nccc.ucsf.edu/clinician-consultation/post-exposure-prophylaxis-pep/</a></p> <p><b>CDC recommendations for the management of occupational exposures to blood &amp; body fluids</b></p> <p><u>MMWR Recommendations and Reports, Volume 54, Number RR-9, Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Postexposure Prophylaxis</u>  <a href="http://www.cdc.gov/mmwr/PDF/rr/rr5409.pdf">www.cdc.gov/mmwr/PDF/rr/rr5409.pdf</a></p> <p><u>MMWR Recommendations and Reports, Volume 50, Number RR-11, Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis</u>  <a href="http://www.cdc.gov/mmwr/PDF/rr/rr5011.pdf">http://www.cdc.gov/mmwr/PDF/rr/rr5011.pdf</a></p>

## SECTION 7 - ACADEMIC ADVISEMENT

### Faculty Advisors

Soon after acceptance into the Program, students are assigned a Faculty Advisor who:

- Serves to identify primary preceptor sites and rotations, and provides this information to the Clinical Team (Director of Clerkship Education, Clerkship Administrative Coordinator, and, if applicable, Early Clinical Experience Coordinator)
- Provides guidance on problem-solving in all areas of Program activity, including didactic, preceptorship, personal adjustment and professionalism
- Meets with the student at least once each quarter to maintain contact and provide ongoing support
- Helps with preceptor and clinical rotation needs

Each student is required to meet with his/her faculty advisor at the beginning of the first quarter and in each quarter subsequently. Students with academic difficulties, issues of poor professionalism or delayed progress may be required to meet with their faculty advisor more frequently. Faculty advisors utilize an Advisory Form (see Appendix V) to record issues discussed with students that may require further action or intervention.

Faculty advisors have regular office hours to meet with students. While the Program maintains an “open door” policy, **appointments with the faculty advisor are strongly advised, since faculty members have variable schedules.**

### Program Advisor

The Program provides continuous advising to students on issues other than those that are academic. Karr Hernandez, MBA, is the Student Life Officer and provides these advising services..

### Student Liaison

The Program appoints a Student Liaison who is available to provide guidance and information to students. The Student Liaison is a physician assistant from the community who helps the student understand the Program’s process, Foothill College policies, and student options when faced with Program decisions on course failure, delay, deceleration or dismissal. As of 6/12017 the Student Liaison is Michele Toussaint, MS, PA-C.

## SECTION 8 - STUDENT RESOURCES

One of the recurring areas of confusion for PCAP students is regarding their official student identity. PCAP students are not enrolled as Stanford University students, and thus do not have access to Stanford facilities except as noted below. PCAP students by registration and payment of Foothill course and activity fees have access to all features of student life at Foothill College.

### Housing

Housing is not available on the Stanford campus. Students are responsible for arranging their housing during didactic and clinical phases of the curriculum. Local newspapers and websites can be helpful, as well as discussing housing strategies with senior PCAP students.

### Transportation and Parking

Stanford is linked to local train and bus systems (Caltrain, VTA, SamTrans) and has the Marguerite, a convenient free campus-wide shuttle system. The Program sponsors students who wish to drive and park on campus, enabling them to buy an annual parking pass. More information is available at <http://transportation.stanford.edu>.

### Student Areas

Stanford School of Medicine has limited areas for student use and none dedicated for exclusive use by PCAP students. Students are expected to share common areas and lounges and behave in a considerate and professional manner. PCAP students may use:

- Study rooms in the CCSR basement (rooms 0235-0247)
- Lane Library
- Fleischman labs in the Alway building (rooms 208-218)

The Li Ka Shing Center (LKSC) classrooms and the Immersion lab can be used only during scheduled events by the Program.

### Athletic Facilities/Swimming Center at the Stanford Campus

PCAP students are not permitted to use any of the athletic or swimming facilities on the Stanford campus. A number of shower facilities are available; consult senior PCAP students or faculty advisors.

### Library Resources

The Lane Library provides a full-service learning environment including study areas and access to texts, periodicals and on-line resources. SUNet registration allows students online access to electronic copies of many of the core textbooks as well as downloadable tools useful in clinic practice. Refer to [www.lane.stanford.edu](http://www.lane.stanford.edu).

## **Program Websites**

Canvas, Exam Master, eCurriculum, E\*Value and Exam Driver are websites that the Program uses to deliver curricular material; administer quizzes, exams and assignments; and collect survey and evaluation data. Students' access to some of these sites is sponsored through their SUNet ID. For other sites, the Program creates accounts for students and will provide students with instructions for how they can access their accounts

## **Copy Machines**

Students are not allowed to use the copy or fax machines in the Program office. Copy machines are available throughout campus and in the Lane Library.

## **Stanford Bookstore**

519 Lausen Mall  
Main Campus  
Phone: 650-329-1217  
Fax: 650-322-1936  
Email: [stanford@bkstr.com](mailto:stanford@bkstr.com)

## **Medbooks**

Li Ka Shing Center for Learning and Knowledge (LKSC)  
291 Campus Drive (First Floor). Stanford 94305  
Hours: Monday through Friday 9:00 AM to 5:00 PM  
Phone: (650) 326-1736  
[www.stanford.bkstr.com](http://www.stanford.bkstr.com)

## SECTION 9 - HEALTH AND SAFETY PORTFOLIO

Students accepted into the Program are required to complete important health and safety clearances before matriculating into core Program activities. These clearances are based on current Centers for Disease Control Recommendations for health professionals, and guidelines current for Stanford University Medical Center. Students are expected to maintain and update their portfolio of these and other clearances throughout their Program enrollment. Most of these clearances are initiated and fulfilled by meeting requirements of *PCA50: Orientation to Primary Care Associate Program*. The syllabus and requirements for this pre-matriculation course are reviewed at Orientation and posted on Coursework.

Briefly the PCA 50 requirements include:

- Statement of completion of primary vaccine series
- Recent update of Tdap
- Proof by blood test of immunity to
  - Measles (Rubeola)
  - Mumps
  - Rubella
  - Varicella
  - Hepatitis B
- Screening for Tuberculosis infection by Quantiferon Gold blood test. Requires yearly update while enrolled in the Program
- Current BLS/CPR (American Heart Association approved) while enrolled in the Program.
- Medical clearance from personal medical provider, guided by Technical Standards
- Online training modules via HealthStream and Axxess that instruct on issues of health, safety and professionalism. Requires yearly update

Failure to complete these by the deadlines announced in the PCA 50 course may result in course failure and delay in matriculation to core Program activities. Other clearances (such as N95 respirator fit testing and ACLS training) will be organized by the Program in later quarters.

Reminders will be sent to students via E\*Value when they need to provide an updated Quantiferon Gold blood test and complete BLS recertification.

Students will be asked to provide appropriate documentation, and sign releases that allow the Program to share their health and safety information with clinics, hospitals and other facilities where students train.

## SECTION 10 - STUDENT CONTRACT

After students establish communications with the Program (creating their SUNet ID & updating StanfordYOU with their email address) they will be provided with an electronic copy of the current Student Manual. A hard-copy signature page will be distributed that lists agreements between each student and the Program regarding important aspects of student training.

Each student must:

- sign that s/he has read and understood the Student Manual
- return the original signed copy of the signature page to the Program by the deadline announced in the PCA 50 course.
- acknowledge that the signed document is a contract between the Program and the student assuring that each party will abide by the policies and procedures outlined in the Student Manual

Students are not allowed to matriculate to core courses of the Program without signing the contract. If a student has questions regarding the contract s/he is encouraged to contact the Program Director.

## SECTION 11 - STUDENT DIRECTORY INFORMATION, IDENTIFICATION, and IDENTITY

### Change of Name

- a. Foothill – complete a “Record Change Card” (available on <http://www.foothill.edu/reg/forms.php>), and submit to Foothill Admissions and Records department
- b. Stanford – contact Karr Hernandez ([karrle08@stanford.edu](mailto:karrle08@stanford.edu)) and provide a copy of legal documentation reflecting your name

### Maintaining Current Contact Information

PCAP should have at all times the most current contact information for each student in the Program.

It is the PCAP student’s responsibility to:

- i) Share with the Program their contact information (address, email address, phone number) and let the Program know as soon as possible of any changes to their contact information. To update contact information, students should fill out a “Change Contact Information” form and submit the completed form to Karr Hernandez ([karrle08@stanford.edu](mailto:karrle08@stanford.edu)). A blank copy of the electronic form can be found in the materials section of the coursework site.
- ii) Maintain current contact information in StanfordYOU ([stanfordyou.stanford.edu](http://stanfordyou.stanford.edu)). Instructions on how to maintain directory information can be found at <https://stanfordyou.stanford.edu/html/StanfordYouHelp.html>

### Sharing of Directory information

PCAP is permitted by federal law to release “directory information” for students (refer to FERPA for additional details -

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Directory information includes “a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.”

So that students may be involved with organizations such as AAPA and participate in events such as the challenge bowl, PCAP will need to send directory information for students to AAPA and other professional organizations that may request this.

**If a student does not wish to have the Program disclose her/his directory information, then s/he must submit a request in writing to let the Program know as soon as possible.**



## Stanford Identification Badge

Students will apply for a Stanford Hospital and Clinics ID badge during their PCA 50 orientation course. **Students must wear this ID badge at all times while they are on the Stanford campus or in their clinical settings.** If a student loses her/his badge, then s/he must obtain a replacement badge from Stanford Hospital Security in the Photo ID office on the Ground floor of Stanford Hospital, Room HC021. Phone: 650-498-6290. Bring a valid legal picture ID, e.g. passport or driver's license.) There is no charge for the replacement badge. Hours: Open from 9 am – 3 pm, Monday – Friday.

## Email Addresses and Signatures, and Online Presence

In keeping with the spirit of PCAP's Technical Standards ('Technical Standard II: Communication' and 'Technical Standard V: Behavioral and Social Attributes'), students should remember to be professional in correspondence to PCAP administration, faculty, preceptors, staff and others. Moreover, students should maintain a professional online presence while they are representing the Program. While they are a student in the Program, PCAP students may indicate in their signature that they are a Physician Assistant student in training (also, they may include a reference to being a Masters student, if applicable); however, they should refrain from making reference to any previous degrees (e.g. "Doc Ed"), to avoid confusion. Examples of acceptable email signatures include the following:

- Your name, PA-S, Primary Care Associate Program
- Your name, PA Student, Primary Care Associate Program and Masters in Medical Science Student, St. Francis University

It is the responsibility of each student to understand that posting certain information is not only unprofessional and/or unethical, but can also be illegal. Public postings on social media may have legal ramifications if students post images and/or comments concerning patients or if students portray themselves, Stanford University, Foothill College, the Program, other students, instructors, staff, preceptors, or other colleagues in a negative and/or unprofessional manner. Postings can be used by the courts or professional licensing boards in the process of decision making. Students in violation of existing state and/or federal statutes and administrative regulations may expose themselves to criminal and/or civil liability, and punishment for violations may include fines and imprisonment. Please refer to Section 14 – Professionalism for information about consequences should a student fail to follow Program Professionalism guidelines and policies.

## SECTION 12 - DATA SECURITY

### Data Security and Privacy (HIPAA)

As all PCAP students will at some point in their training access Protected Health Information (PHI), they should consistently attest to storing restricted data on all devices, and have their devices appropriately encrypted and fully compliant with School of Medicine data security standards. This applies to all PCAP students, whether or not they are actively working with PHI (e.g., during parts of the PCAP curriculum that do not involve clinical work, when stepping out of the curriculum to obtain another degree, etc.).

Attestation and data security compliance are a professional expectation; failure to correctly attest and/or have all devices encrypted by stated deadlines will result at a minimum in a notification to a student's advisor. If attestation and encryption is still not completed following such a notification, the student may be referred to the Student Progress Committee.

In compliance with the Privacy Rule of the Health Insurance Portability and Accountability Act (HIPAA), the Program requires all new students to complete Patient Privacy Regulation HIPAA Training before starting classes and ANNUALLY thereafter. The HIPAA Training is a web-based training on the HealthStream site. HealthStream sends e-mail instructions to all PA students annually.

Students must adhere to Stanford University Hospital and Clinics HIPAA Security guidelines outlined at <https://acp.stanford.edu/hipaa/hipaa>

Personal Responsibility: Legally, you are personally and fiscally responsible for any information disclosure from your computer or mobile devices, whether accidental or not. Students must NOT store any Protected Health Information (PHI), such as patients' diagnoses and medical record numbers, in any notes. Moreover, students should not store PHI on their computers (desktop or laptop), flash drives, tablets, cell phones or other mobile devices as they are not intended for the storage of PHI.

Data Classification and What Data Cannot be Stored on Students' Computers: There are three categories of information that should not be stored on your computer, PERIOD - Prohibited Data, Restricted Data, and Confidential Data.

The following definitions are excerpted from Stanford University's Stanford Secure Computing's Data Classification page.

Prohibited Data - Information is classified as "Prohibited" if protection of the information is required by law/regulation, or if Stanford is required to self-report to the government and/or provide notice to the individual if information is inappropriately accessed. [Prohibited data must be removed from your hard drive unless you have explicit permission from the Data Governance Board to have it on your system. Prohibited data must be encrypted.]

Note: If a file which would otherwise be considered to be Restricted or Confidential contains any element of Prohibited Information, the entire file is considered to be Prohibited Information.

Common types of Prohibited Data include:

- Social Security Numbers
- Credit Card Numbers
- Financial Account Numbers, such as checking or investment account numbers
- Driver's License Numbers
- Health Insurance Policy ID Numbers

Restricted Data - Information is classified as “Restricted” if (i) it would otherwise qualify as “Prohibited” but it has been determined by the Data Governance Board (DGB) that prohibiting information storage on Computing Equipment would significantly reduce faculty/staff/student effectiveness when acting in support of Stanford’s mission and/or (ii) it is listed as Restricted in the Classification of Common Data Elements. [Restricted data must be encrypted.]

Common types of Restricted Data include:

- Student Records (for special exceptions see the Data Classification Chart)
- Protected Health Information (PHI)
- Passport and visa numbers
- Research and other information covered by non -disclosure agreements
- Export controlled information under U.S. laws

Confidential Data - Information is classified as “Confidential” if (i) it is not considered to be Prohibited or Restricted and is not generally available to the public, or (ii) it is listed as Confidential in the Classification of Common Data Elements. [Confidential data is not legally required to be encrypted, but Stanford strongly recommends it.]

Common types of Confidential Data include:

- Faculty/staff employment applications, personnel files, benefits information, salary, birth date, and personal contact information
- Admission applications
- Donor contact information and non -public gift amounts
- Privileged attorney -client communications
- Non -public Stanford policies and policy manuals
- Stanford internal memos and email, and non -public reports, budgets, plans, and financial information
- Non -public contracts
- University and employee ID numbers

For more information on encryption requirements visit [http://med.stanford.edu/irt/security/encryption\\_main.html](http://med.stanford.edu/irt/security/encryption_main.html)

Because personal computing devices are becoming more and more portable — laptops, smart phones, USB thumb drives, etc. — excluding sensitive information from those devices is more important than ever. And some new laws have been passed, holding the individual personally and fiscally liable in the event of information disclosure. Students are expected to review and follow the policies outlined below:

- Mobile Device Management  
<https://itservices.stanford.edu/service/mobiledevice/management>

- If you have an iPhone, iPad, or iPod Touch, there's an easy way to set up and maintain proper security practices on your device. Mobile Device Management (MDM) is free to install, and automatically configures your device to be optimized for the Stanford environment—from email settings to security settings. Visit our page on MDM for more information about the service.
- Stanford School of Medicine Course Content Access and Appropriate Use Policy  
[http://med.stanford.edu/irt/edtech/policies/course\\_content\\_access.html](http://med.stanford.edu/irt/edtech/policies/course_content_access.html)  
Students may only use course materials as intended for curriculum and course-related purposes. These materials are copyrighted by the Program or others. Access to this content is for personal academic study and review purposes only. Unless otherwise stated in writing, students may not share, distribute, modify, transmit, reuse, sell, or disseminate any of this content.
- Restricted Data and HIPAA Compliance  
[http://www.stanford.edu/group/security/securecomputing/dataclass\\_chart.html](http://www.stanford.edu/group/security/securecomputing/dataclass_chart.html)  
Students must not access or store Stanford Prohibited Information on their tablets or mobile devices as they are not intended for the storage of Restricted Information, specifically including Protected Health Information (PHI). Definitions of terms are provided on the website linked above.
- Stanford University Computer and Network Usage Policy  
<http://adminguide.stanford.edu/62.pdf>  
Students must respect copyrights and licenses, respect the integrity of computer-based information resources and refrain from seeking to gain unauthorized access, and respect the rights of other information resource users.
- Stanford Hospital Q&A on iPad use and Access to Patient Records  
<http://stanfordhospital.org/epic/support/ipad.html>

Students must review Stanford Hospital's position on iPad use and access to patient records, and must follow the recommendations outlined on the Q&A web link. Students must agree to be bound to the terms of this Agreement. A student can be held financially responsible for the loss or theft of the device and the disclosure of information should he or she fail to take appropriate steps to protect the device and its contents.

### **Stanford Medicine Policy for the Removal and Transport of PHI**

Privacy and security protections for the removal and transport of protected health information:

#### **PURPOSE**

The purpose of this policy is to set forth controls related to removal of Protected Health Information (PHI) or Personal Information (PI) from the medical center and transport of medical information within the medical center. This policy does not replace IT Security policies for protection of electronic patient information including requirements related to emailing patient information.

## **POLICY STATEMENT**

Stanford Hospital and Clinics (including all SHC -affiliated locations), Lucile Packard Children's Hospital (including all LPCH -affiliated locations), and the Stanford University School of Medicine (collectively, "Stanford Medicine") are committed to complying with state and federal requirements related to the privacy and security of patient information. Workforce Members at Stanford Medicine, as well as those with whom Stanford Medicine conducts its business, have a legal and ethical responsibility to maintain the confidentiality, privacy and security of all PHI/PI, to protect PHI/PI at all times and to guard against the loss of, or unauthorized access to, use or disclosure of, PHI/PI when removing it from the medical center up through its return, and when transporting it within the medical center. Such removal and transport of PHI/PI shall not occur in a manner inconsistent with this policy. Principles and procedures in this policy apply to PHI/PI in all media, including paper and electronic format. Consistent with other policies, PHI/PI that is removed from the premises should never be verbally discussed with any unauthorized person.

## **DEFINITIONS**

Protected Health Information ("PHI") is defined as information that (i) is created or received by a health care provider, health plan, employer, or health care clearinghouse; (ii) relates to the past, present, or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual; and (iii) that identifies the individual, or provides a reasonable basis to identify the individual. PHI does not include employment records held by Stanford Medicine in its capacity as an employer, or information that has been de-identified in accordance with the HIPAA Privacy Standards.

Personal Information ("PI") is a person's first name and last name, or first initial and last name, in combination with any one of the following data elements that relate to such person:

- Social Security Number (SSN);
- Driver's license or state -issued identification card number; or
- Financial account number, credit or debit card number (e.g., health insurance policy number).

Personal information shall not include information that is lawfully obtained from publicly available information, or from federal, state or local government records lawfully made available to the general public.

De-identification is defined as the process by which PHI is stripped of specific data elements, as defined by HIPAA, in order to assure that personal identities cannot readily be identified from data sets.

Workforce Members are defined as faculty, employees (including temporary employees), researchers, volunteers, trainees, and other persons whose conduct, in the performance of work, is under the direct control of Stanford Medicine, whether or not they are paid by Stanford Medicine.

Supervisor: For the purposes of this policy, Supervisor is used in the context of approval for a Workforce Member to remove PHI/PI from the medical center or transport PHI/PI within the medical center. It is understood that from time -to -time the duties of senior operational leadership (Directors and above) and faculty will require them to conduct Stanford Medicine business for which this policy requires Supervisor approval. Such approval for senior operational leadership and faculty is self -granted, provided that they

have ensured that all safeguards and other privacy and security controls are in place. For research activities, Supervisor means the Principal Investigator or Protocol Director.

Medical Center is any location owned, leased or operated by Stanford Medicine, wherever located.

## **PRINCIPLES**

1. PHI/PI shall be treated as confidential and shall be safeguarded according to Stanford Medicine policies at all times.
2. Treatment, payment, healthcare operations, education, IRB -approved research and other Stanford Medicine business involving the permissible use or disclosure of PHI/PI should be conducted within the medical center whenever feasible. Removal of PHI/PI from the medical center by Workforce Members shall occur solely for job -related purposes and with the approval of the Workforce Member's Supervisor. Removal of PHI/PI from the medical center should not be approved for reasons related to the convenience of the Workforce Member, but rather for instances where the work requiring the PHI cannot practically be conducted on -site in a timely manner, and only after due consideration of alternative ways to remotely perform the work, such as VPN access to PHI/PI or secure scanning of PHI/PI for access from the remote site.
3. The Workforce Member taking the PHI/PI off-site and the approving Supervisor are responsible for ensuring that only the minimum amount of PHI/PI necessary to perform the off-site work is approved and removed from the medical center. De -identified patient information or limited data sets shall be used whenever possible. The approving Supervisor and the Workforce Member removing the PHI/PI, or the Workforce Member transporting the information within the medical center, should be able to account for every element of PHI/PI removed from or transported within the medical center, whether electronic or paper, and should be able to reconstruct the exact PHI/PI that was removed from or transported within the medical center.
4. Appropriate safeguards shall be diligently followed regarding secure transport of PHI/PI off - site and within the medical center. PHI/PI must be in the immediate personal possession of the workforce member at all times during transport, for example, from the time the PHI/PI is taken from the medical center to the time of arrival at the off-site location, or from location -to - location within the medical center.
5. Appropriate safeguards shall be diligently followed regarding securing PHI/PI at the off-site location. PHI must be secured in a manner so that it cannot be accessed by unauthorized individuals.
6. PHI that is lost, stolen, accessed viewed or reviewed by unauthorized individuals, or the confidentiality of which has been otherwise compromised, shall be reported immediately by the Workforce Member to the Privacy Office for their institution for appropriate investigation, including the filing of police reports when appropriate. Reports must be made immediately, including nights and weekends, to:

SHC/LPCH Privacy Office:

From off -campus phone: 650-723-8222; Pager 25584

From any Stanford Medicine phone: 38222; Pager 25584

[privacyofficer@stanfordmed.org](mailto:privacyofficer@stanfordmed.org), Privacy Officer (during regular business hours)  
at 650 -724 -2572

School of Medicine Privacy Office:

[privacy@stanford.edu](mailto:privacy@stanford.edu)

650 -725 -1828

## **PROCEDURES**

1. PHI should be saved or stored on secure medical center network servers whenever feasible. Saving or storing PHI/PI on computer or laptop hard drives, personal laptops or other personal devices, flash drives or USB drives, external drives, and other removable media is prohibited.
2. Before the decision is made by the Workforce Member and the Workforce Member's supervisor to remove electronic PHI from the premises, IT Security must be contacted to determine whether a viable alternative is available to remotely access the PHI/PI needed to perform the job -related work.
3. PHI/PI should not be printed at off- site locations, for example, home or public printers, unless a Stanford Medicine business need exists to do so.
4. Safeguards must be in place to prevent unauthorized individuals, such as family members, conference attendees or the general public, from viewing or accessing PHI/PI at off-site locations.
5. PHI/PI must be safeguarded during transport and in the personal possession of the Workforce Member at all times. PHI shall not be left unattended in publicly-accessible locations.
6. PHI/PI transported for purposes such as off-site storage, office relocation and new location openings shall be safeguarded to prevent the loss of or unauthorized access to PHI/PI. Only medical center approved off-site storage locations may be used for storing records, documents and electronic media containing PHI/PI. Records and documents containing PHI must be inventoried before off-site storage.

## **COMPLIANCE**

1. All Workforce Members are responsible for ensuring that individuals comply with those policy provisions that are applicable to their respective duties and responsibilities.
2. Workforce Member failure to protect the privacy, confidentiality, and security of patient information is detrimental to the mission, goals, and operations of Stanford Medicine. Serious consequences can result from failing to protect patient information, up to and including termination.
3. Violations of this policy will be reported to the Privacy Office and any other department as appropriate or in accordance with applicable Stanford Medicine policy. Violations will be investigated to determine the nature, extent, and potential risk to Stanford Medicine.



## SECTION 13 - ATTENDANCE POLICIES

### Overview

- The Program will post the Academic Calendar prior to the beginning of the first Quarter. Weekly schedules (with information about topics, times and locations of sessions including lectures, small group meetings, and workshops) will be provided on the Friday before the upcoming week. Schedules regarding exams will be provided two weeks before exams take place. As the weekly schedule is subject to last minute changes, the finalized schedule cannot be shared with students prior to this time. Students should refrain from contacting the Program to obtain the weekly schedule prior to the release date.
- Attendance is required in all scheduled lectures, seminars, and workshops
- Attendance includes the issue of tardiness, which should be avoided
- Students are responsible for notifying the Program when they will be absent from class or clinic
  - Planned absence: To request an absence, students must complete an “Absence request form” and send a copy by email to the appropriate Program faculty and staff (see details below). Students must submit the request form at a **minimum of two-weeks in advance**. Approval of all absences is at the discretion of the Program. If an absence is not approved, the student is expected to make the necessary arrangements to change his/her schedule to be present.
  - Unplanned absence (not routine activities that can be rescheduled, such as illness and family emergencies): students must notify the Program as soon as possible. At their earliest opportunity, student should also complete an “Absence request form” and submit the completed form to the program (see details below).
- Notification must include the reason for absence, such as family emergency, illness, or personal business. In some cases there may be a health, safety or legal issue that must be cleared before student is allowed to return to class or clinic.
- Students should discuss with Karr Hernandez any impact the absence may have on enrollment or completion of the quarter.
- Students are expected to remediate the absence and fulfill all course requirements on time for the quarter, including cumulative clinic days. Lapses on following PCAP attendance policies are considered unprofessional behavior and will be referred to SPC
- Patterns of repeated absence (e.g. leaving early on Fridays, coming late on Mondays, missing classes before scheduled exams) will be referred to the Faculty Advisor. The Faculty Advisor will review the circumstances and complete an advisory form. **Frequent or excessive absences (>3 unexcused or >5 excused), including tardiness (>3 times), during the 21-month Program, will be referred to SPC and may result in academic probation.**

## Attendance in Campus-based Lectures and Events

Students must attend all Program sessions (including lectures, workshops, small group meetings, and exams) as reflected in the weekly schedules.

## Absence from Campus-based Lectures and Events

If a student would like to request missing any required Program event such as lecture, workshops, seminars or a test the student must:

- For Planned absences: Complete an “Absence Request form” and email the completed form to Pre-Clerkship Administrative Coordinator, Leslie Johnson (lesliejo@stanford.edu) and cc course coordinator/director(s) and small group leader(s) at least two-weeks in advance.
- For Unplanned absences: students must notify the Program Administration as soon as possible. At their earliest opportunity, student should complete an “Absence request form” and submit the completed form to course director(s), and Pre-Clerkship Administrative Coordinator, Leslie Johnson (lesliejo@stanford.edu)
- Students are responsible for any material presented during their absence, and may be required to complete a make-up assignment.

Consequences of absence(s):

- If a student’s absence will affect his/her ability to complete on time that quarter’s course requirements, the issue will be referred to their faculty advisor.
- Course coordinator/director or group leaders may impose a make-up assignment. The student must complete all make-up assignments that may be generated by his/her absence. The course coordinator/director or group leader will set the deadline.
- A student who fails to complete assignments on time will be referred to their faculty advisor.
- A student who misses a **written** test is expected to take a make-up test within the same week as originally scheduled. The course coordinator/director will set the make-up test date.
- The make-up test will be equivalent (but not necessarily identical) to the original.
- The faculty advisor will be notified if a student does not take the make-up test within the week.
- Due to Program resources, **performance** tests such as OSCEs, technical skills demonstrations or practicums are offered only at certain times and there may be significant delay before a make-up exam can be arranged. Students should be aware that this delay can result in a grade of “Incomplete” for the course, which may have an impact on financial aid and qualification for certain rotations.

## Attendance in Clinical Preceptorships

Students are expected to attend 100% of all scheduled rotation activities. Students must adhere to the rotation schedule set by the Clerkship Team (Director of Clerkship Education and Clerkship Administrative Coordinator). Students are expected to be in their clinical rotations at least 8 hours per day Monday through Friday of each week during Clinical Preceptorships, unless the Clerkship Team and student’s preceptor has specified

a different schedule for fulfillment of a student's clinical days and rotations. Any change in a student's clinical schedule must first be approved by the Clerkship Team.

Attendance at Cardinal Free Clinics is on a volunteer basis. The Cardinal Free Clinics are open and offer services on Saturdays and Sundays. Students cannot use days worked at Cardinal Free Clinics towards their clinical days count, unless discussed and permitted by the Clinical Team.

### **Absence from Clinical Preceptorship**

For planned absences: If a student would like to request missing any time from their preceptorships, then the student must complete the "Absence request form" and submit the completed form to Cynthia Ahrendsen, Clerkship Administrative Coordinator at [cahrends@stanford.edu](mailto:cahrends@stanford.edu) and cc the Director of Clerkship Education, Andrew Chastain, PA-C at [apchasta@stanford.edu](mailto:apchasta@stanford.edu) and Faculty Advisor as soon as possible (by email)

For unplanned absences (e.g., not routine activities that can be rescheduled, such as illness and family emergencies): the student must contact the Program Administration as soon as possible. At their earliest opportunity, student should complete an "Absence request form" and submit the complete form to Cynthia Ahrendsen, Clerkship Administrative Coordinator at [cahrends@stanford.edu](mailto:cahrends@stanford.edu) and cc the Director of Clerkship Education, Andrew Chastain, PA-C at [apchasta@stanford.edu](mailto:apchasta@stanford.edu) and Faculty Advisor as soon as possible (by email)

Students are responsible for any clinical days that they miss during their absence, and will be responsible for making up missed clinical days and required to complete the minimum number of clinical days required for the quarter.

A student who is unable to meet the clinical attendance and performance requirements for the quarter is not making satisfactory progress and may earn a not-passing grade for the quarter. A student must contact his/her faculty advisor as soon as s/he is aware of any absences that may impact completion of the quarter clinical requirements. If the faculty advisor, in consultation with the Clinical Coordinator, cannot make a satisfactory intervention then the issue will be referred to the Student Progress Committee for resolution.

## SECTION 14 - PROFESSIONALISM

### Professional Behavior Standards

Students enrolled in the Program must develop, demonstrate and adhere to standards of professional behavior consistent with the principles of the PA profession, medical ethics, and state and federal laws. Student progress in meeting professionalism goals is evaluated throughout the student's training. Lapses of professionalism will be addressed by use of the Advisory Form (see Appendix V) or immediately escalated if behavior warrants. Students showing repeated (>3) or serious lapses of expected professional behavior at any time during their training (on campus or in clinic), including any significant one-time event, may result in suspension or dismissal from the Program.

The Program incorporates guidance from three sources in defining goals for professional behavior of its students:

- Foothill College
- Stanford School of Medicine
- PCAP guidelines, including AAPA guidelines for ethical behavior

### Foothill College Policies

The PCAP student is expected to:

- Comply with the Academic Honor Code (see Appendix I)
- Comply with the Student Conduct Policy (see Appendix II)
- Register, enroll and pay required fees on time. Failure to enroll and pay fees results in termination of malpractice coverage, and the student will not be allowed to participate in preceptorship or other clinical activities.
- If the student has financial difficulties that jeopardize enrollment status, the student must contact the Director of Student Affairs immediately
- Students who fail to adhere to the Foothill College Policies are referred to SPC and Foothill's Student Affairs Office

### Stanford University Policies

The PCAP student is expected to:

- Adhere to the Stanford Fundamental Standard on behavior (see Appendix III)
- Respect the posted guidelines for usage of classrooms and campus resources
- Contact the Director of Student Affairs and the Program Director when planning:
  - any extracurricular activity on the Stanford campus
  - any activities with the medical students on the Stanford campus
  - any invitation to outside agencies (such as representatives of equipment or pharmaceutical products)
- Follow Cardinal Clinic guidelines when participating at Cardinal Clinics

### PCA Program Policies

The PCAP student is expected to:

- Comply with Stanford, Foothill, and PCA policies and guidelines, including this manual, as well as policies and guidelines of preceptorship sites

- Comply with state and federal laws. A student who is arrested or convicted of a misdemeanor and/or felony offense during the Program must inform his/her faculty advisor in writing as soon as possible.
- Comply with HIPAA guidelines
- Behave professionally at all times while in Program activities or in facilities used for the Program, including facilities that host preceptorships
- Notify the Program and Foothill College if making a change in name, mailing address, email address, telephone number or emergency contact information.
- Maintain communication with the Program by checking email messages at least once daily and responding promptly
- Adhere to Guidelines for Ethical Conduct for the Physician Assistant Profession
- In addition to the behaviors identified in the Foothill College Academic Honor Code, refrain from cheating behaviors\* including but not limited to the following:
  1. Copying from another student during an examination
  2. Copying from a “crib sheet” during an examination
  3. Permitting another student to look at your answer sheet during an examination
  4. Asking another student for answers to an examination question
  5. Marking two answers on a computer sheet when directions call for one choice
  6. Taking an examination for another student
  7. Asking another student for the questions on an examination that s/he had taken
  8. Previewing an examination from a “test file” when the teacher does not permit students to keep examination copies and does not know that such a file exists
  9. Memorizing a block of questions on an examination so that the questions could be used in a test file or used by others
  10. Copying another student’s SOAP note, H&P or other written assignment and presenting it as original work
  11. Copying a paper from a file or from a purchased paper and presenting it as original work
  12. Using material from another student’s paper without bibliographic reference
  13. Faking the results of a laboratory experiment or project
  14. Basing an “article report” on an abstract rather than reading the assigned article
  15. Claiming authorship or participation in a group paper or presentation when you made no contribution
  16. Taking screen shots or photographs of exams or other restricted Program content
  17. Searching for information on the web
  18. Using a headphones or smartphone during the exam, EXCEPT to complete 2-step authentication. Ear plugs would be OK.

\*adapted from: Danielsen RD et al. *The Culture of Cheating: From the Classroom to the Exam Room. Journal of Physician Assistant Education. 2006, Vol 17, #1, pg 24.*

Failure to adhere to the above guidelines will result in be referral to SPC and is grounds for dismissal from the Program.

## **PCAP Didactic Behavior Policies**

With respect to the Program’s didactic curriculum, the student is required to:

- Attend all classes, seminar, practice groups, workshops. The typical class day is 9 AM to 5 PM. Some evening or weekend classes may be scheduled.
- Prepare for classes and small groups

- Be punctual
- Comply with the following rule: **Students may use laptop computers or other devices in class only if the devices are used in a professional manner and for accessing resources directly related to an educational session.** Some lecturers/leaders may prohibit the use of personal computing devices, and their wishes should be respected.
- Follow house-rules, as established by each class, regarding appropriate behavior in the classroom
- Behave with respect, compassion, maturity and integrity toward peers, faculty, administrative staff and guest presenters
- Respect that invited guests and speakers have generally volunteered to come and share their knowledge and perspective with the class.
- Adhere to the highest standard of integrity and honesty in all professional relationships
- Give and accept constructive feedback from peers, faculty and supervisors. Timely and constructive feedback should be given to lecturers via the eCurriculum site.
- Show respect in all oral, written, and e-mail communications, including in course evaluations and test question challenge forms
- Submit all required assignments (written and verbal presentations) on time
- Notify the Pre-Clerkship Administrative Coordinator, Leslie Johnson, via phone or email of any absence.

### **PCAP Clinical Behavior Policies**

With respect to the Program's preceptorship curriculum, the student is required to:

- Attend all supervised clinical activities as required by the Program and its designated clinical preceptors
- Comply with the Dress & Grooming Standards for Clinical Settings (see below) Comply with state and federal laws and regulations regarding the delivery of health care services
- Comply with HIPAA guidelines
- Maintain student enrollment, which confers malpractice insurance. Refrain from participating in supervised clinical practice unless student enrollment is current.
- Demonstrate sensitivity and responsiveness to each patient, and the influence of culture, age, gender and abilities in each patient interaction
- Adhere to the highest standard of integrity and honesty in all professional relationships
- Give and accept constructive feedback from peers, site visitors, preceptors and other health professionals
- Show respect in all oral, written, and e-mail communications, including patient presentations, course evaluations and test question challenge forms
- Behave with respect, compassion, maturity and integrity to peers, faculty, site visitors, preceptors, staff, patients and families
- Behave according to the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent and business practices
- Function within legal and clinically appropriate limits for the PA student role
- Always identify oneself to patients, families and other health professionals as a PA student
- Submit all required assignments on time

- Maintain accurate and current Daily Patient Contact logs and duty hours log in the E\*Value electronic tracking system during their preceptorships.

## **PCAP Dress & Grooming Standards for Clinical Settings**

All Students: A clean, conservative and professional appearance is expected and includes clean nails (no artificial nails) and a hairstyle that does not interfere with duties. Jewelry is acceptable if it does not interfere with work duties. Perfume/cologne is discouraged, but if worn should be mild and unnoticeable to others. Make-up should be conservative.

Long white coat required, unless waived in specific clinical settings. Your coat must be clean and pressed. Shoes must be clean and in good condition.

Clothing should allow for an appropriate range of movement, and should not be flashy or draw attention. No blue denim jeans, hats, caps, tank tops, shorts, spandex wear, sweats, flip-flops, cutoffs or skintight leggings. Midriff, chest and back must be covered. Scrubs should be worn only in designated areas. Tattoos and piercings may be viewed by preceptors and facility personnel as unprofessional and may limit the student's clinic options.

Hospital settings may have more specific requirements about dress and grooming. Questions about dress and grooming should be directed to the Program Director or the Medical Director.

**Name badges with photo identification as a PA student must be worn and visible at all times.**

Failure to follow **Program's Policy on Professional Behavior Standards** will result in the following:

- I. First incident of unprofessional behavior: The Program will provide the student with a verbal warning to change behavior, a faculty advisory form will be completed and placed in the student's file. If the incident is considered a serious lapse of expected professional behavior the student will be directed to the SPC which will determine a course of action that can include but is not limited to corrective or disciplinary action, probation or dismissal
- II. Second incident of unprofessional behavior: The Program will document the incident in writing and the student will meet with SPC. The documentation of the incident will go on the student's permanent file
- III. Third incident of unprofessional behavior: The student will be automatically referred to the SPC which will determine a course of action that can include but is not limited to corrective or disciplinary action, probation or dismissal

## SECTION 15 - PROBLEM SOLVING & CONFLICT RESOLUTION

Learning and practicing medicine involves working with a wide variety of people. Conflicts and misunderstanding can occur. The danger in allowing conflicts to remain unresolved is that they detract from the educational environment and from learning.

The following process for resolving problems and conflicts **does not apply to** disputes about

- test or assignment scores
- preceptor evaluations
- course grades
- Student Progress Committee decisions

The procedures for disputing these are described elsewhere in this Manual. In addition, issues of discrimination and harassment are addressed by a different process (see below).

### Conflict Resolution

The Program expects students in conflict to:

- communicate directly and in a timely fashion with the other person(s) about the issue or problem
- seek a reasonable understanding or resolution
- if unable to reach resolution, "agree to disagree."

If a conflict arises between students, student and preceptor, or student and faculty member, PCAP committee or staff member that is **not** amenable to direct communication, students should seek help. Program faculty and staff representatives identified below can act as mediators and assist with problem solving and conflict resolution. Whenever PCAP personnel are asked to act as mediators they must fill out an Advisory Form documenting the meeting (see Appendix V).

Foothill College has established a complaints and grievance procedure for students who believe they have been treated unfairly in issues regarding (a) course grades based on mistake, fraud, bad faith, or incompetence; (b) act or threat of intimidation or harassment [except sexual harassment]; (c) act or threat of physical aggression; (d) arbitrary action or imposition of sanctions; and/or (e) the exercise of rights of free expression. However, the student must make a good-faith effort to follow the Program conflict resolution process prior to going to the next step of accessing Foothill College (see Section 18: Appeal and Grievance of Program Decisions).

Failure to follow the conflict resolution process may be cited as an example of poor professionalism.

Conflicts or problems often arise around issues that are personal, financial, academic or clinical. Guidelines below offer suggestions for helpful resources. The student is directed to ask for assistance in the order presented, with the faculty advisor often being the initial contact.



#### Personal Issues

- Faculty advisor (the advisor may be able to help resolve the issue, or provide information and referral to other resources)
- Student Life Officer, Karr Hernandez
- Site visitor (especially if the issue involves preceptorship)
- Any other faculty member whom the student feels may be helpful.
- For health or psychological issues the student should contact Foothill College services described in this Manual

#### Financial Issues

- Student Life Officer, Karr Hernandez

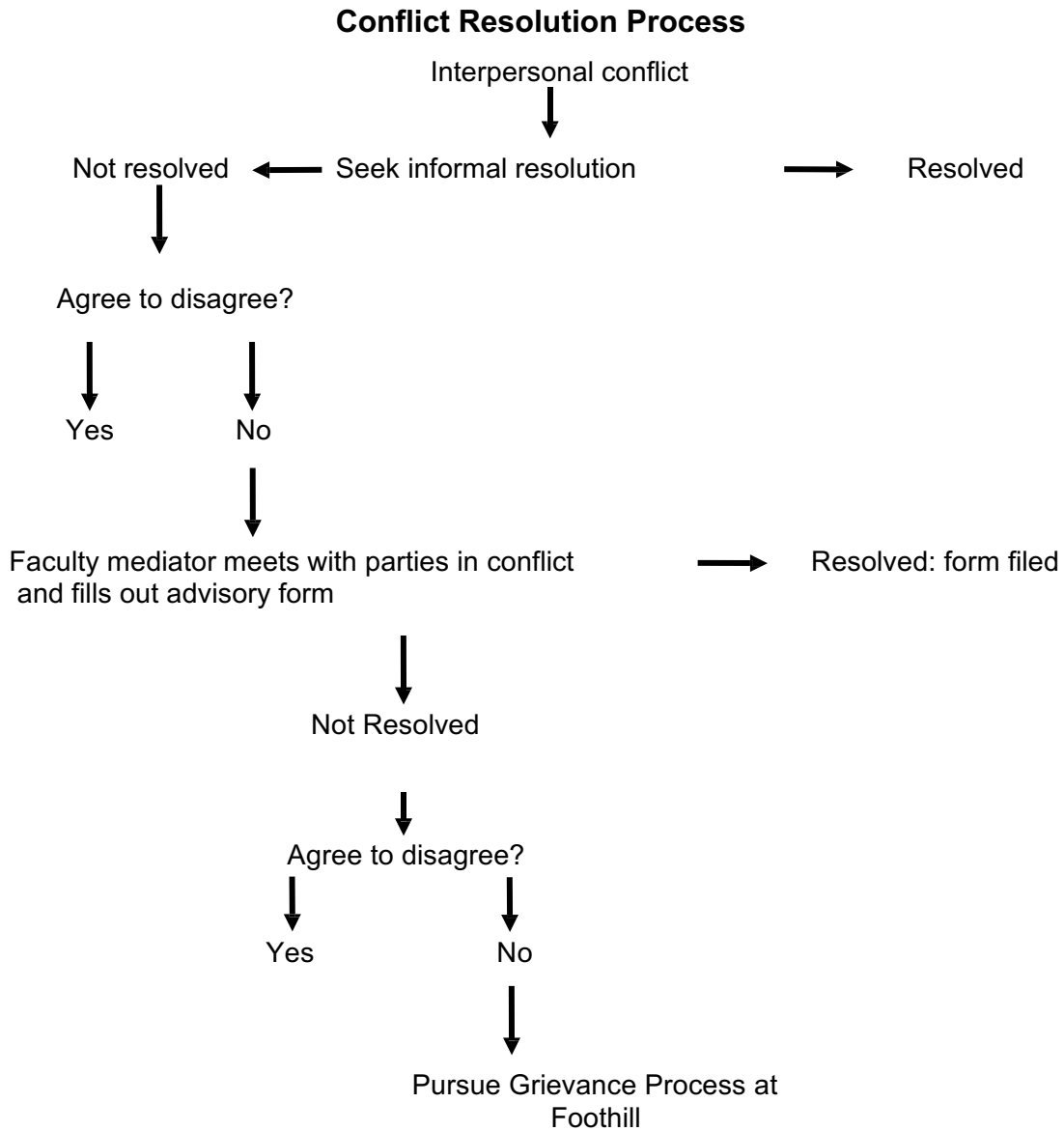
#### Didactic Course Issues

- Faculty advisor
- Course Director or Coordinator (posted in each course syllabus)
- Coordinator of group, workshop or lecture series
- Medical Director or Associate Medical Director (who oversees curriculum content)
- Program Director or Associate Program Director (only by the class representative, and only for issues affecting the whole class)

#### Preceptorship Issues

- Site visitor
- Faculty advisor
- Clinical Coordinator

If the disagreement cannot be resolved then the student may wish to pursue the grievance process described below.



## Discrimination and Harassment

Students receive training during the Orientation course via HealthStream training modules. The Program follows the Foothill College guidelines regarding the policies and procedures for processing student grievances and allegations of discrimination and harassment. If a student believes s/he is experiencing discrimination and/or harassment, students are **not required** to try to resolve the issue through the conflict resolution process above. A grievance procedure has been defined by Foothill College to protect student rights, described here <http://www.foothill.edu/services/studentright.php>.

## Disciplinary Actions

Disciplinary action directed by the SPC will result from repeated minor lapses and/or any significant lapse in professional behavior. Disciplinary action may include written documentation in the student's permanent file, official reprimand, suspension, and/or dismissal.

Official Reprimand formally recognizes a violation of any policy, core value or expected behavior outlined in this Manual and Appendix I-IV, and directs the student to avoid future infractions.

Suspension is defined as exclusion from a didactic and/or clinical setting. Suspension may be enacted by the Student Progress Committee (SPC) for any of the following:

- Behavior which jeopardizes the health or well-being of peers, supervisors, staff, instructors and/or patients.
- Violation of any policy, core value or expected behavior outlined in this Manual and Appendix I-IV which has the potential for negative consequences and harm, and which requires further Program inquiry.
- Failure to enroll and pay fees in a timely manner. Students who are not officially enrolled do not have malpractice insurance and are suspended from preceptorships and some classroom events.
- Failure to maintain appropriate communication with the Program.
- Failure to complete assignments and evaluations in a timely manner. In this case the purpose of suspension would be to ensure that the student focuses his/her time on correcting the lapse or late assignments and become current in all expectations. Penalties for lateness may apply.
- Didactic course failure remediation may require suspension from clinical rotation(s).

Additionally, preceptors, the clinical site, site visitors and faculty have the right to immediately suspend a student from clinic or hospital if the student shows significant lapse in professional behavior, significant deficits in clinical performance, and/or inability to fulfill the technical standards (see Appendix VIII).. The person initiating the suspension must report the events to the Chair of SPC and Program Director as soon as possible. SPC will investigate and determine an appropriate disposition, which may include resolution, sanctions, course failure, or dismissal.

Dismissal may result from violations of a variety of Foothill, Stanford, and Program policies, including behavioral and academic. See below for the policy and procedure for dismissal.

## SECTION 16 - GRADING & TESTING POLICIES & PROCEDURES

### Academic Performance Standards

Standards of acceptable performance for didactic courses and preceptorship are summarized in course syllabi and/or course manuals that are posted electronically on Coursework/Canvas prior to the start of each quarter. These materials are reviewed verbally at the course introduction and quarter overview.

### Testing

Tests and assessments are based on

- instructional objectives described in syllabi
- competencies expected of physician assistants (See Appendix VI)

Test content is developed from resource materials listed in course syllabi and course manuals.

### Formative vs. Summative Testing

Various testing and assessment modalities are employed throughout each course. Testing may be *formative* or *summative*.

*Formative* testing assesses how well a student is acquiring knowledge, skills and attitudes. Formative testing provides feedback on the effectiveness of student's study, allowing time to adjust and modify study skills. Some examples of formative testing include

- check-off a student's ability to perform the cardiac exam in weekly clinical skills group
- weekly pharmacology quiz that tests a student's knowledge of drugs to control high blood pressure
- midterm exams
- site visitor feedback on the students' documentation of patient encounters or directly observed performance in clinic
- preceptor feedback at mid-quarter or whenever the preceptor observes a need for adjustment in student performance in clinic or on rotation

*Summative* testing assesses a student's knowledge, skills and attitudes at the end of a teaching process. It is a measure of how well the student has achieved instructional goals. Some examples of summative testing include

- end of quarter Objective Structured Clinical Exams (OSCE) or practicum
- end of quarter reflection paper
- course final exam
- comprehensive final exam at the end of 7<sup>th</sup> quarter
- Preceptor evaluation at end of-quarter

Testing is generally one of three modes: written exams, performance exams, and assessment by preceptors.

**Written exams** include multiple choice question (MCQ) exams, short answer exams, essays and reflections papers, written journal analyses, end of rotation exams.

**Performance exams** include written SOAP notes (parts or entire note), skills check-off, OSCE, standardized patient exam, oral presentations.

**Preceptor assessments** involve evaluation of student's behavior and skills in clinic with actual patients. A Likert Scale (1-5) with written comments is used.

## Passing Scores

The minimum score to pass an exam or assessment is listed in each course syllabus, and may vary with the mode of testing.

Written Exams (such as MCQ exams)

- MINIMUM of 70% of possible points must be earned to pass.
- Scores are not rounded up. **Any score less than 70.0% is not passing**

Performance Exams (such as OSCEs and Practicums)

- Performance exams *may* have individual sections that are graded, or *may* be cumulatively graded. These will be described in the syllabi and posted before the testing event.
- MINIMUM of 70% must be correct to pass.
- Scores are not rounded up. **Any score less than 70.0% is not passing**
- Technical Skills checklists are used to evaluate competency. The student will receive either a *competent* or a *fail* mark.
- OSCEs are evaluated by checklist. **Any score less than 70% is not passing.**

Preceptorship Assessment

- Student must score a 3 or greater in each section to pass
- Designated preceptor is responsible for final assessment, which may or may not include input from other medical staff that interact with the student.
- Any worrisome written comments or concerns shared by the preceptor will be investigated. See process described below.
- Student must pass an End of Rotation (EOR) Exam for each required rotation with a score of  $\geq 70\%$  or  $\geq 1.5$  s.d. below the NATIONAL mean, whichever is lower. If a student fails an EOR exam, then they must retest and pass. If the student fails the second EOR exam, then the student fails the Preceptorship course and must repeat the rotation.
- If a student fails two or more EOR exams within one quarter, then the student fails the Preceptorship course.

**Each course syllabus defines the minimum requirement for passing a course. Scores of formative tests contribute to a student's course average, but failing a formative test (such as quiz or midterm) does not automatically cause course failure.**

**Failing a summative test (such as final exam) results in course failure. Each course syllabus describes the consequences of failure to achieve minimum scores, minimum averages, or expected competency.** (See *Course Failure* in Section 17 for further description).

### **Other**

In order to function safely in classrooms and clinics, students must complete and maintain health and safety requirements that are part of the PCA50 course. Some clinics might require additional lab work that will need to be completed before the student can attend clinic. A failure to comply with these requirements will be considered as a lack of professional behavior and will be addressed accordingly.

In addition, students must continuously demonstrate adequacy in **Technical Standards** (see Appendix VIII).

Technical Standards are formally assessed when a student demonstrates deficiency in one of the core characteristics necessary to become a competent and safe physician assistant. A single deficit may result in suspension or dismissal.

### **Review and Appeal of Testing Results**

Results of **written and performance testing** are posted as soon as possible after the exam or evaluation has been scored and verified by the appropriate course coordinator/director. The course coordinator/director is responsible for verifying the results for each exam or evaluation and the individual to whom appeals should be directed.

Results of failing **preceptor evaluations** are shared with the student after receipt by the Program. Review and appeal of preceptorship evaluations are discussed separately below.

Appeals of questions on written **formative tests** (e.g. weekend quizzes) should be submitted by students to the Class Representative, who then forwards the information to the appropriate course coordinator/director. The course coordinator/director will then address the concerns to the class as appropriate.

Appeals of questions on **summative tests** (e.g. final exam) should be submitted by students to the Class Representative, who then forwards the information to the appropriate course coordinator. The course coordinator/director will then address the concerns to the class.

In requesting review the student must

- Submit the appeal in writing within 48 hours of answers and scores being posted by the course coordinator/director
- Cite content from resource materials listed in course syllabi that support student's alternative answer. Alternative resources (such as *UpToDate*, *Wikipedia* or other books) will not be considered.

The course coordinator/director responsible for the testing must review the appeal and reply in writing within 2 working-days of receiving the appeal. Outcomes of the review include

- Adjustment of answers based on the appeal and posting new scores
- No change.
- In the case of a failure of the appeal, the course coordinator/director will
  - Post a general announcement to Coursework describing the reason why alternative answers are not accepted (formative tests only)
  - Provide a written response directly to the student regarding the outcome (summative tests only)

A student who desires review of results of a **failing performance exam** (e.g. OSCE, practicum, technical skills evaluation, etc.) must submit the appeal as above (within 48 hours of receiving results) directly to the course coordinator/director responsible for the test.

The course coordinator/director responsible for performance testing must review the appeal and arrange a meeting between the student and the proctor (or designee). A principal faculty member (ideally the student's faculty advisor) will also attend as a third member. The goal is to meet, complete the review, and reconcile the dispute within 7 working days from receipt of the written appeal. Outcomes of the review include

- Adjustment of the student's score based on the appeal
- No change
- The course coordinator/director responsible for testing will provide a written response directly to the student regarding the outcome

The student must be available to attend the meeting to present the reason for review. If the student does not attend then the appeal receives no further consideration and the original failing score stands.

In responding to an appeal of any kind, the course coordinator/director responsible for the testing event (although not required) may consult with other faculty members, proctors and the Testing Committee.

*Once the course coordinator/director has responded to the student regarding the appeal, the appeal process is considered concluded. No further appeals will be accepted or considered.*

### **Review of audio or videotapes**

In some cases an audio recording and/or videotape is made to document performance testing and is available for review by **faculty only**, to preserve exam security and integrity.

- Routine review is NOT performed as part of summative testing when the student has achieved a passing score on the test
- Review is NOT performed if a student simply wishes to improve an already-passing score
- Review by faculty of the audio recording or videotape is done in **all** cases of summative exam failure before scores are reported.

## Review and Appeal of Preceptorship or Rotation Evaluation

Evaluations from preceptors are sent to the Program in a number of ways: submitted via E\*Value; sent by fax, email or other written form; or (rarely) reported verbally by phone. Although most are posted to E\*Value and are immediately available to students, results of preceptorship evaluations received by other means will be made available to students within 5 working days of receipt by the Program. A grade cannot be assigned to the student until all pertinent preceptor evaluations have been received.

If low scores or worrisome comments from preceptors are received, the course coordinator/director will

- Ensure that the student has received the results.
- Advise the student that the scores will be verified as quickly as possible and that during the review, the student or any individual who is not a member of PCAP and who is acting on behalf of the student must NOT contact preceptor or other clinic personnel.
- contact the preceptor(s) and site visitor to clarify and verify the evaluation or direct the faculty advisor or site visitor to follow up
- Invite input from the student regarding his/her insight into the results. Student may provide input in writing, or preferably, in a meeting with the faculty advisor arranged by the course coordinator/director. Due to the remote placement of students during preceptorships, the meeting may be by conference call, Skype or other similar means. The meeting will include the student, course coordinator/director and another principal faculty member (ideally the student's faculty advisor.)

**The goal is to inform the student, contact the preceptor, meet and complete the review within 7 working days from receipt of the preceptor evaluation.** Due to preceptor availability for confirming the results and difficulty arranging meetings with student and principal faculty, the outcome may be delayed. Outcomes of the review include

- Adjustment of the student's preceptorship evaluation
- No change.
- The course coordinator/director will provide a written response directly to the student regarding outcome

## Course Grades

The Program assigns course grades based on testing and assessment criteria described in course syllabi and reviewed with students prior to the beginning of each quarter. Grades are determined by the course coordinator/director and posted as soon as possible at the conclusion of each quarter. Each student is assigned a code word identifier so that scores, grades and other group announcements may be posted confidentially.

Course grades are based on the following intervals of scored exams:

- A = 100-90%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F < 60%



In some circumstances the course coordinator/director may use a standardized “curve” to calculate letter grades. This curve does not change the 70% minimum to pass, and is usually created to recognize, for example, that a score of 88% in a challenging course may deserve a grade of “A”.

Some courses include components that must be passed in order to pass the course, regardless of the overall course numerical average. These components are identified in individual course syllabi and include summative exams such as final exams and practicums, as well as other “must pass” items.

For a non-passing course grade (i.e. “D” or “F” grade earned) that is subject to formal remediation, the Program will report to Foothill a grade of “Incomplete” for the student. The formal remediation process involves having the student adhere to a Remediation Plan proposed by the course coordinator/director and approved by the Student Progress Committee. In most cases, the student will complete the remediation plan/event during the quarter immediately following. The student is on academic probation until the remediation plan and/or a remediation event is satisfactorily completed and the “Incomplete” grade will be changed to no greater than a “C”. Failure to make satisfactory progress in all requirements may result in having the “Incomplete” convert to a grade of “F” in that course and dismissal from the Program due to back-to-back failure of the same course. An “Incomplete” grade automatically converts to an “F” grade if not successfully resolved in one year.

Note: Students should realize that repeating didactic courses and/or preceptorship rotations will likely cause delay in fulfilling all didactic clinical requirements and extension beyond planned date of graduation.

## SECTION 17 - ACADEMIC PROGRESS POLICIES *(as of 06/25/15)*

### Definition of Satisfactory Academic Progress

Students are required to perform at the “C” or higher level in all courses to maintain satisfactory Program academic progress. Students are required to demonstrate steady, adequate progress **during each course** and at the **end of each course** in fulfillment of instructional goals and learning outcomes. Students who fail a course will be referred to the SPC. Failure to make progress is cause for delay, deceleration or dismissal.

A student must maintain a GPA of 2.0 each quarter to remain in good academic standing and to graduate from the Program.

Students enrolled in the St. Francis MMS option must maintain minimum course grades of “C” in order to continue with the MMS option.

### PCA Program Probation

Probation will limit any Program activity that is deemed extra-curricular such as holding a class office or representative position or participation in the master degree option (e.g. failing student may not have time off to attend AAPA meetings). The student’s resumption of extra-curricular roles and activities will be reviewed by the Program Director and/or Student Progress Committee following removal of probationary status. Probation may affect a student’s eligibility for financial aid.

The Program may place students on Probation for academic and/or disciplinary reasons.

A student is placed on academic probation while they are remediating a failing course grade. The probation lasts for the remediation period, which may vary in duration depending on the deficit to be corrected. If the student is able to successfully remediate the failing course grade, then the student returns to good academic standing.

A student is placed disciplinary probation if he/she breaches any professional behavior standards.

The Program has internal rules regarding probation that are stricter than Foothill College rules, and that supersede Foothill’s rules (see Appendices I and II).

### Course Failure

A student fails a course if s/he does not achieve the minimum competency requirements posted in the course syllabus. **Each course failure counts as a “strike.”**

A student may not have more than two course failures in a given quarter. If a student fails two courses in a quarter, this may be grounds for dismissal.

**Moreover, a student who accrues three strikes during the 21-month**

**Program will be dismissed**, with one possible exception subject to the Program Director's discretion under extenuating circumstances.

Each course has a number of components that measure competency

**Scored testing:** 70% is the minimum passing score for each quiz or test

**Skills check-off:** Achieving passing competencies of technical skills

**Preceptor evaluations:** Meeting minimum standards in all aspect of the written evaluation

**Rotations, days, papers, assignments:** Fulfilling all course requirements

**Professionalism:** Demonstrating adherence to and development of professional manner during each course

## **Academic Advisement Process**

### ***Advisement during a course***

Each time a student fails an exam or graded assignment, or receives feedback that s/he is not meeting Program expectations (e.g. deadlines, professionalism or technical standards), then s/he must meet with the Faculty Advisor (or designee) and complete an Advisory Form with their Faculty Advisor (or designee)(see Appendix V). **It is the student's responsibility to seek out their Faculty Advisor.**

- A. During their meeting, the student and Faculty Advisor will
  - Develop a plan for reviewing failed exam or assignment, or other area of concern
  - Review Program policies and expectations
  - Review student's study habits, test taking skills and attitudes
  - Discuss any personal, financial or other issues that contributed to poor performance
  - Develop an Educational plan for correcting deficiencies which will include timelines for accomplishment of specific goals
  - State consequences of continued failure
  - Complete an Advisory Form that summarizes the meeting and Educational plan for success
- B. The student will contact and inform the Faculty Advisor if the student identifies any barriers to completing the Educational plan.
- C. The student will follow up with the Faculty Advisor at a time scheduled by the Faculty Advisor to determine if the student successfully completed the Educational plan.

The Faculty Advisor forwards the completed Advisory Form to the Student Progress Committee for review. SPC may approve or request a meeting with the student and/or faculty, direct additional interventions, and/or alter the plan. A student's failure to follow through on the plan approved by the Student Progress Committee will result in disciplinary action.

### ***Advisement at end of course***

Course coordinator/Director will notify students and their Faculty Advisors of any summative scores, grades or competencies that fail to achieve the minimum grade of "C". A student who earned a grade lower than a "C" must meet with their Faculty Advisor (or designee) to complete an Advisory Form. **It is the student's responsibility to seek out their advisor.** At the meeting the student and Faculty Advisor will

- Review course failure status (i.e. is this the 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> course that student has failed)
- Clarify consequences of course failure
- Develop a plan for reviewing components that contributed to course failure (e.g. failed exam, assignment or other area of concern)
- Review student's study habits, test taking skills and attitudes
- Discuss any personal, financial or other issues that contributed to poor performance
- Review program academic progress expectations as well as policies on appeal of exam results, request for remediation, deceleration or withdrawal
- Determine which possible outcome options (exam appeal, remediation, deceleration, and/or withdrawal) the student would prefer to pursue

The Faculty Advisory Form should include a summary of the meeting and must be signed by the student and Faculty Advisor. A copy will be given to the student and the original will be kept in the SPC file for the student.

The Student Progress Committee will review the Form and meet with the student to discuss the situation and determine consequences. See *Course Failure*, above.

### **Remediation Strategies**

Remediation strategies vary depending on which course with which the student is having difficulty, and whether it is in response to formative or summative testing results (for "Formative vs. Summative Testing", see section 16 – Grading & Testing Policies and Procedures).

#### ***Remediation for Performance During a Course (formative testing)***

A student who is not making satisfactory progress during the formative portion of a course is identified by the Academic Advisement process, as previously described. Remediation strategies may include self-review of failed assignments, attendance at review sessions (if offered), change in study habits or help with personal problems, referral to Foothill College for learning disability evaluation, or other referrals as deemed useful. Individual tutoring may be available if the Program determines a need for this.

#### ***Remediation for Performance at End of Course (summative testing)***

A student must pass the summative exams and assessments for each course per the course syllabus guidelines. To pass a course, the student must earn a score of at least 70% on the summative exam and achieve an overall course

average of at least 70%. Individual courses may have other requirements for achieving a passing grade.

Remediation strategies include those previously described for formative testing, in addition to the following:

For a failure of a didactic course that is subject to remediation, the student would need to adhere to a Remediation Plan proposed by the course coordinator/director and approved by SPC.

For a failure of a preceptorship course that is subject to remediation, the student will need to adhere to a Remediation Plan proposed by the course coordinator/director and approved by SPC.

The student may be allowed to remediate *if*

- the failure is not a “third strike”
- the Quarter limit (2 courses) has not been reached
- the student is otherwise in good standing and able to fulfill the Remediation plan

### **Remediation Plan**

For a student to remediate a course, the course coordinator/director must provide a Remediation Plan for approval by the Student Progress Committee. The plan will include

- Identification of the student’s progress problem
- The student’s explanation of the problem
- Faculty identification of the deficiencies and factors related to the outcome
- Identification of remedial activities
- Timeline to complete the activities, which includes a make-up test
- Identification of required level of performance to complete the remedial activities
- Plan for monitoring the activities
- Plan for enrollment in subsequent quarter courses
- Consequences of failing the remedial activity

If SPC approves of the plan, the student receives a grade of “Incomplete” for the course. The Remediation plan is signed by the student and the Chair of SPC, or member of SPC, and represents a formal contract between the student and the Program.

The Program reserves the right to revisit and amend the contract if new information evolves during the remediation. In this case the student will be informed in writing of the reason for the changes and will be asked to sign the amendment to the original contract. The SPC documents detailing course failures, remediation plans, or failure of professionalism will be kept in a confidential file by SPC.

**Failure of the Remediation Plan is considered a back-to-back failure of the same course. Students who fail a remediation event are subject to dismissal.**

### **Remediation of a Preceptorship**

A student who fails a Preceptorship course may be allowed to remediate if

- the failure is not a “third strike”
- the limit of failing 2 courses in the same quarter has not been exceeded
- the student is otherwise in good standing and able to repeat the rotation

If a student **fails an End of Rotation (EOR) exam for any clinical rotation** (which contributes to a student's Preceptorship course grade), then he/she will need to take another exam (“retake exam”) in 4 weeks. If the student passes the retake exam, then the student passes the EOR exam with a grade of 70% (“C”). If the student fails the retake exam, then this is considered a course failure, and the student must repeat the rotation.

If a student **fails a preceptor evaluation for any clinical rotation** (a factor in the grade for the Preceptorship course), then the student must complete remediation plan that includes additional time in clinic (up to 4 weeks per rotation). If the student receives a passing preceptor evaluation for the additional time in clinic, then he/she passes that preceptorship evaluation with a grade of “C”. If the student fails the preceptor evaluation for the additional time in clinic, then this is considered a failure for that rotation and the student will be subject to dismissal.

### **Deceleration and Leave of Absence Policy**

**Deceleration** is defined as the loss of a student from the entering cohort, who remains matriculated in the Program.

Deceleration may come about through one of two mechanisms:

1. Recommended by SPC: The Student Progress Committee believes there is some serious deficit in Technical Standard that requires significant time to remediate. SPC declares the student in violation of Technical Standards and recommends to the Program Director to decelerate the student.
2. Requested by Student: The student submits a request for deceleration to SPC, offering reasonable explanation and proof that a deficit can be remediated during the time before re-entry. SPC will review and discuss the request to decelerate with the Program Director

The Program Director may approve or decline the student's request for deceleration.

If the Program Director approves of the student's request to decelerate, then SPC develops and recommends to the Program Director a plan of independent study so that the student can address any concerns and return with a future cohort of students.

In both cases (SPC-recommended or student-requested deceleration) the student would be reassigned to a new class. Due to Foothill College policies and PCA course descriptions, students may not repeat courses for credit; credit earned in courses for which the student has achieved a passing grade would be retained. Student would audit all courses previously taken and passed, and participate fully to demonstrate retained competency (see *Current Competency Policy* below).

### **Current Competency Policy**

The Student Progress Committee will require a student to demonstrate current competency in didactic and/or preceptorship courses if the student is decelerated. The SPC writes a contract with the student that includes the following:

- The student shall participate in all courses, seminars and practice groups that the student has previously enrolled in and passed, in an audit status.
- The student takes quizzes and exams as they are required during the course.
- The student **must pass** (with a 70% minimum score) all pertinent final examinations (written and skills performance). For a previously failed didactic or clinical course that a student retakes (in non-audit status), if the student does not pass the required examination **on the first attempt**, the failure will be referred to the Student Program Committee and is grounds for dismissal.
- The student **must repeat** any designated required curricular components, e.g., orientation to surgical gowning and scrubbing.
- For any previously failed clinical course, whether the student may retain credit for already completed requirements such as clinic days, rotations, required procedures shall be assessed by SPC on an individual basis.

**Leave of absence** refers to a disruption in a student's academic progress, often due to life events such as medical, personal, or family issues that preclude continuing. During the didactic period of training (the first three quarters), a leave of absence may be short and remediable without deceleration or, if longer, the student may need to decelerate into the next cohort. During the clinical training period, a leave of absence may be without deceleration if the duration is one quarter or less. A student may petition SPC in writing for a leave of absence. The request must include:

- reasons for the request
- the amount of leave time desired
- student's plans to address the difficulties during time away from the Program

If the reason for the request is based on medical issues, the student may be required to submit a physician's letter documenting ability to return to full participation in the Program. If the student is requesting accommodations for his/her return to the Program, those are subject to Program approval, following referral and assessment by the Foothill Disability Resource Center.

SPC would recommend the terms of the period of the leave of absence and criteria for returning for the Program Director's consideration and approval. Upon return from a leave of absence, the student must fulfill the criteria for returning to the Program.

**No leave of absence for academic failure will be granted.**

If the student successfully completes all stipulations of the contract, the student resumes normal progress in the quarter in which the progress disruption occurred.

## Dismissal Policy

A student may be dismissed from the Program for any of the following:

- Cumulative GPA less than 2.0 at any time
- Failure to make appropriate academic progress
- Violation of Foothill Academic Honor Code (see Appendix I)
- Violation of Foothill College Student Conduct Policy (see Appendix II)
- Violation of the Program's standards of Professionalism
- Unable to meet requirements of Technical Standards (see Appendix VIII)

Dismissal from the Program does not preclude the student from applying for enrollment in other courses/programs at Foothill College.

## Dismissal Process

1. SPC is informed that a student has met at least one criterion for dismissal.
2. The student receives written notice from the Chair of SPC that cause is present to consider dismissal from the Program (see list above).
3. The student meets with his/her Faculty Advisor to complete an Advisory Form, which includes a written summary of what contributed to the event or events that are cause for dismissal.
4. The Advisory Form is forwarded to SPC, along with any other documents that the student wishes SPC to consider in mitigation of dismissal.
5. The Chair of the SPC convenes a meeting of the Committee to review and discuss relevant documents. The student is invited to present his/her information and requests.
6. If the student does not elect to attend the meeting, the deliberation and decision will move forward without him/her present.
7. Following this meeting, the SPC will make a recommendation to the Program Director regarding the student's status in the Program. The Program Director will accept or decline SPC's recommendation, or ask for additional information and/or investigation. The student then may be asked by SPC for additional information and/or clarification.
8. Once the Program Director has made a decision, SPC will inform the student of the decision either by certified mail or FedEx postmarked within 48 hours. An email notification is immediately sent to the student regarding the delivery of the letter.
9. Failure to receive the certified letter does not alter the outcome of the process or the validity of the decision.  
If the student chooses to appeal the Program Director's decision, the student will **not** be permitted to remain enrolled and attend classes during the appeals process.



## SECTION 18 - APPEAL AND GRIEVANCE OF PROGRAM DECISIONS

### Appeal

If the Program makes a decision to dismiss the student, the student may pursue an internal PCAP appeal process if the student has new information for SPC and the Program to consider may pursue an internal PCAP appeal process. The Student Liaison, designated by the Program Director, provides guidance and information during the process.

1. A student's request to appeal a decision to dismiss must be made to the Program Director in writing within 10 calendar days of the postmarked date on the Program's communication of the decision to dismiss.
2. The Program Director will direct the student to meet with the members of SPC to review the new information provided by the student.
3. SPC may request additional information and/or clarification from the student.
4. SPC will deliberate and advise the Program Director if SPC's initial recommendation to dismiss stands or has changed.
5. The Program Director shall in his/her discretion accept or decline SPC's recommendation, or shall request additional information and/or further investigation.
6. Once the Program Director has made a decision, the Program Director shall notify SPC, who in turn will inform the student of the decision within 48 hours either by certified mail or Federal Express. SPC shall also notify the student immediately by email that a letter has been sent.
7. Failure to receive or accept a letter sent by certified mail or Federal Express does not alter the outcome of the process or the validity of the Program's decision.

If the decision to dismiss is confirmed after the appeal, that decision is final and may not be appealed a second time.

### Student Grievance Process

(based on Board Policy, Administrative Procedures 5530 - <http://www.foothill.edu/services/studentright.php#stucomplaint>, last accessed on 3/17/16)

#### Grievance Process

If the student is not satisfied with the results of the good faith attempt and/or the student believes that s/he has been treated unfairly by the Program, the student may file a grievance. The action being grieved must arise from items listed on page 18.4. The Student Liaison is available for guidance. A grievance is not valid which pertains to complaints about a Program policy of general application to all students.

The student may submit a written grievance of the incident or action to the Program Director within **7 calendar days** of the incident, event or notification of Program action that the student believes to be unfair. The grievance must include:

1. Statement of action being grieved
2. Inclusion of pertinent documents
3. List of the relevant parties involved

4. Description of the initial good faith Conflict Resolution Process and the outcome of the Process
5. Statement of desired outcome of the student's grievance

The Program Director may seek a meeting with the individuals involved, review documentation, and/or request additional information. The Program Director, upon review of the relevant documents **and within 14 calendar days**, will determine an appropriate disposition of the grievance and inform the student by phone, email, and in writing.

#### Appeal of Grievance Disposition

A student may wish to appeal the Program Director's disposition of the grievance, which requires a formal hearing with representatives from PCA Program, Foothill College, Stanford School of Medicine and others as outlined below.

#### Formal Appeal of Grievance (also 'Formal Hearing')

The student may initiate a formal hearing through a written request to the Program Director. The request should state the action that the student is appealing, and the reasons for the appeal. This written request must be submitted within 30 days of the conclusion of the original grievance process or within 30 days of the original action which the student believes was unfair, whichever occurs first.

The Program Director assembles a hearing panel consisting of at least three of the following:

- one academic dean or another representative from Foothill College
- one dean from the Stanford School of Medicine Office of Student Affairs, or designee
- one practicing physician assistant or nurse practitioner Program graduate
- one community-based physician who is familiar with the Program and its operations

The Program Director appoints one of the members as Chair of the hearing panel. The Chair shall establish the procedures for the hearing and assure that the student:

- is allowed to inspect and copy his or her entire Program student academic file including any materials relating to the action being contested
- is permitted an advisor or support person (excluding Program personnel or attorney) at the hearing; the advisor may not participate directly in the hearing
- has the right to be present during the presentation of findings, but not the deliberations
- has the opportunity to respond
- has the opportunity to question any individuals who present pertinent findings during the hearing
- has the opportunity to present supporting documents and individuals, including the opportunity to present his/her version of the situation.

A representative of the Program will also have the opportunity to present documents and statements to the hearing panel. This may include a statement from the Student Progress Committee. The findings and outcome of the hearing panel will be

communicated to the student and the Program Director in writing. The decision is final and concludes the Appeal of Grievance disposition process.

## **Foothill Student Grievance Procedures**

So that you are fully aware of student rights and responsibilities, you should also review the *Foothill College Student Conduct & Due Process Booklet*. The administrative and board policies referred to in this section are also available online at [fhda.edu](http://fhda.edu). Printed versions of both booklets are available in the Student Affairs & Activities Office in Room 2002 and the Foothill -De Anza Community College District Chancellor's Office located on the Foothill College campus.

### **Purpose**

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. This procedure is for student grievances only. Faculty and staff with complaints regarding students should refer to *Administrative Procedure 5510: Student Code of Conduct and Administrative Procedure 5520: Student Due Process & Discipline*. The student grievance procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include grievances regarding:

- Course grades, to the extent permitted by *Education Code Section 76224(a)*, which provides: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."
- Act or threat of intimidation or harassment. These procedures do not apply to sexual harassment or illegal discrimination. Sexual harassment or complaints on the basis of race, color, national or ethnic origin, age, gender, sexual orientation, marital status, or physical or mental disability should be directed to the dean of Student Affairs & Activities at Foothill College, the dean of Student Development & EOPS at De Anza College or the Foothill-De Anza Community College District Human Resources Office.
- Act or threat of physical aggression.
- Arbitrary action or imposition of sanctions without proper regard to academic due process specified in the college procedures, unrelated to disciplinary actions.
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

This procedure does not apply to:

- Student disciplinary actions, which are covered under separate board policies and administrative procedures. (See *Administrative Procedure 5520: Student Due Process & Discipline*.)
- Police citations (i.e. "tickets"). Complaints about citations must be directed to the Santa Clara County Superior Court Parking Violations Office in the same way as any traffic violation.
- Sexual harassment. Complaints of sexual harassment should be directed to the dean of Student Affairs & Activities at Foothill College or the dean of Student Development & EOPS at De Anza College.

- Illegal discrimination. Complaints of discrimination on the basis of race, color, national or ethnic origin, age, gender, sexual orientation, marital status, or physical or mental disability filed against an employee of the district should be directed to the dean of Student Affairs & Activities at Foothill College or the dean of Student Development & EOPS at De Anza College.
- Residence determination. Student should contact the associate registrar at Foothill College or the director of Admissions & Records at De Anza College.
- Dismissal from college for academic reasons. Student should consult a Foothill counselor. If there are extenuating circumstances, the student may appeal the dismissal to the Academic Council after consulting a Foothill counselor.

In summary, a student may bring a grievance of a Program decision only on the basis that he/she has been subject to one or more of the above complaints of unfair or illegal treatment.

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Ref: Foothill College Course Catalog 2015-2016, 'Complaints & Grievance Process' section  
[http://www.foothill.edu/publications/archives/Catalog\\_2015-16.pdf](http://www.foothill.edu/publications/archives/Catalog_2015-16.pdf)

## SECTION 19 - STUDENT RECORDS

### Student Access to Education Records

Student records are considered to be confidential in compliance with the Family Education rights & Privacy Act, also called FERPA (Section 438, Public Law 93380). PCA students are NOT allowed access to other students' records, which are kept in the Program offices in locked cabinets.

The Act requires educational institutions to provide student access to official education records directly related to the student. Consult the *Foothill College Student Handbook* for details about student access to their educational records.

### Transcripts

Students' grades are posted at the close of each quarter and a grade report is provided by Foothill College following each quarter.

Student and graduate official transcripts are maintained by the Foothill College Registrar.

Transcript costs and procedures for requesting transcripts are published at [www.foothill.edu](http://www.foothill.edu).

Foothill reserves the right to withhold transcripts from students under certain circumstances, such as defaulting on a loan, outstanding balance due on an account or until all obligations to the college are cleared.

### Permanent Records

Foothill College maintains the student's official transcript permanently. The Program maintains as part of the each student's permanent record documentation:

- a) that the student has met published admission criteria,
- b) that the student has met institution and program health screening and immunization requirements,
- c) of student performance while enrolled,
- d) of remediation efforts and outcomes,
- e) of summaries of any formal academic/behavioral disciplinary action taken against a student,
- f) that the student has met requirements for program completion
- g) of all course grades in the Program (final transcript).

The Program serves as the graduate's point of contact for information/documentation and verification required by institutions, state medical boards and employers.

Procedure for disclosure and access to student records: Student desiring to inspect and review his or her records must submit a written request directly to the Director of Student's Affairs. The request will be granted within a reasonable time period, not to exceed 45 days. Inspection of records is made in front of the Director of Student's Affairs or designee.

## **Replacement Certificate of Clinical Proficiency**

The Program will not issue duplicate certificates under any circumstances, to protect our Alumni from identity theft. If your certificate was permanently lost or destroyed, a replacement diploma may be ordered from the Program. You must fill out a Replacement Certificate Form, have the completed form signed by a Notary Public, and send the notarized form with a check for the fee amount listed on the form. It takes 6-8 weeks for the Program to issue the replacement after we receive your notarized form.

Each replacement certificate follows the current certificate format and includes a notation stating that the certificate is a replacement of the original and listing date of its preparation. All replacement certificates bear the signatures of the current Program Director, Medical Director, and Associate Dean of the School of Medicine.

## SECTION 20 - APPENDICES

### APPENDIX I: Academic Honor Code and Probation at Foothill College

[http://www.foothill.edu/publications/archives/Catalog\\_2015-16.pdf](http://www.foothill.edu/publications/archives/Catalog_2015-16.pdf), pages 51-52

#### Academic Honor Code

Academic Honor Code As a student at Foothill College, you join a community of scholars who are committed to excellence in the teaching and learning process. We expect that students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught cheating or plagiarizing, a process is begun that may result in severe consequences. It is vitally important to your academic success that you know what constitutes academic dishonesty at Foothill College.

#### What Is Academic Dishonesty?

The two most common kinds of academic dishonesty are cheating and plagiarism.

- Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.
- Plagiarism is representing the work of someone else as your own and submitting it for any purpose.

It is your responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, as a student at Foothill, you are expected to refrain from the behavior outlined herein. If you are unclear about a specific situation, speak to your instructor.

The following list exemplifies some of the activities defined as academic dishonesty:

#### Cheating

- Copying, in part or in whole, from someone else's test;
- Submitting work presented previously in another course, if contrary to the rules of either course;
- Altering or interfering with grading;
- Using or consulting, during an examination, any sources, consulting others, use of electronic equipment, including cell phones and PDAs, or use of materials not authorized by the instructor; or
- Committing other acts that defraud or misrepresent.

#### Plagiarism

- Incorporating the ideas, words, sentences, paragraphs or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
- Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own;
- Submitting a paper purchased from a research or term paper service, including the Internet; or
- Undocumented Web source usage.

#### Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper during a test;

- Giving your homework, term paper or other academic work to another student to plagiarize;
- Having another person submit any work in your name;
- Lying to an instructor or college official to improve your grade;
- Altering a graded work after it has been returned, then submitting the work for re-grading;
- Stealing tests;
- Forging signatures on drop/add cards or other college documents; or
- Collaboration without permission of instructor.

#### Consequences of Academic Dishonesty

Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include:

- Receive a failing grade on the test, paper or exam;
- Have your course grade lowered;
- Receive a grade of F in the course;

Administrative consequences may include:

- Be placed on disciplinary probation;
- Be placed on disciplinary suspension; or
- Be expelled.

The Student Affairs & Activities Office maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students reported for academic dishonesty more than once. A copy of the Foothill College Student Conduct, Discipline & Due Process Procedure is printed in the handbook for each of these groups, and copies are available in the Student Affairs & Activities Office in Room 2002. Foothill College thanks the San Jose State University Student Affairs Vice President's Office for many of the statements in this section. The Foothill College Academic Honor Code was developed and approved by the college's Academic Senate in 2004 and updated in 2013.

#### **Foothill Academic Probation**

**Note: The Foothill policies may be superseded by the Program policies on student progress. Example: in the event of a non-passing grade or failure in a Program course, the Program course cannot be repeated.**

Please refer to Academic Disqualification, Course Substitution & Graduation Requirements in the current Foothill College Course Catalog, [http://www.foothill.edu/publications/archives/Catalog\\_2015-16.pdf](http://www.foothill.edu/publications/archives/Catalog_2015-16.pdf), pages 40-46 , for a complete and official description of academic and progress probation.



## **APPENDIX II: Foothill College Student Conduct Policy Student Conduct, Discipline & Due Process,**

[http://www.foothill.edu/publications/archives/Catalog\\_2015-16.pdf](http://www.foothill.edu/publications/archives/Catalog_2015-16.pdf), page 55

### Student Conduct & Due Process

#### I. Overview & Definitions

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance and admonition. At the same time, educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the settings of standards of scholarship and conduct for the students who attend them and through the regulation of the use of institutional facilities. The purpose of these procedures is to provide a prompt and equitable means to address violations of the Student Code of Conduct, as set forth in FHDA Administrative Procedures (AP) 5510 and 5520, which guarantees the student or students involved the due process rights entitled to them by state and federal constitutional protections. These procedures will be used in a fair and equitable manner, and not for purposes of retaliation. They are not intended to substitute for criminal or civil proceeds that may be initiated by other agencies.

Foothill and De Anza colleges consider the following principles essential to their educational missions and community life:

- Mutual respect between students, faculty and staff;
- Pursuit of studies with honesty and integrity;
- Respect for college and personal property; and
- Compliance with all rules and regulations.
- These standards are intended to promote responsible student conduct and fair play.

#### II. Definitions

- College: Foothill College and its respective programs.
- District: The Foothill-De Anza (FHDA) Community College District.
- Instructor: Any academic employee of the district in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.
- President: The college president or a designated representative of the college president.
- Student: Any person currently enrolled as a student at any college or in any program offered by the district.
- Student Discipline Officer: The official designated by the college to be responsible for reviewing and processing student discipline matters.

#### III. Student Code of Conduct & Grounds for Disciplinary Action

Students shall be subject to college discipline as outlined in AP 5520 for any of the following misconduct that occurs at any time on campus or at any off-campus facility, including Internet-based courses or college- approved or college-sponsored functions:

1. Academic dishonesty, such as cheating, plagiarism (including plagiarism included in student publications), or knowingly furnishing false information to the colleges, or district;
2. Unauthorized preparation, giving, selling, transfer, distribution or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or

- typewritten class notes, except as permitted by any district policy or administrative procedure;
3. Dishonesty, forgery, alteration or misuse of college or district documents, records or identification;
  4. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college or district activities, including its public service functions, or of other authorized activities;
  5. Physical or verbal abuse of any person or conduct which threatens or endangers the health or safety of any such person;
  6. Committing or attempting to commit robbery or extortion;
  7. Causing or attempting to cause damage to college or district property or to private property on campus;
  8. Stealing or attempting to steal college or district property or private property on campus, or knowingly receiving stolen college or district property or private property on campus;
  9. Willful misconduct that results in injury or death to a student or to college or district personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the college or district or on the campus;
  10. Unauthorized entry to or use of college or district facilities;
  11. Violation of college or district policies or of campus regulations, including those concerning registration of student organizations, use of college or district facilities, or the time, place and manner of public expression;
  12. Unlawful possession, use, sale, offer to sell, or furnishing or being under the influence of, any controlled substance as listed in California Health & Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health & Safety Code Section 11014.5;
  13. Use, possession, or sale of any firearm, knife, explosive, or other object that could be classified as a weapon (unless the student has specific authorization from a college or district official);
  14. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of authority, or persistent abuse of college or district personnel;
  15. Gambling on college or district property;
  16. Hazing or any act that injures, degrades, or disgraces or tends to injure, degrade, or disgrace any fellow student or other persons;
  17. Disorderly conduct or lewd, indecent or obscene behavior, conduct or expression on district-owned or district-controlled property, or at district-sponsored or district-supervised functions;
  18. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or district;
  19. Theft or abuse of computer time, including but not limited to:
    - unauthorized entry into a file, to use, read or change the contents or for any other purpose;
    - unauthorized transfer of a file;
    - unauthorized use of another person's identification and password;
    - use of computing facilities to interfere with the work of another student, faculty member or college official;
    - use of computing facilities to send obscene or abusive messages, or to defame or intentionally harm other persons;
    - use of computing facilities to interfere with normal operation of the college computing system;
    - use of computing facilities for student's personal benefit;
  20. Committing sexual harassment as defined by law or as set forth in *Board Policy (BP) 4640*;

21. Engaging in harassing or discriminatory behavior based on race, gender, religion, age, national origin, disability, or any other status protected by law;
22. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on college or district premises, or the violation of lawful college or district regulations, or the substantial disruption of the orderly operation of the college or district;
23. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

#### **IV. Types of Disciplinary Action**

The following are the usual types of discipline the college imposes for violations of its rule or California laws. The following topics are listed in alphabetical order.

- Admonition: An administrative, verbal warning to the student to cease and desist from conduct determined to violate the *Student Code of Conduct*.
- Day: Day(s) during which the district is in session and regular classes are held, excluding Saturdays and Sundays.
- Disciplinary Probation: Exclusion from participation in privileges or extracurricular activities set forth in the notice of disciplinary probation for a specified period of time.
- Expulsion: Exclusion of the student by action of the FHDA Community College District Board of Trustees from all colleges in the district for one or more terms, or permanently.
- Removal from Class: Exclusion of the student by an instructor for the day of the removal and the next class meeting.
- Restitution: Financial liability for damage to or misappropriation of property. Restitution may take the form of appropriate service to repair or otherwise compensate for damages.
- Summary Suspension: Any student who has willfully disrupted the orderly operation of the campus may be promptly suspended pending a hearing, where such immediate suspension is required in order to protect lives or property and to ensure the maintenance of order, provided, however, that a reasonable opportunity must be afforded the suspended person for hearing within 10 days. In all other cases, where disciplinary action is to be taken in response to willful disruption of the orderly operation of the campus, discipline shall be imposed only after a prompt hearing by a campus body resulting in a finding that the student willfully disrupted the orderly operation of the campus.
- Suspension: Exclusion of the student for good cause from one or more classes for a period of up to 10 days of instruction, or the remainder of the school term, or from all classes and activities for one or more terms. The suspended student is prohibited from being enrolled in any other college in the district for the period of suspension.
- Withdrawal of Consent to Remain on Campus: Withdrawal of consent by the student discipline officer for any person to remain on campus in accordance with *California Penal Code Section 626.4* where the student discipline officer has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.
- Written Warning: Written notice to the student that continuation or repetition of specific conduct found wrongful within a period of time stated in the warning, may be cause for more severe disciplinary action. Written reprimands may become part of a student's permanent record at the college.

## **V. Discipline & Due Process Procedures at Foothill College**

Except in cases where immediate discipline pending a hearing is authorized, the following procedures will apply before disciplinary action is taken to suspend or expel a student. The student discipline officer will determine if there are sufficient grounds to warrant discipline. If the student discipline officer determines sufficient grounds exist to warrant discipline, the student will be provided with written notice of that determination. The written notice will include the following:

- The specific section of the *Student Code of Conduct* that the student is charged with violating;
- A short statement of the facts supporting the accusation; and
- The nature of the discipline that is being considered.

The following topics are listed in chronological order.

- **Time Limits:** The notice must be provided to the student within 10 days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within 10 days of the date on which conduct occurred which led to the decision to take disciplinary action.
- **Pre-Hearing Meeting:** If the student chooses to meet with the student discipline officer, the meeting must occur no sooner than 10 days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.
- **Schedule of Hearing:** The formal hearing shall be scheduled within 10 days after the pre-hearing meeting with the student discipline officer.
- **Campus Disciplinary Hearing Board:** This board shall be comprised of members of the faculty and administration. The student discipline officer and the president of the Academic Senate shall each, at the beginning of the academic year, establish a list of persons who will serve on student disciplinary hearing panels. The student discipline officer shall appoint the hearing panel from the names on these lists. The administrator on the hearing panel shall serve as chair. However, no administrator or faculty member who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.
- **Conduct of the Hearing:** The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins. The student discipline officer shall present the facts supporting the accusation. The student discipline officer and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted. Unless the hearing panel determines to proceed otherwise, the student discipline officer and the student shall each be permitted to make an opening statement. Thereafter, the student discipline officer shall make the first presentation, followed by the student. The student discipline officer may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the student discipline officer to prove by substantial evidence that the facts alleged are true. The student may represent him or herself, and may also have the right to be represented by a person of his or her choice. An attorney shall not represent the student unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be

represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the student discipline officer may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it. Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five days prior to the date of the hearing. In a closed hearing, witnesses shall not be present when not testifying, unless all parties and the panel agree to the contrary. The district shall record the hearing either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask people present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recordings shall remain in the custody of the district at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording. All testimony shall be taken under oath; the hearing panel chair shall administer the oath. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape-recorded is considered "unavailable". Within 10 days following the close of the hearing, the hearing panel shall prepare and forward to the student discipline officer a written recommendation. The recommendation shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the standards of student conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing. The student discipline officer will forward the recommendation to the president.

- Immediate Summary Suspension: The president may order immediate interim suspension pending a hearing of a student where he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order, provided that a reasonable opportunity is afforded the suspended person for a hearing within 10 days. This procedure complies with *Education Code Section 66017*.

- Removal from Class: Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the student discipline officer. The student discipline officer shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the student discipline officer shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the student discipline officer from recommending further disciplinary procedures in accordance with these procedures based on the facts that led to the removal. This procedure complies with *Education Code Section 76032*.

- Withdrawal of Consent to Remain on Campus: Also review *Penal Code Section 626.4*. The student discipline officer may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus and that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be escorted off campus. If the student discipline officer withdraws consent, a written report must be promptly made to the college president and the district police. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than 10 days from the date of receipt of the request. The hearing will be conducted

in accordance with the provisions of this procedure relating to interim suspensions. In no case shall consent be withdrawn for longer than 10 days from the date upon which consent was initially withdrawn. Any person as to whom consent to remain on campus has been withdrawn who knowingly re- enters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest.

- **President's Decision for Suspension:** Within 10 days following receipt of the hearing panel's recommended decision, the college president shall render a written decision. The college president may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the president modifies or rejects the hearing panel's decision, the college president shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. Written notice of the college president's decision shall be provided to the student. The notice will include the right of the student to request an appeal of the decision within 30 days of receipt of the decision. The college president will review the appeal and any additional information provided by the student, and render a decision on the appeal. The decision of the college president shall be final. The college president shall notify the district chancellor of the decision to suspend a student.
- **President's Decision for Expulsion:** Within 10 days following receipt of the hearing panel's recommended decision, the college president shall render a written recommended decision to the FHDA board of trustees. The college president may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the college president modifies or rejects the hearing panel's decision, the college president shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The college president's recommendation shall be forwarded to the FHDA board of trustees.
- **Board of Trustees' Decision:** Once received, the college president's recommendation will be placed on the agenda of the next regularly scheduled district board meeting. The district board of trustees shall determine whether to expel a student for cause following hearing before the board. The board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures (*Education Code Section 72122*). The student shall be notified in writing, by registered or certified mail or by personal service, at least three days prior to the meeting, of the date, time and place of the board's meeting. The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the board consider an expulsion recommendation in a public meeting, the board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session. The board may accept, modify or reject the findings, decisions and recommendations of the college president and/or the hearing panel. If the board modifies or rejects the decision, the board shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The decision of the board shall be final. The final action of the board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the district.

#### **For More Information**

The Foothill College Judicial Affairs Office manages liability issues that arise on the Foothill College campus. The Dean of Student Affairs & Activities, is the Foothill College grievance officer who oversees discipline and due process. To schedule an appointment, get answers to your questions, obtain reference material or discuss an issue, call (650) 949-7241.

Various policies and college groups work to assure students' due process. Such groups and policies include:

- Multicultural Relations Office: For more information, contact the Foothill Student Affairs & Activities Dean;
- ASFC Student Rights Advocate: For more information, e-mail or call the Associated Students of Foothill College president at [asfcpresident@foothill.edu](mailto:asfcpresident@foothill.edu) or (650) 949-7062.
- Obtaining Copies of Policies: All board and administrative policies are available for review during business hours in the Foothill-De Anza Community College District Chancellor's Office located on the Foothill College campus. These policies are also available online at [fhda.edu](http://fhda.edu).
- In addition, reference resources are available online at [foothill.edu/services/studentright.php](http://foothill.edu/services/studentright.php) under Student's Right to Know; in print in the *Foothill College Student Grievance Procedures* brochure that is available at the Student Affairs & Activities Office (Room 2002), or call (650) 949-7241.

### **For Further Reference**

- *Foothill-De Anza Community College District Board of Trustees Administrative Procedure 5510—Student Code of Conduct;*
- *Foothill-De Anza Community College District Board of Trustees Administrative Procedure 5520—Student Due Process & Discipline;*
- *Foothill-De Anza Community College District Board of Trustees Administrative Procedure 5530—Student Grievances;*
- *Foothill-De Anza Community College District Board of Trustees Policy and Administrative Procedure 5500— Student Rights & Responsibilities; and*
- 14th Amendment of the *U.S. Constitution* as interpreted by *Tinker v. Des Moines Independent School District*, U. S. Supreme Court, 1969, 21 LIED 2d 731.

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See Board Policy 5500-Student Rights and Responsibilities at <http://fhdafiles.fhda.edu/downloads/aboutfhda/5500ap.pdf>.

## APPENDIX III: Stanford University – Honor Code and Fundamental Standard

<https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard>

### Honor Code

The Honor Code is the university's statement on academic integrity written by students in 1921. It articulates university expectations of students and faculty in establishing and maintaining the highest standards in academic work.

#### Honor Code Text

1. The Honor Code is an undertaking of the students, individually and collectively:
  1. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
  2. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

#### Violations of the Honor Code

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for regrading, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

#### Penalties for Violating the Honor Code

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as his or her own, or gives or receives unpermitted aid. The standard penalty for a first offense includes a



one-quarter suspension from the University and 40 hours of community service. In addition, most faculty members issue a "No Pass" or "No Credit" for the course in which the violation occurred. The standard penalty for multiple violations (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.

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## Fundamental Standard

The Fundamental Standard has set the standard of conduct for students at Stanford since 1896. It states:

*Students are expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University.*

### Understanding the Fundamental Standard

The Fundamental Standard is an aspirational statement of Stanford's ideal of civic and moral community. Although the spirit of the Fundamental Standard remains unchanged since 1896, these aspirational learning goals for all Stanford students elaborate its basic values today:

1. Students are expected to respect and uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
2. Students are expected to uphold the integrity of the university as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
3. Students are expected to respect university policies as well as state and federal law.
4. For the purposes of clarity, students should be aware that they may be subject to discipline at Stanford University for acts of misconduct including:
  - Violation of university policy
  - Violation of a specific university directive
  - Violation of an applicable law
  - Physical assault
  - Sexual misconduct, sexual assault, sexual harassment, stalking
  - Theft of property or services
  - Threats
  - Hazing
  - Hate crimes
  - Alcohol- and drug-related violations, including driving under the influence
  - Intentional or reckless property damage
  - Seeking a university benefit to which a student is not entitled

- Falsifying a document
- Impersonating another
- Computer violations
- Knowingly or recklessly exposing others to significant danger

### **Penalties for Violating the Fundamental Standard**

There is no standard penalty that applies to violations of the Fundamental Standard. Infractions have led to penalties ranging from formal warning and community service to expulsion. In each case, the nature and seriousness of the offense, the motivation underlying the offense and precedent in similar cases are considered.

## APPENDIX IV: Guidelines for Ethical Conduct for the Physician Assistant Profession

### Statement of Values of the Physician Assistant Profession\*

- Physician assistants hold as their primary responsibility the health, safety, welfare and dignity of all human beings
- Physician assistants uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- Physician assistants recognize and promote the value of diversity.
- Physician assistants treat equally all persons who seek their care.
- Physician assistants hold in confidence the information shared in the course of practicing medicine.
- Physician assistants assess their personal capabilities and limitations, striving always to improve their medical practice.
- Physician assistants actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- Physician assistants work with other members of the health care team to provide compassionate and effective care of patients.
- Physician assistants use their knowledge and experience to contribute to an improved community.
- Physician assistants respect their professional relationship with physicians.
- Physician assistants share and expand knowledge within the profession.

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*\*Guidelines for Ethical Conduct for the Physician Assistant Profession. Policy of the American Academy of Physician Assistants, adopted May 2000, Amended 2013.*  
<http://www.aapa.org/WorkArea/DownloadAsset.aspx?id=815>

## APPENDIX V: Advisory Meeting Form

### Advisory Meeting Form

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Student \_\_\_\_\_

Date \_\_\_\_\_

PCAP personnel present: \_\_\_\_\_

Person completing form: \_\_\_\_\_

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#### Section 1: Academic/Clinical Performance Issue\*

Course # \_\_\_\_\_

Test  Assignment  Evaluation  Requirement  Other

Result \_\_\_\_\_

Previous concerns in this area? Yes  (*describe*) No  Unknown

Student narrative current issue: (*what contributed to performance*) \_\_\_\_\_

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#### Section 2: Professionalism Issue\*

PCAP Faculty describe current issue: \_\_\_\_\_

Previous professionalism concerns? Yes  (*describe*) No  Unknown

Student narrative current issue: \_\_\_\_\_

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#### Section 3: Policy & Procedure

Pertinent policy & procedures reviewed today? Yes

(*Student Manual, Preceptorship Manual, Course Requirements per Syllabus, other*)

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Signatures indicate agreement that the information on this form is an accurate record of meeting.

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Student Signature \_\_\_\_\_

Date \_\_\_\_\_

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PCAP Personnel Signature \_\_\_\_\_

Date \_\_\_\_\_

*Shaded Area below for SPC response*

#### Section 4: Disposition by SPC\*

Section 4: Disposition by SPC*	
SPC Chair _____	Date _____

*\*Attach additional pages if needed*

## APPENDIX VI: Competencies of Program Graduates

The PCAP curriculum follows competencies guidelines established by the National Commission on Certification of Physician Assistants. These guidelines define the specific knowledge, skills, attitudes, and educational experiences needed in order to train physician assistants who provide uniformly high quality health care and demonstrate greater accountability in their profession. The competencies are:

### Medical Knowledge

Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations.

Physician assistants are expected to:

- understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- identify signs and symptoms of medical conditions
- select and interpret appropriate diagnostic or lab studies
- manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities
- identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
- identify appropriate interventions for prevention of conditions
- identify the appropriate methods to detect conditions in an asymptomatic individual
- differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data
- appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis
- provide appropriate care to patients with chronic conditions

### Interpersonal and Communication Skills

Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the health care system.

Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
- appropriately adapt communication style and messages to the context of the individual patient interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group

- apply an understanding of human behavior
- demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety
- accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

### Patient Care

Patient care includes age-appropriate assessment, evaluation and management. Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness.

Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate caring and respectful behaviors when interacting with patients and their families
- gather essential and accurate information about their patients
- make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- develop and carry out patient management plans
- counsel and educate patients and their families
- competently perform medical and surgical procedures considered essential in the area of practice
- provide health care services and education aimed at preventing health problems or maintaining health

### Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.

Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- responsiveness to the needs of patients and society
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- self-reflection, critical curiosity and initiative

### Practice-based Learning and Improvement

Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate and improve their patient care practices.

Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
- obtain and apply information about their own population of patients and the larger population from which their patients are drawn
- apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- apply information technology to manage information, access on-line medical information, and support their own education
- facilitate the learning of students and/or other health care professionals
- recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others

#### Systems-based Practice

Systems-based practice encompasses the societal, organizational and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger health care system of which their practices are a part.

Physician assistants are expected to:

- use information technology to support patient care decisions and patient education
- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide more effective, efficient patient care
- use the systems responsible for the appropriate payment of services

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The PA Competencies Online Center, "Physician Assistant Competencies," National Commission on Certification of Physician Assistants, <http://www.nccpa.net/Uploads/docs/PACompetencies.pdf>, Accessed May 20, 2009; updated March 21, 2016



## APPENDIX VII: PHYSICIAN ASSISTANT PROFESSION

### Definition

The Physician Assistant (PA) is licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical examinations, order and interpret diagnostic studies, diagnose and treat illnesses, counsel on preventive health care, assist in surgery, and write prescriptions. PAs are trained in intensive programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). PAs work in primary care, surgery and specialty practice and in ambulatory, inpatient, emergency and long-term care settings. (Source: AAPA, 2008)

### Legal Basis for Practice in California

PA legislation was adopted in California in 1971 and amended in 1975 and 2007. The current law gives joint authority over the practice of PAs to the Allied Health Division of the Medical Board of California and the Physician Assistant Committee (PAC). The PAC is responsible for approving training programs for PAs and to certify PAs for practice in California. Requirements for PA practice in California include:

- Graduation from a training program approved by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the PAC
- Passing the Physician Assistant National Certification Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA)
- Application to obtain a PA license from the PAC

### PA Organizations

#### AAPA American Academy of Physician Assistants

The AAPA is the national organization representing PAs in all specialties and all settings. The AAPA advocates for the PA profession and for quality patient care through its activities related to legislation/regulation, health policy, reimbursement, and access. Member services include continuing medical education (CME) and networking with PAs and other health professionals. The House of Delegates (HOD) is the policy making body of the AAPA. It meets annually to deliberate on a variety of professional issues.

AAPA web site: [www.aapa.org](http://www.aapa.org)

#### SAAAPA Student Academy of the American Academy of Physician Assistants

SAAAPA is the national organization for student enrolled in PA programs. SAAAPA has an elected board and participates in many AAPA activities. It advocates for PA students and provides information about financial aid, survival tips, and clinical pearls. Web site:

[www.saaapa.aapa.org](http://www.saaapa.aapa.org)

#### CAPA California Academy of Physician Assistants

CAPA represents PAs in California and addresses state-level issues of legislation/regulation, reimbursement for services, employment, and quality patient care. CAPA sponsors two annual well-attended CME conferences. With one of the largest PA populations in the U.S., CAPA sends a large delegation of representatives to the AAPA's House of Delegates. Web site: [www.capanet.org](http://www.capanet.org)

**PAEA** Physician Assistant Education Association

PAEA is the national organization representing PA education and PA programs. PAEA advocates for excellence in PA education through research, faculty development, governmental affairs, and curricular innovation. Web site: [www.PAEAonline.org](http://www.PAEAonline.org)

**NCCPA** – National Commission on Certification of Physician Assistants

NCCPA is the national organization charged with assessing PA graduate suitability for entering clinical practice and for maintaining certification while continuing in practice. The NCCPA administers the PANCE for graduates entering the profession and the PANRE, a recertification examination which PAs must pass every six years to continue their certification. Web site: [www.nccpa.net](http://www.nccpa.net)

**ARC-PA** Accreditation Review Commission on the Education of Physician Assistants

The ARC-PA is the national organization which accredits PA programs. Its commissioners are drawn from national PA organizations, physician organizations and the public. Web site: [www.arc-pa.org](http://www.arc-pa.org)

**PAC** The Physician Assistant Committee of the Medical Board of California protects consumers by licensing physician assistants and approving physician assistant training programs. The Committee ensures that licensees and approved programs have met the minimum licensure requirements. Web site: <http://physicianassistant.ca.gov>

## APPENDIX VIII: TECHNICAL STANDARDS

### Technical Standards

The abilities and skills which students must possess in order to complete the training associated with the Program are referred to as Technical Standards. These essential abilities are a group of minimal physical and cognitive abilities as well as sufficient mental and emotional stability to confirm that students are able to complete the entire course of study, participate fully in all aspects of PA training, and be deployable as competent PAs, with or without reasonable accommodation. Competency in technical standards will be assessed regularly throughout the Program. See checklist in appendix

The Program has the ethical responsibility for the safety of patients with whom students and graduates will come in contact, and to the public to assure that its graduates can become fully competent PAs. Thus, it is important that persons admitted to the Program possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice medicine. Students must verify that they meet these Technical Standards prior to or at the time of matriculation to the Program and maintain them during their PCAP training. Students are obligated to alert the Program of any change in their ability to fulfill the Technical Standards. **Students are subject to dismissal if they do not have minimal physical or cognitive abilities; sufficient mental or emotional stability to complete the entire course of study, participate fully in all aspects of PA training, or be deployable as competent PA's (with or without reasonable accommodation); or otherwise do not meet the Technical Standards.**

#### Technical Standard I: Observation

Students must be able to observe demonstrations and participate in physical examination sessions, clinical skills workshops, observe the difference of normal versus pathological states. They must be able to obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan.

#### Technical Standard II: Communication

Students must be able to communicate effectively in classroom settings verbally, written, and by electronic means. Student must be able to communicate effectively and sensitively with patients, their families, and members of the health team. Students must be able to communicate effectively with patients from different social and cultural backgrounds, as well as develop effective professional rapport with patients and co-workers. Students must be able to record examination and diagnostics results clearly, accurately and efficiently. Students must be able to communicate effectively in English with patients, family and other health care professionals in a variety of patient settings.

#### Technical Standard III: Motor Function

Students must possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to emergency situations in a timely manner and provide general and emergency care. They must possess adequate sensory function and motor coordination to fulfill minimum competency objectives for inspection, palpation, percussion and auscultation necessary to perform a physical examination. They must possess sufficient postural control, neuromuscular control and eye-to-hand coordination in order to utilize standard medical/surgical instruments to participate in the inpatient and outpatient setting and other clinical activities.

**Technical Standard IV: Intellectual-Conceptual, Integrative and Quantitative Abilities**  
Students must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; and use electronic technology. Students must have the mental capacity to assimilate and learn a large amount of complex, technical and detailed information in order to formulate diagnostic and therapeutic plans.

**Technical Standard V: Behavioral and Social Attributes**  
Students must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and/or in unpredictable ways. They must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities during their academic training as well as attendant to the diagnosis and care of patients. They must understand the legal and ethical standards of the medical profession. Students must be able to work effectively, respectfully and professionally as part of the educational and healthcare team, and to interact with instructors and peers, patients, patient families, and health care personnel in a courteous, professional, and respectful manner. Students must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

**Technical Standard VI: Ethical and Legal Standards**  
Students must be able to understand the basis and content of both general and medical ethics. The student must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. Student must be able to recognize limitations in their knowledge, skills and abilities and to seek appropriate assistance with their identified limitations. Students whose performance is impaired by abuse of alcohol or other substances are not suitable candidates for admission, promotion, or graduation. In addition, should the student be charged or convicted of any misdemeanor or felony offense while in the Program, they agree to immediately notify the Program as to the nature of the legal difficulty. Failure to disclosure prior or new offenses can lead to disciplinary action that may include dismissal. Students must meet the legal standards to be licensed as a physician assistant in the State of California.

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Adapted from *Stanford School of Medicine Technical Non-Academic Standard*, <http://med.stanford.edu/md-admissions/how-to-apply/technical-standards.html>, Accessed May 20, 2009; updated March 21, 2016