Samford University

PHYSICIAN ASSISTANT STUDIES PROGRAM

STUDENT HANDBOOK 2026-2027

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Welcome

Welcome to Samford University, the School of Health Professions and the Department of Physician Assistant Studies. Our department is committed to providing you with a quality educational experience thus preparing you for clinical practice. Graduates will be well-trained physician assistants and taught the necessary skills and medical knowledge to be successful both personally and professionally. We are honored to have you at Samford University.
Samford PA Faculty & Staff

Disclaimer for Students

Students are expected to know regulations and policies that are published from time to time in the catalog and student handbook. Keeping abreast of the school calendar, critical deadlines and all university mail received in one's university mailbox and/or electronic mail is also the student's responsibility. Samford University reserves the right to change the policies, procedures, rules, regulations, and information in this handbook at any time. Changes become effective at the time the proper authorities so determine and the changes apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to, nor does it contain all regulations relating to students. This student handbook is not a contract and may not be deemed or construed as part of any contract between Samford University and any student or student representative. Samford University is an equal opportunity institution that complies with applicable law prohibiting discrimination in its educational and employment policies and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries concerning Samford's nondiscrimination policy or applicable civil rights laws may be directed to the Vice President for Business and Financial Affairs, Samford Hall Room 200, Birmingham, AL 35229, (205) 726-2811. The Samford University Physician Assistant studies program policies apply to all students, and if applicable principal faculty and the program director regardless of location.

General Information

Introduction to Samford University

Samford University was chartered in 1841 as Howard College in Marion, Alabama, about 80 miles southwest of Birmingham. Located in Birmingham since 1887, the school is Alabama's largest private university and the state's only private doctoral/research university as classified by the Carnegie Commission on Higher Education.

Today, the institution includes the School of the Arts, Howard College of Arts and Sciences, Brock School of Business, Beeson School of Divinity, Orlean Bullard Beeson School of Education, Cumberland School of Law, and the College of Health Sciences with Moffett and Sanders School of Nursing, McWhorter School of Pharmacy, the School of Public Health and the School of Health Professions. Samford is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, master's, educational specialist's, and doctor's degrees.
It holds accreditation by numerous special accrediting groups. Samford University has a close relationship to the Alabama Baptist State Convention, which has been generous in its financial support. Every student enrolled at Samford—undergraduate and graduate, full- or part-time—benefits from the Christian charity and generosity of Alabama Baptists.

Samford Vision, Mission, and Core Values

Vision of Samford University
Anchored in Christian understanding, Samford University will be a diverse community, stressing vigorous learning and personal faith, in the Baptist tradition. Within that commonality, the community will be innovative in teaching, learning and research; sensitive to global issues; aggressive in self-assessment and continuous improvement. Faithful to its mission, Samford will be known and acknowledged worldwide by holding to its core values. The world will be better for it.

Samford University Mission Statement
The mission of Samford University is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career, and ethical competency, while encouraging social and civic responsibility, and service to others.

Samford Core Values
The Samford community values lifelong:

I. Belief in God, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord
II. Engagement with the life and teachings of Jesus
III. Learning and responsible freedom of inquiry
IV. Personal empowerment, accountability, and responsibility
V. Vocational success and civic engagement
VI. Spiritual growth and cultivation of physical well-being
VII. Integrity, honesty, and justice
VIII. Appreciation for diverse cultures and convictions
IX. Stewardship of all resources
X. Service to God, to family, to one another and to the community. College of Health Sciences

The College of Health Sciences (CHS) approved by the Board of Trustees in 2013, is a new and innovative initiative for Samford University. The college includes four schools: Moffett & Sanders School of Nursing, McWhorter School of Pharmacy, School of Health Professions, and School of Public Health. The college will offer multiple degree programs and majors within the

health sciences with an interprofessional education focus that reflects today's team approach to health care delivery and professional practice. College faculty and students have special opportunities for cross-disciplinary collaboration.

Vision of the College of Health Sciences
The College of Health Sciences is an educational leader that prepares graduates to live out a vocational call to serve individuals, populations and organizations. Our graduates are distinguished by their ability to integrate emerging technologies with practice wisdom, demonstrate leadership, work collaboratively and care for the whole person.

Mission of the College of Health Sciences
The mission of the College of Health Sciences is to prepare graduates in an interprofessional, Christ-centered learning community to promote and improve the health and well-being of individuals and communities. The College of Health Sciences emphasizes healing the body, nurturing the mind, and inspiring the spirit through rigorous academics, local and global service and innovative scholarship.

The College of Health Sciences Core Values

I. Christian Ethos
II. Interprofessional Collaboration
III. Innovation
IV. Excellence
V. Lifelong Learning
VI. Servant Leadership
VII. Diversity
VIII. Advocacy.

School of Health Professions

Mission School of Health Professions
Our mission is to prepare leaders in a Christian environment who promote health, wellness, and quality of life through excellence in professionalism, scholarship and service.

Physician Assistant Studies

Vision of the Physician Assistant Studies Program
The vision of the program is to prepare graduates to provide compassionate and competent medical care to a diverse community. Students will be prepared both academically and professionally to enter the workforce and provide medical care.

Mission of the Physician Assistant Studies Program
Anchored in Christian understanding, the mission of the Samford University Physician Assistant program is to nurture and develop students both spiritually and academically to provide empathetic, compassionate medical care and service to the community.

For I will restore health to you, and your wounds I will heal, declares the LORD.
- Jeremiah 30:17

Introduction to the Physician Assistant Studies Program

Program Information

As health care demands across the country have increased, so has the demand for health care providers. The College of Health Sciences, recognizing this increased need for providers, began to explore the addition of a physician assistant studies program to better serve the medical community. Through the vision of Samford University, the Dean of the School of Health Professions, and the Vice Provost of the College of Health Sciences, the Physician Assistant Studies program began development in the fall of 2017. The program matriculated the first class in the fall of 2019. The program is 27 months in length including both the didactic and clinical phases of the program. It is the goal of the university and faculty, that students are provided with the education and clinical experiences to become leaders in their perspective medical fields. The first-year students will undergo a rigorous didactic curriculum. After completing the first year, students will enter the clinical phase of the program where they will complete 11 four-week rotations in a medical specialty. After successful completion of both the didactic phase and clinical phase of the program students will be eligible for graduation, enabling them to sit for the PANCE examination (Physician Assistant National Certification Examination), which is administered by the NCCPA. We look forward to watching you grow into competent and confident medical providers and welcome you to Samford.

Program Faculty

Wes Johnson DHSc, MBA, PA-C, Interim Department Chair and Program Director

Leslie Sawyer M.D., Medical Director

John Hurt MPAS, PA-C, Director of Academics and Curriculum

Brad Cantley MSPAS, PA-C, Director of Clinical Education

Heather Hallman MSPAS, PA-C

Mark Caulkins M.D., DPT

Program Competencies

The Physician Assistant Studies program has developed learning objectives and competencies expected of our graduates. The program considered the following areas in determining the content of the curriculum: The National Commission on Certification of Physician Assistants (NCCPA) Blueprint, Competencies for the Physician Assistant developed by NCCPA, ARC-PA, AAPA, and PAEA, ARC-PA guidelines, the clinical experiences of the faculty, as well as input from the medical director.

The Physician Assistant Studies program has developed learning objectives and competencies that all graduates are expected to successfully compete at the end of the students' formal education. The areas addressed are medical knowledge, interpersonal and communication skills, patient care, and professionalism. While numerous competencies will be acquired during formal PA education, others will be developed and mastered as physician assistants progress through their careers. The PA profession defines the specific knowledge, skills, attitudes, and educational experiences requisite for physician assistants to acquire and demonstrate these competencies. The following areas were used in developing the learning objectives and competencies of the program.

Introduction

This document defines the specific knowledge, skills, and attitudes that physician assistants (PA) in all clinical specialties and settings in the United States should be able to demonstrate throughout their careers. This set of competencies is designed to serve as a roadmap for the individual PA, for teams of clinicians, for health care systems, and other organizations committed to promoting the development and maintenance of professional competencies among PAs. While some competencies are acquired during the PA education program, others are developed and mastered as PA's progress through their careers.

The PA professional competencies include seven competency domains that capture the breadth and complexity of modern PA practice. These are: (1) knowledge for practice, (2) interpersonal and communication skills, (3) person-centered care, (4) interprofessional collaboration, (5) professionalism and ethics, (6) practice-based learning and quality improvement, and (7) society and population health. The PA competencies reflect the well-documented need for medical practice to focus on surveillance, patient education, prevention, and population health.

These revised competencies reflect the growing autonomy of PA decision-making within a team-based framework and the need for additional skills in leadership and advocacy.
As PAs develop greater competency throughout their careers, they determine their level of understanding and confidence in addressing patients' health needs, identify knowledge and skills that they need to develop, and then work to acquire further knowledge and skills in these areas. This is a lifelong process that requires discipline, self-evaluation, and commitment to learning throughout a PA's professional career.

Background

The PA competencies were originally developed in response to the growing demand for accountability and assessment in clinical practice and reflected similar efforts conducted by other health care professions. In 2005, a collaborative effort among four national PA organizations

produced the first Competencies for the Physician Assistant Profession. These organizations are the National Commission on Certification of Physician Assistants, the Accreditation Review Commission on Education for the Physician Assistant, the American Academy of PAs, and the Physician Assistant Education Association (PAEA, formerly the Association of Physician Assistant Programs). The same four organizations updated and approved this document in 2012.

Methods

This version of the *Competencies for the Physician Assistant Profession* was developed by the Cross- Org Competencies Review Task Force, which included two representatives from each of the four national PA organizations. The task force was charged with reviewing the professional competencies as part of a periodic five-year review process, as well as to "ensure alignment with the *Core Competencies for New PA Graduates*," which were developed by the Physician Assistant Education Association in 2018 to provide a framework for accredited PA programs to standardize practice readiness for new graduates.

The Cross-Org Competencies Review Task Force began by developing the following set of guiding principles that underpinned this work:

1. PAs should pursue self- and professional development throughout their careers.
2. The competencies must be relevant to all PAs, regardless of specialty or patient care setting.
3. Professional competencies are ultimately about patient care.
4. The body of knowledge produced in the past should be respected, while recognizing the changing healthcare environment.
5. The good of the profession must always take precedence over self-interest.

The task force reviewed competency frameworks from several other health professions. The result is a single document that builds on the *Core Competencies for New PA Graduates* and extends through the lifespan of a PA's career.

The competencies were drawn from three sources: the previous Competencies for the Physician Assistant Profession, PAEA's Core Competencies for New PA Graduates, and the Englander et al article Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians which drew from the competencies of several health professions.[1] The task force elected not to reference the source of each competency since most of these competencies were foundational to the work of multiple health professions and are in the public domain. The task force acknowledges the work of the many groups that have gone before them in seeking to capture the essential competencies of health professions.

1. Englander R, Cameron T, Ballard AJ, Dodge J, Bull J, Aschenbrener CA. Toward a common taxonomy of competency domains for the health professions and competencies for physicians. Academic Medicine. 2013 Aug 1;88(8):1088-94.

Competencies

1. Knowledge for Practice

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:

1.1 Demonstrate investigative and critical thinking in clinical situations.
1.2 Access and interpret current and credible sources of medical information.
1.3 Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
1.4 Discern among acute, chronic, and emergent disease states.
1.5 Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision- making, clinical problem-solving, and other evidence-based practice skills.
1.6 Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
1.7 Consider cost-effectiveness when allocating resources for individual patient or population- based care.
1.8 Work effectively and efficiently in various health care delivery settings and systems relevant to the PA's clinical specialty.
1.9 Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.
1.10 Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.
1.11 Utilize technological advancements that decrease costs, improve quality, and increase access to health care.

2. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:

2.1 Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver person-centered care.
2.2 Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
2.3 Communicate effectively to elicit and provide information.
2.4 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.
2.5 Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.
2.6 Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.
2.7 Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.
2.8 Recognize communication barriers and provide solutions.

3. Person-centered Care

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and health care that is evidence-based, supports patient safety, and advances health equity. PAs should be able to:

3.1 Gather accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.
3.2 Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.
3.3 Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions.
3.4 Develop, implement, and monitor effectiveness of patient management plans.
3.5 Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty.
3.6 Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.
3.7 Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings, and follow up on patient progress and outcomes.
3.8 Provide health care services to patients, families, and communities to prevent health problems and to maintain health.

4. Interprofessional Collaboration

Demonstrate the ability to engage with a variety of other health care professionals in a manner that optimizes safe, effective, patient- and population-centered care. PAs should be able to:

4.1 Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
4.2 Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.

4.3 Engage the abilities of available health professionals and associated resources to complement the PA's professional expertise and develop optimal strategies to enhance patient care.
4.4 Collaborate with other professionals to integrate clinical care and public health interventions.
4.5 Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

5. Professionalism and Ethics

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations. PAs should be able to:

5.1 Adhere to standards of care in the role of the PA in the health care team.
5.2 Demonstrate compassion, integrity, and respect for others.
5.3 Demonstrate responsiveness to patient needs that supersedes self-interest.
5.4 Show accountability to patients, society, and the PA profession.

5.5 Demonstrate cultural humility and responsiveness to a diverse patient population, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
5.6 Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.
5.7 Demonstrate commitment to lifelong learning and education of students and other health care professionals.
5.8 Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.
5.9 Exercise good judgment and fiscal responsibility when utilizing resources.
5.10 Demonstrate flexibility and professional civility when adapting to change.
5.11 Implement leadership practices and principles.
5.12 Demonstrate effective advocacy for the PA profession in the workplace and in policymaking processes.

6. Practice-based Learning and Quality Improvement

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement. PAs should be able to:

6.1 Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
6.2 Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
6.3 Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
6.4 Use practice performance data and metrics to identify areas for improvement.
6.5 Develop a professional and organizational capacity for ongoing quality improvement.
6.6 Analyze the use and allocation of resources to ensure the practice of cost-effective health care while maintaining quality of care.
6.7 Understand how practice decisions impact the finances of their organizations, while keeping the patient's needs foremost.
6.8 Advocate for administrative systems that capture the productivity and value of PA practice.

7. Society and Population Health

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:

7.1 Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
7.2 Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community.
7.3 Improve the health of patient populations.
7.4 Demonstrate accountability, responsibility, and leadership for removing.

The expected competencies for physician assistants can be found at the following link: https://paeaonline.org/wp-content/uploads/imported-files/competencies-for-the-pa-profession-060520.pdf

Program Goals

The Department of Physician Assistant Studies has adopted the following objectives to support excellence and innovation with academic and clinical programming. The program goals are consistent with ARC-PA standards for entry into professional practice.

1. Matriculate highly qualified applicants who will successfully complete the demanding Master of Science Degree in Physician Assistant Studies Program.
2. Prepare physician assistant students with depth of knowledge, clinical reasoning/critical thinking skills, documentation skills, and appropriate professional behavior for the clinical practice of medicine.
3. Prepare graduates to deliver culturally sensitive, socially equitable, patient-centered, evidence-based care as members of the inter-professional team.
4. Prepare graduates with communication skills necessary to work successfully in team-based health care environment.
5. Encourage professional involvement in leadership and service.

Program Learning Objectives

Upon graduation, the students will be expected to:

1. Identify normal and abnormal anatomy of the human body and the spatial relationships of organs and organs systems.
2. Recognize normal and abnormal physiology of the human body and its relationship to disease and or disease processes.
3. Interpret common uses of clinical laboratory studies as well as their limitations and use in the prevention of disease processes.
4. Discuss the history of the physician assistant profession as well as the regulations and legal limitations on physician assistant practice.
5. Apply ethical principles pertaining to provision or withholding care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant medical laws, policies, and regulations.
6. Reflect on personal and professional limitations in providing care.
7. Demonstrate understanding of health care policy, billing and coding, and risk management.
8. Perform and document a comprehensive and focused history and physical examination and recognize normal and abnormal findings.
9. Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
10. Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision making, clinical problem-solving and other evidence-based practice skills including the

etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions.
11. Apply the knowledge of indications, contraindications, and side effects of pharmacologic agents when choosing a treatment regimen.
12. Apply principles of diagnostic modalities to evaluate health conditions with consideration to risks, indications, contraindications, and appropriate utilization of healthcare resources.
13. Interpret normal and abnormal findings of electrocardiograph, and make clinical decisions based on this evaluation.
14. Demonstrate an understanding of the common surgical procedures utilized in the treatment of surgical disease processes.
15. Apply principles of pathophysiology in relation to various diseases and health conditions.
16. Interpret research to evaluate medical knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
17. Demonstrate proficiency to safely perform clinical procedures considered essential for entry into physician assistant practice.
18. Interpret data based on patient information and preferences, current scientific evidence and clinical judgment to make informed decisions about diagnostic and therapeutic clinical interventions.
19. Demonstrate an understanding of behavioral health conditions and the treatment modalities including behavioral modifications.
20. Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
21. Utilize medical knowledge to develop treatment plans for emergent, acute, chronic or ongoing conditions including pharmacological and non-pharmacological approaches, surgery, counseling, therapeutic procedures and/or rehabilitative therapies.
22. Evaluate patients across the life span and in a variety of health care delivery settings including emergency medicine, family medicine, internal medicine, women's health, pediatric surgery, and behavioral health.
23. Demonstrate professional behavior that encompasses the principles of honesty, integrity, empathy and respect, advocacy, self-awareness, and personal accountability to provide patient centered care.
24. Discuss the healthy behaviors of the physician assistant to prevent burn out, addiction and or dependency.
25. Demonstrate cultural humility and responsiveness to diverse patient populations, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.

Essential Functions, Technical Standards of Physician Assistants

The Master of Science in Physician Assistant Studies is an intense and rigorous program that requires knowledge in all fields of medicine and the basic skills needed within these fields to practice effectively. The objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a diverse patient population. Students must exhibit both the mental and cognitive capabilities to complete the program including all its didactic and

clinical components. Students are expected to graduate in good standing and successfully complete the board examination obtaining licensure. Samford University will provide the necessary accommodations to prepare our students from both the didactic and technical aspects, preparing them for their future careers as physician assistants.

Physical Requirements

Candidates must meet certain physical requirements for acceptance and completion of the program. The Program has the ethical responsibility to assure that patients will be provided with safe and appropriate medical care. Patient safety is a major consideration in determining the physical, cognitive and emotional capabilities of students both through admission and matriculation through the program. All students must possess those intellectual, ethical, physical, and emotional capabilities necessary to achieve levels of competence in the full curriculum required by the faculty. A student's intention to practice in a narrow area of clinical medicine will not alter the technical and didactic requirements needed to successfully graduate. All students will be required to demonstrate competency in both the didactic and technical curriculum to complete the program**.**

Motor Skills

The skills needed to practice as a physician assistant are numerous. Graduates will have training in many of these skills to prepare them for the clinical year and future careers. Once properly oriented, students must be able to observe and participate in demonstrations and experiments in the basic sciences. The students should have sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques. Students will be able to use equipment and materials accurately, safely, and efficiently during the assessment and treatment of patients. The motor skills required from students include but are not limited to dissection of cadavers, examination of gross specimens in gross anatomy and pathology laboratories, preparation of microbiologic cultures, and microscopic studies of microorganisms and tissues. Observation of gross and microscopic structures necessitates the functional use of the senses of vision and touch and is enhanced by the functional sense of smell. After reasonable training and experience, the candidate must be capable of performing a complete physical examination, including observation, palpation, percussion, and auscultation. The candidate must be capable of using instruments such as, but not limited to: a stethoscope, an ophthalmoscope, an otoscope, and a sphygmomanometer. Again, students will need to demonstrate motor skills needed to perform each of these tasks. The candidate must also possess the motor skills needed to perform numerous clinical procedures such as, but not limited to, the following: pelvic examination, digital rectal examination, lumbar punctures, central venous lines, suturing, drawing blood from veins and arteries and giving intravenous injections, basic cardiopulmonary life support, and simple obstetrical procedures. The student must be capable of performing basic laboratory tests, using a calculator and a computer, reading, and interpreting an EKG, and interpreting common imaging tests. The student must be able to move in the clinical setting to act quickly in emergencies. At the conclusion of the didactic phase, the student should demonstrate proficiency in the skills described above.

By the conclusion of the clinical clerkships, the student should achieve full competence in the skills described above including the ability to synthesize and organize these skills.

Communication
A student must be able to communicate with patients, families, and the health care team. From eliciting patient histories to preventative care, clear and concise communication is essential in-patient care. Students must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment at a level consistent with competent professional practice.

Sensory and Observational Skills
Students must be able to observe classroom demonstrations and participate in technical procedures as required by the curriculum. They must be able to observe a patient accurately at a distance, as well as, close at hand and be able to obtain a medical history directly from the patient, while observing the patient's medical condition. This observation necessitates the functional use of the sense of vision, hearing, and other sensory modalities to elicit accurate patient information, make diagnoses, and perceive both verbal and non-verbal communication.

Conceptual, Integrative and Quantitative Skills
Students will demonstrate the skills and ability to critically think. These skills include measurement, calculation, reasoning, analysis, and synthesis. Both problem solving and critical thinking are required, and these skills are essential to clinical practice. Students must exhibit the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solving to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

Behavior and Professionalism
Students must possess key components needed to be a physician assistant. Empathy, integrity, work ethic, motivation, and interpersonal skills will be assessed during the admission process and throughout the program. Students must possess the emotional well-being required for the full use of their intellectual abilities; the exercise of sound judgment, the prompt completion of all responsibilities, attendant to the diagnosis, and care of patients; and the development of mature, sensitive and effective relationships with patients. Students must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainty inherent in the clinical problems of many patients.

Physician Assistant Studies Academic Information
Accreditation-ARC-PA

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted ***Accreditation-Continued*** *status to the* ***Samford University Physician Assistant Studies Program*** *sponsored by* ***Samford 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 ***March 2034****. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.*
The program's accreditation history can be viewed on the ARC-PA website at ***https://www.arc-pa.org/accreditation-history-samforduniversity/***

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Samford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Samford University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Academic plan of study and Degree Conferred

The students will undergo 27 months of study during the physician assistant program. The first year will be mostly didactic followed by the clinical service year. Graduates will receive a Master of Science in Physician Assistant Studies and will be eligible to apply for certification examination after graduation sponsored by the NCCPA, or National Commission on Certification of Physician Assistants. Please refer to the curriculum map listed below for the program curriculum.

Curriculum

Fall I	
PAST 501 Gross Anatomy	4
PAST 502 Fundamentals of Physiology	4
PAST 503 Clinical Laboratory Diagnostics	2
PAST 504 Foundations of the PA Professional practice	3
PAST 506 Health Care Policy and Care Management/Risk Management	2
	15
Spring I	
PAST 507 Patient Assessment I	3
PAST 508 Fundamentals of Clinical Medicine I	4
PAST 509 Clinical Therapeutics I	3
PAST 510 Evaluating Electrocardiography/Diagnostic Imaging	2
PAST 511 Fundamentals of Surgery I	3
PAST 512 Pathophysiology	3
	18
Summer I	
PAST 513 Patient Assessment II	3
PAST 514 Fundamentals of Clinical Medicine II	4
PAST 515 Clinical Therapeutics II	3
PAST 516 Fundamentals of Clinical Research/Literature Evaluation	3
PAST 517 Fundamentals of Surgery II	3
PAST 518 Advanced Practice Procedures I	2
	18
Fall II	
PAST 519 Patient Assessment III-Clinical Decision Making	2
PAST 520 Fundamentals of Clinical Medicine III	4
PAST 521 Clinical Therapeutics III - Practical Application	2
PAST 522 Advanced practice procedures II	2
PAST 523 Behavioral Science	3
PAST 524 Pre-Clinical Seminar	1
PAST 525 Advanced Medical Simulation	2
	16
Spring II	
PAST 601 Clinical service I	4
PAST 602 Clinical Service II	4
PAST 603 Clinical Service III	4
PAST 604 Clinical Service IV	4
	16

Summer II	
PAST 605 Clinical service V	4
PAST 606 Clinical service VI	4
PAST 607 Clinical service VII	4
PAST 608 Clinical service VIII	4
	16
Fall III	
PAST 609 Clinical service IX	4
PAST 610 Clinical service X	4
PAST 611 Clinical service XI	4
PAST 613 Summative Review	2
	14
	Total 113

Graduation Requirements

The Samford Physician Assistant Studies program students must maintain a cumulative GPA of 3.0 to graduate from the program. The following criteria must be met to be eligible for graduation:

1. Demonstrate professionalism throughout the didactic and clinical phases of training.
2. Satisfactorily complete the Summative Examinations and OSCE.
3. Satisfactorily complete all required courses of study both didactic and clinical year.
4. Complete all evaluation instruments required by the program.
5. Be recommended for conferral of the master's degree by the University Faculty Senate
6. Settle all financial accounts with the University.
7. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

Academic and Professional Requirements

Professional Conduct and Behaviors

*S*amford University Code of Values

Preamble

We as the Samford community affirm the value of a peaceful and purposeful community, founded on the moral and ethical integrity of students and faculty. We commit ourselves to the values on which Samford University was founded. Worth of the Individual
We value the intrinsic worth of every individual in the community. Our respect for other individuals includes an appreciation of cultural backgrounds different from our own, an understanding of different attitudes and opinions, and an awareness of the consequences of our actions on the broader community.

Self-Discipline

We value personal responsibility and recognize the individual's need for physical, intellectual, spiritual, social, and emotional wholeness. We value the full development of every student in terms of a confident and constructive self-image, of a commitment to self-discipline and of responsible self-expression.

Integrity
We value a campus community that encourages personal growth and academic development in an atmosphere of positive Christian influence. We affirm the necessity of academic standards of conduct that allow students and faculty to live and study together. We value the fair and efficient administration of these standards of conduct.

Respect for Property and the Environment
We value the rights and privileges of owning and using property, both personal and university, and the benefits of preservation and maintenance of property and of our natural resources. In our stewardship of property, we recognize the accountability of our actions to the future of the Samford community.

Respect for Community Authority
We value our privileges and responsibilities as members of the university community and as citizens of the community beyond the campus. We value the community standards of conduct expressed in our system of laws and value the fair administration of those laws, including university, municipal, state and federal laws.

The following link is provided for further information on the core values of Samford University: (https://www.samford.edu/files/Student-Handbook.pdf)

PA Code of Ethics and Professional Behavior

The PA Code of Ethics and Professional Behavior

Physician assistants are specially trained to extend the health care capabilities of doctors. They work under the direct supervision of a physician. PAs are trained to order and interpret tests, examine patients, treat minor injuries, counsel patients, and prescribe medication. PAs do not work alone but as part of a team. Although they work under the supervision of licensed physicians, physician assistants perform many of the same tasks as their supervisors. They examine patients, order lab tests, write prescriptions and offer a preliminary diagnosis. The American Academy of Physician Assistants, or AAPA, is a professional organization for physician assistants. Along with other activities, the AAPA maintains a code of ethics for physician assistants, which has been adopted in full or used as the framework for other statements of ethical duties established by universities, state physician-assistant associations and other groups. The code is divided roughly into four categories.

Patient Independence

Physician assistants must respect the autonomy of their patients. Patients are entitled to make their own decisions regarding their health care, and physician assistants must respect their choices. This may include finding another medical provider, in which case physician assistants should allow patients appropriate access to their medical records. A patient needs information to make proper decisions, so physician assistants ethically ensure that patients receive all information related to their conditions and that they understand the diagnosis, treatment options, prognosis and risks.

Goodwill

Physician assistants must always act in the patient's best interests. All actions must be directed toward healing their patients, not causing unnecessary suffering. They have an obligation to provide patients with the best care possible, which may involve continuing education, keeping abreast of new technology, and remaining current on new medications or treatment options, recognizing their own limitations, and seeking help from other health care providers when needed.

Fair Treatment

All patients are entitled to fair treatment. Physician Assistants students cannot discriminate against patients due to race, gender, national origin, sexual orientation, age, illness, economic status, religion, or political affiliation. Each patient is entitled to receive similar care under similar conditions. If physician assistants cannot treat a patient due to religious or ethical conflicts, such as providing contraceptives, they have an obligation to refer the patient to a medical provider who can assist. Fair treatment also means that physician assistants respect and safeguard patients' privacy, maintaining confidentiality and releasing health information only to those authorized to receive such information.

Nonmaleficence

Nonmaleficence means that physician assistants cannot act with bad intentions. They must follow the creed, "First, do no harm." Physician assistants must not impose needless

burdens or pain on their patients. Nor can they refuse to treat a patient who needs immediate emergency care. Physician assistants cannot misrepresent their credentials, training or skills, through either omission or direct statements. They must obey the law and not offer services that are forbidden or that exceed the scope of their training and experience. Physician assistants should not treat patients if a conflict of interest exists. They are required to place patient care ahead of personal gain.

Dress Code

Guidelines for professional attire require consideration for patients, visitors, and coworkers, as well as personal safety. Therefore, our students are expected to promote a professional image by following these guidelines:

Clothing, Grooming, Hair, Piercings

1. Casual or athletic wear, such as sweat suits or warm-up pants, are not acceptable for the classroom, nor does it portray professionalism. Appropriate attire will be discussed during student orientation.
2. Gym shorts are not acceptable in the classroom but may be allowed within certain labs.
3. Skirt length shall be no shorter than two inches above the top of the knee.
4. Undergarments shall be worn and shall not be visible, even when in stretching or bending positions.
5. Shoes shall be appropriate for the work environment and compliant with professional attire. Flip flops are not appropriate for the classroom or the lab.
6. Caps or head coverings are not acceptable unless they are for religious purposes or are part of a uniform.
7. Sunshades (or hand-tinted, non-prescription glasses) shall not be worn unless they are required for medical purposes.
8. Identification badges shall be always worn.
9. Facial and/or body adornments are not permitted other than in the ear lobe.
10. No more than one pair of earrings may be worn.
11. Nose piercings are not permitted even if covered with tape or Band-Aids
12. Hair should be well-groomed, closely trimmed beards, sideburns, and mustaches are allowed.

Daily Hygiene

Daily hygiene must include clean teeth, hair, clothes, and body, including use of deodorant.

In addition to these basic guidelines, students are expected to follow any additional provisions of a facilities dress code while in clinical practice which may include restrictions on piercings, nail polish, etc. These restrictions are for patient safety.

Dress Code Infractions

Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent

(unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make-up the missed work.

Substance Abuse and Drug Screening Policy

Statement of Purpose

The intent of the Substance Abuse Policy is twofold: to identify students who are chemically impaired and to help them return to a competent and safe level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality. The CHS recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the PA profession. The CHS is committed to protecting the safety, health, and welfare of its faculty, staff, and students and those who meet it's faculty, staff, and students during scheduled learning experiences. The CHS strictly prohibits the illicit use, possession, sale, conveyance, distribution and/or manufacturing of illegal drugs, intoxicants, or controlled substances in any amount and/or in any manner and the abuse of nonprescription and prescription drugs. Students in the Physician Assistant Studies program who test non-negative for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription with valid dosage for the drug, is at risk of being in violation of the Samford Drug Abuse Policy found in the Samford University Student Handbook.

The Substance Abuse Policy of Samford University is found in its entirety in the student manual. (https://www.samford.edu/files/Student-Handbook.pdf)

Drug testing procedures

When to Test

1. The Physician Assistant Studies program requires the student to submit to drug testing under any or all the following circumstances:
2. Before starting the Program.
3. Before starting the clinical year.
4. Testing as required by the clinical sites of the program,
5. For cause (see Testing for Cause Statement)
6. Part of a substance abuse recovery program.

Failure to comply

Failure to comply with random drug testing at the specified time without administrative permission will result in suspension from clinical attendance until testing is complete.

Cost

The student will be responsible for paying the cost for the urine drug screen. This cost will be placed on the student's e-bill.

Facility

The Physician Assistant program will utilize and external company to collect and analyze the urine drug screen.

Sample Collection

The collection techniques will adhere to the guidelines in accordance with U.S. Department of Transportation 49 CFR Part 40 following chain of custody protocol. ESS will collect urine samples at the discretion of the Dean of The School of Health Profession or program director.

Substances

Substance-related disorders are listed in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, (DSM-IV). Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetics, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting aryl cyclohexylamines and sedatives, hypnotics, or anxiolytics. Testing may include any of these drug categories. The School of Health Professions shall have the authority to change the panel of tests without notice to include other substances as suggested by local and national reports or circumstances.

Non-negative Results.

If a non-negative result is obtained, the urine sample will be sent to a Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratory. If the specimen results are non-negative after the screening process at the laboratory the urine samples will be sent for Gas Chromatography/Mass Spectrometry (GCMS) confirmation. All positive results will be reported to the Medical Review Officer (MRO). After review by the (MRO), positive results will then be reported to the appropriate dean and/or program director. All non-negative urine samples will be frozen in a secure and locked freezer compartment at the (SAMHSA) laboratory.

Testing for Cause

Any student, who demonstrates behavioral changes suspected to be related to the use of drugs, including but not limited to alcohol, will be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on: observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug, erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance, a report of drug use provided by reliable and credible sources which have been independently corroborated, information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional, evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while on a clinical site premise, conviction by a court, or being found guilty of a drug, alcohol or controlled substance in another legitimate jurisdiction.

Testing for cause will be conducted using the following procedure:

1. The faculty member will have another faculty member or health professional at the practice site to confirm suspicious behavior.
2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality.

The discussion will be documented, and the decision to drug test will be made after conferring with the appropriate associate dean and/or department chair.

3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical site policies.
4. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committee designated by the dean of the School of Health Professions.
5. If the lab test is negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-V), the student will be allowed to return to class and clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).
6. If any part of the lab test is non-negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-V), the student is in violation of the School of Health Professions, Physician Assistant Studies, and Samford University Drug and Alcohol Policy. As provided in this policy in the section entitled, "Non-negative Drug Screen, Sanctions, Treatment, Referral, Re-application, Opportunity for a Re-Test", violations will result in the imposition of disciplinary sanctions up to and including expulsion of the student (Samford University Student Handbook).
7. Confidentiality will be maintained.
8. Failure to comply with "for cause" drug testing will result in immediate administrative withdrawal and a course grade of "F".

Confidentiality

All testing information, interviews, reports, statements, and test results specifically related to the individual are confidential. Drug test results will be sent to the dean and/or department chair in the School of Health Profession and Physician Assistant Studies program. Records will be maintained in a locked cabinet within the PA program as defined by ARC-PA.

Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Samford University may disclose, to a parent or legal guardian of a student, information regarding any violation of a Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's education records, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.

Non-Negative Drug Screen, Sanctions, Treatment, Referral and Re-application, Opportunity for a Re-Test: A non-negative drug screen will result in three different actions.

1. *The Physician Assistant Studies program*

   Hospitals and clinics cannot afford to compromise patient safety, health, and welfare. Therefore, if a student tests non-negative on a drug screen, he or she will be released from the rotation immediately. Hospitals and clinics will not allow a student who tests non-negative on a drug screen to continue their training or service in their organization.

Hospitals or clinics may require an additional drug screen prior to the start of their clinical service at that facility.
Violations of the Samford University Drug and Alcohol Policy will result in the imposition of disciplinary sanctions by the School of Health professions up to and including expulsion of the student. ("Drug and Alcohol Policy" as printed in the Samford University Student Handbook). To ensure patient safety at clinical sites, a non-negative drug screen will be considered evidence of drug use/abuse by the student.
A non-negative drug screen of any of the following substances will result in immediate dismissal from the Physician Assistant Studies program: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP) or similarly acting aryl cyclohexylamines. Action taken under the Drug and Alcohol Policy will be independent of action taken, if any, through the Student Values Process. Dismissal from the Physician Assistant Studies program is not automatically a dismissal from Samford University. The student will be ineligible to receive a letter of good standing from the Dean of the School of Health Professions.

2. *Samford University*

Violations of the Samford University Code of Values will result in the imposition of disciplinary sanctions up to and including expulsion of the student, ("Code of Values" as printed in the Samford University Student Handbook). Results of a non-negative drug screen will be referred by the dean of School of Health Professions and for Student Services and Values Advocacy. Action taken through the Student Values Process will be independent of action taken, if any, under the Substance Abuse Policy of the Physician Assistant Studies program.

3. *Referral to a Substance Abuse Treatment Program*

A student with a non-negative drug screen will be referred to a Substance Abuse Treatment Program. Any infraction of the drug policy will be reviewed by the Student Success Committee, the program director, and the Dean of the School of Health Professions to determine the action plan. This may be, but not limited to, expulsion from program, completing a substance abuse treatment program and possible re-starting the program the next fall if during the didactic year or repeating the missed clinical rotations during the clinical year. However, the program reserves the right to dismiss the student, not allowing continuation or readmission into the program.

Refer to the Samford University Student Manual for further details:
https://www.samford.edu/files/Student-Handbook.pdf

Retesting request

If a test result is non-negative, the student may request a re-test of the original urine sample. A student who desires to have the original sample re-tested must file a written request with the dean of the School of Health Professions within three (3) business days following notification of a positive drug test result. The student will be responsible for all costs of the re-test. If the retest is negative the student will be reinstated.

Incidence of Recurrence

When a non-negative test for substance abuse is found in a student that has been re-admitted to the Physician Assistant Studies program, they will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the dean of the School of Health Professions or the program director at the Physician Assistant Studies program.

Student Release Form
As a condition of progression, each student will sign the following "Substance Abuse Policy Release Form" agreeing to adhere to the terms and conditions of the Substance Abuse Policy and Procedure.

Smoking Policy

Effective March 1, 2013, the smoking policy of Samford University states:

To protect and promote the health and welfare of its faculty, staff, and students, Samford University is committed to promoting an environment conducive to health promotion by limiting smoking areas on its campus. In so doing, the following guideline applies to all university owned, leased, and operated facilities and vehicles. Samford University has designated "Smoking Areas" outside university facilities. Smoking is prohibited in all other interior and exterior areas of campus.

Students violating the smoking policy will be subject to disciplinary action as stipulated in the Student Handbook. Designated smoking areas are indicated below and can be identified by a pad and smoking urn that will be in place for ashes. Designated smoking areas (smoking areas are identified by signage and smoking urn).

Background Check

Samford students entering the Physician Assistant Studies program are required to undergo a background check using the school's approved vendor, at the time of program admission, and prior to placement in a clinical rotation. Instructions for requesting background checks and appropriate consent forms are provided to students by the Physician Assistant Studies Program.

Class Attendance

Student class attendance in the Physician Assistant Studies program is mandatory, and only pre-approved absences will be considered. Penalties for an unexcused absence will be a ZERO on any missed assignments or examination and a 2% reduction in the overall point total for the student at the end of the term for any missed classes that are determined to be unexcused. No exceptions to this will be made. If a student unexpectedly misses an examination or class and it is determined to be an excused absence, they will be allowed to take a revised examination.

Note: This exam will differ in structure and format from the original examination.

Note: Two unexcused late arrivals will result in an unexcused absence and the 2% deduction on the final semester grade will be enforced.

Personal Day: Students are allowed two personal days during the didactic year Prior approval must be obtained by emailing the course director prior to the date requested. Personal day

approval is up to the discretion of the course director. In the case of an emergency, the student should contact the course director or program Chair as soon as possible.
Personal days may not be used on test days or other required programmatic events. Unapproved personal days will be considered unexcused and would then be subject to the above-mentioned policy including but not limited to reduction in course grade and/or receive a score of a ZERO on any missed assignments or examination.

Sick Day: Students taking a "sick day" will be required to provide a documented excuse from a licensed clinician within 24 hours of the absence. Students are also required to notify the course director immediately of the absence. If no documentation is provided then this will be treated as an unexcused absence.

Students are expected to attend and be prepared for classes, laboratory, and clinical experiences. Your learning will be greatly enhanced by the proper preparation for the class and course objectives that day. Specific dates and attendance requirements are established by each course and are indicated in the course syllabus. Each student will be responsible for adhering to these policies. Even for unexpected absences, the student should contact the course instructor via email or phone. The student remains responsible for any material covered, assignments or testing missed. Please note, that the Physician Assistant Studies program has a fast-paced and rigorous curriculum. Excused absences do not include family events, weddings, vacations, or other personal engagements. Class work is typically Monday-Friday from 8:00-5:00p, with breaks between classes. We encourage you to use these breaks in class time to handle personal issues.

Extenuating circumstances that require extended periods of absence, such as illness, personal circumstances, maternity, etc. will be considered and handled on a case-by-case basis by the program director. Patterns of excessive absences, in classes or clinical, are not permitted and may result in disciplinary action, including dismissal from the program. It is expected that students will respond to all messages in a timely manner.

Online Attendance

When applicable, students who are registered in web-enhanced or online courses are expected to complete all required coursework through electronic forums. Students are expected to participate in all class discussions. In the event of extenuating circumstances, students should notify the professor prior to class and secure arrangement for any make-up work. Failure to do so may affect the course grade. Online class attendance will be assessed by completion of all course assignments by the published due date and time.

Leave of Absence

Students must write a letter requesting a leave of absence for any semester in which they do not intend to enroll or if the student should choose to withdraw from Samford University, with intent to return. Leave of absence requests should be directed to the attention of the program director and the Dean of the School of Health Professions. Students who wish to drop all courses for a semester should formally withdraw from the Office of Student Records. Students who take a leave of absence or withdraw from the program may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the Physician Assistant Studies faculty and Dean of the School of Health Professions. This is further addressed in the Samford student handbook at https://www.samford.edu/files/Student-Handbook.pdf

Pregnancy Policy and Guidelines

All students are encouraged to inform the program director immediately in writing once pregnancy has been confirmed. If students choose not to inform the program of their pregnancy, the program will not consider them pregnant and cannot exercise options that could protect the fetus. For students who voluntarily disclose pregnancy the program director will discuss factors to be considered in cases of pregnancy with the student based on acceptable professional guidelines. A student is offered three alternatives after the consultation with the program director:

1. Immediate withdrawal in good standing from the program. The student will be allowed readmission.
2. Continuation in the program after being given specific instruction regarding safety practices, safety monitoring, and specific clinical and laboratory assignments.
3. Continuation in the program with additional safety monitoring but without modification of assignments.

The student must be able to progress in her educational experiences, both clinical and academic. If the student cannot, she will be strongly advised to withdraw as in alternative number one.

If there are any questions regarding any aspect of the above statements, please call the program director.

Academic Calendar

All dates that are related to registration, payments of tuition and fees, drop or withdrawal dates, school holidays and available on the Samford University academic calendar at https://www.samford.edu/events/academic-calendar

The University Observes the Following Holidays
New Year's Day • Martin Luther King Jr, Day • Easter Monday • Memorial Day • Juneteenth • Independence Day • Labor Day. These days and the conditions under which they are given are announced as each season approaches and may vary. The program does not observe Fall break but allows the students the entire week of Thanksgiving off. The program may opt to not follow the above-mentioned dates as holidays during the didactic year.

During the clinical year, the Samford University Physician Assistant Studies program does not follow the Samford University Academic calendar. The clinical year calendar will be listed in the clinical year section of this manual.

Advanced Placement

The Physician Assistant Studies program will not accept advanced credit or advanced placement for previous course(s) completed.

Format and Policies for Writing Assignments

The Department of Physician Assistant Studies uses the American Medical Association (AMA) citation style in agreement with all major physician assistant journals. Reference: Iverson I, Flanagin A, Fontanarosa PB, et al. American Medical Association Manual of Style. 10th ed. New York: Oxford University Press; 2007.

Academic Progression, Academic Good Standing, Remediation, Dismissal

GPA Requirements

Students within the Physician Assistant Studies program must maintain a minimum cumulative 3.0 GPA throughout the program. When a student's grade point average drops below the required 3.0 GPA, the student will be placed on academic probation. This probation period allows the student one semester to raise their overall cumulative GPA to the 3.0 required by the program. Once the student is placed on academic probation, the student will be counseled by their faculty advisor and Student Success Committee. These groups will discuss the student's study habits, clinical performance and review the students' performance in the program. If the student is unable to achieve the 3.0 cumulative GPA required in the probationary semester, they have failed to demonstrate the necessary medical knowledge and competency to continue and will subsequently be dismissed from the program.

Students will only be allowed this probationary status one time. If the students overall cumulative GPA drops below the 3.0 requirement a second time at any point during the didactic or clinical year, they will be dismissed from the program.

Academic Remediation during the didactic year

Academic Remediation during the didactic year:

The purpose of the remediation is to assure the students gain the knowledge and competency needed to succeed in clinical practice.

Remediation of individual course examinations:

Students that make less than an 80% score on any examination have not demonstrated the satisfactory competency required by the program. The student must meet with the course instructor to review the material/test and discuss methods of improvement on future examinations. Students that score less than 70% on any course examination must remediate the examination. The course instructor will design the remediation. The remediation must be submitted to the course instructor by the due date. If the remediation is not submitted, the student may be dismissed from the program.,

Remediation of final course grade:

Students will have two opportunities within the didactic year to remediate a final course grade of 70-79%. If a third final course grade of < 80% is made within the didactic year, the student will be dismissed from the program.

Students that make between a 70-79% final course grade in a course have not demonstrated the satisfactory competency required by the program. If a student's final course grade is between 70-79%, they will undergo remediation by the program. This may include but is not limited to; readings, exams, OSCE's, clinical hours with faculty, and or presentations. To be successfully remediated, the student must complete all assignments in their entirety by the required due date. A failure to complete the remediation plan will lead to dismissal of the student. Remediation will be determined based on the student's deficiencies. **Note, the original grade will not be replaced as this is the grade the student earned.** The purpose of this remediation is to assure the students gain the knowledge and competency needed to succeed in clinical practice. Students will have two opportunities within the didactic year to remediate a final course grade of 70-79%. If a third final course grade of 70-79% is made within the didactic year, the student will be dismissed from the program.

a. First final course grade 70-79% meets with advisor, and Student Success Committee, remediation plan assigned.
b. Second final course grade 70-79%, meets with advisor and Student Success Committee, remediation plan assigned.
c. Third final course grade 70-79% will be dismissed from the program.
d. Any final course grade less than 70% in the didactic year demonstrates severe academic deficiencies and lack of competency. This is a failing grade and the students will be dismissed from the program.
e. If a student disagrees with the decision of the dismissal from the program, the student may appeal in writing to the Dean of the School of Health Professions within 72 hours of notification of the dismissal.

Note: any student that fails to complete the remediation plan assigned will be dismissed from the program.

Remediation During the Clinical year

Academic and competency remediation during the clinical year is governed by the policies outlined in the Clinical Year Assessments, Grading, and Evaluations section of this handbook.

Withdrawal

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the school are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the Samford registration system. Notice of program withdrawal should be given in writing to the program director. Check the Academic Calendar for deadline. Withdrawal from any course will lead to dismissal from the program. Withdrawals are made through the Samford registration system. Notice of program withdrawal should be given in writing to the program director. Check the Academic Calendar for deadline.

*The program does not offer deceleration in either the didactic or clinical year.

Academic Integrity

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the philosophy and mission of the University. At Samford, academic integrity is expected of every community member in all endeavors and includes a commitment to honesty, fairness, trustworthiness, and respect.

The University Statement on Academic Dishonesty is as follows: students, upon enrollment, enter into a voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity, respect knowledge, and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also are deficient in the scholarly maturity necessary for college study. Those who engage in academic dishonesty are subject to severe punishment. The more dependent, the more inevitable becomes ultimate failure, often accompanied by public disgrace. Any act to obtain an unfair academic advantage is considered dishonest.

I. ACADEMIC INTEGRITY VIOLATIONS

Academic integrity violations are acts of academic misconduct. The term academic integrity violation includes, but is not limited to, the following acts:

1. Offering for course credit as one's own work, in whole or in part, the work of another.
2. Plagiarism, that is, incorporating into one's work offered for course credit passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with quotation marks, footnotes, or another appropriate written explanation.
3. Offering for course credit one's own work, but work that one has previously offered for course credit in another course, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered.
4. Obtaining an unauthorized copy of a test or assignment in advance of its scheduled administration.
5. Taking an examination for another student or knowingly permitting another person to take an examination for oneself.
6. Giving, receiving, or obtaining information pertaining to an examination during an examination period, unless such action is authorized by the instructor giving the examination.
7. Divulging the contents of an essay or objective examination to a student who has not taken the exam.
8. Taking, keeping, misplacing, or tampering with the property of Samford University, a faculty member, or another student, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage. This section is intended to include, but not be limited to, material in a university library.
9. Failing to follow the instructions of a professor in completing an assignment or examination, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage.
10. Witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it.
11. Altering or falsifying academic or student record documents such as transcripts, change of grade forms, University excuses, and add/drop forms.
12. Giving or receiving unauthorized assistance on an examination, assignment, project, or other academic assignment.
13. Making a false report of academic dishonesty.
14. Fabrication, falsification, or misrepresentation of data, results, analyses, or other studies, presenting the results of research or studies not actually performed, or manipulating or altering data to achieve a desired result, including the failure to report or suppression of conflicting or unwanted data.

II. PROCEDURES FOR ADDRESSING ACADEMIC INTEGRITY VIOLATIONS

In all instances of suspected academic integrity violations or academic misconduct, the faculty will decide whether an assignment or course grade adjustment, up to a grade of failure due to a violation of academic integrity (FX) for the course, is appropriate.
The University Registrar serves as the Academic Integrity Officer (AIO).

A. Faculty Actions Based on a Suspected Academic Integrity Violation

1. The faculty member suspects that a student violated academic integrity as defined in Section I.
2. If the faculty member is resolved in the belief that academic dishonesty occurred, the faculty member must address the issue with the student within 15 University working days after discovering the alleged violation. Based on the situation, the faculty member should consider having a witness at the meeting with the student. Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from or change status in the course until the matter is resolved.
3. The faculty member is encouraged to consult with his or her department chair and or dean and may disclose information necessary for the chair and/or dean to provide guidance as a school official with a legitimate educational interest. The faculty member may also consult with colleagues about the suspected academic integrity violation. All such communications shall comply with FERPA. Faculty members may also consult with the AIO regarding a suspected violation.
4. If, after further review, the faculty member is satisfied that no academic dishonesty occurred, no report is filed. At that point, the allegations are dismissed, and the matter is closed.
5. If, after further review, the faculty member continues to believe that academic dishonesty occurred, the faculty member will submit an assignment and/or course grade adjustment. The sanction imposed by the faculty member may be no more severe than an FX grade in the course.
    a) The student is notified of the assignment and/or course grade adjustment and the option to appeal per the grade appeal process.
    b) The AIO is notified for tracking purposes and possible follow up. If the faculty member believes that sanctions in addition to a changed assignment and/or course grade are warranted, the matter must be forwarded to the AIO for Academic Council review within 15 University working days of discovering the violation.
6. The faculty member and/or the department chair should retain all documents related to the academic integrity violation for at least five years following the date of the violation.

Faculty members are required to report all instances of academic dishonesty to the AIO. The AIO is responsible for creating a repository for all academic integrity violations and maintaining documents related to academic integrity violation.

B. Matters Directed to the Academic Council

The Academic Council will adjudicate the following matters in instances of academic dishonesty involving undergraduate students:

1. Instances when it is the student's second or greater academic integrity offense.
2. Instances where a faculty member requests Academic Council review for consideration of sanctions in addition to a grade and/or assignment adjustment due to the seriousness of an academic integrity offense.

The AIO will determine whether a matter is the student's first academic dishonesty infraction. In all instances where it is the student's second or greater offense of academic dishonesty, the infraction is automatically referred to the Academic Council to determine if additional sanctions are warranted. A matter may also be directed to the Academic Council for review if the faculty member believes that the academic integrity violation warrants additional sanctions.

C. The Academic Council deliberation process will proceed as follows:

The AIO will compile forms and documents related to all student integrity violations and submit them to the Academic Council.

1) The Academic Council Chair will assemble a Hearing Panel and convene a hearing.
2) The Chair may, when necessary, request assistance from legal counsel and other University departments, as appropriate.
3) The Hearing Panel may confer with the AIO for consistencies in sanctioning.
4) The Hearing Panel will deliberate and impose sanctions by majority vote. Sanctions may include, but are not limited to probation, suspension, or expulsion.
5) The Hearing Panel will notify the AIO of the decision.
    a. In the case of a Hearing Panel decision of no additional sanctions, the AIO will notify the student and the faculty.
    b. In the case of a Hearing Panel decision imposing additional sanctions, the AIO will notify the student, the faculty, and the dean(s) of the appropriate school(s).
6) Expeditious deliberation by the Hearing Panel is an important priority. The Hearing Panel must convene and make their deliberations within 20 University working days after receipt of the matter by the AIO. In any of these cases, if there are not 20 University working days remaining in the semester, the matter must be handled at the start of the next semester.

III. THE ACADEMIC COUNCIL

A. Composition

The Academic Council is composed of a faculty member from each of the University's schools which provides undergraduate studies (*Howard College of Arts & Sciences, Ida V. Moffett School of Nursing, Brock School of Business, Orlean Bullard Beason School of Education & Professional Studies and School of the Arts)* and the University Library. The Council also includes five undergraduate students, one from each school. The faculty-to-student ratio for each hearing is three faculty members and two students.

Faculty members must be full-time faculty with at least three years of instructional or library experience at Samford University. Each student member must have a cumulative grade point

average of 3.0 or higher at the time of the appointment and during service. The student members shall be appointed annually by the deans of the participating schools. Faculty members shall be appointed for three-year terms by their respective deans. A chair shall be selected each year by the faculty members of the Academic Council, although a chair may carry over from year to year.

B. Duties

The Academic Council:

1. Determines through the process of a hearing whether an accused student has consistently or severely violated matters of academic integrity.
2. Imposes sanctions for students who have consistently or severely violated matters of academic integrity.
3. Completes the Hearing Panel Decision Template and notifies the AIO of the outcome of matters referred to the Council.

C. Jurisdiction

The Academic Council has exclusive jurisdiction over all academic integrity matters brought before them.

IV. ACADEMIC COUNCIL HEARINGS

A. Members for a Hearing

A hearing is convened with a Hearing Panel comprised of three faculty and two student members of the Academic Council. The hearing will not be affected by a member of the Hearing Panel disqualifying himself or herself after a hearing has begun.

B. Recusal

A member of the Hearing Panel shall recuse himself or herself if he or she believes that, in reaching a decision as to whether or not an accused student has consistently or severely violated academic integrity, he or she cannot act on the weight of the evidence without bias or prejudice. The Hearing Panel may, by majority vote, recuse one of its members from sitting on a hearing if that would best serve the interests of the Academic Council and the University.

V. SANCTIONS

A. Sanctions Imposed by the Faculty Member

If the faculty member finds a student guilty of academic dishonesty the possible sanctions include, but are not limited to, failure/grade penalty on the assignment or test, rewriting the assignment or test, and failure/grade penalty in the course. If a faculty member believes that it is appropriate for a student to be placed on probation, suspended, or expelled for the academic integrity violation, the faculty member must refer the matter to the Academic Council. Faculty must refer matters to the AIO for Academic Council review within 15 University working days of discovering the violation.

B. Sanctions Imposed by the Academic Council

If the Hearing Panel determines that the accused student has severely or consistently violated academic integrity, it may impose sanctions against the student. Whenever sanctions are imposed, the format in section VIII will be used. Possible sanctions include, but are not limited to probation, suspension, and expulsion as defined below.

1. Probation
   A process or period that may include restrictions or required activities such as community service, educational classes, and/or prohibition from participating in co-curricular activities.
2. Suspension
   Termination of student status at the University for a specified period of time.
3. Expulsion
   Termination of student status at the University permanently or for an indefinite period of time.

VI. APPEAL OF SANCTIONS

Any grade may be appealed through the grade appeals process as outlined in the University catalogue.

If the student wishes to dispute the sanction(s) imposed by the Academic Council, he or she may appeal the sanction decision in writing to the AIO within five University working days of the date he or she receives notice of the Hearing Panel decision. In such a situation, the AIO, in discussion with the Provost and Executive Vice President, may review the record of the hearing, and the student's academic and disciplinary records, and based upon this review, decide to:

1. Allow the sanction(s) to stand.
2. Modify the sanction(s) or impose a different sanction(s).
3. Suspend the sanction(s).

For issues regarding the same academic integrity incident, the AIO and Provost will consider a grade appeal and an appeal of the Academic Council's decision on additional sanctions at the same time. The decision of the AIO and Provost as to the appropriateness of the sanction(s) is final.

VII. ACADEMIC COUNCIL CONFIDENTIALITY

The proceedings of the Academic Council and Hearing Panel are confidential and are subject to the provisions of the Family Educational Rights and Privacy Act and its implementing regulations.

Management of Student Misconduct

The Physician Assistant program at Samford University has established the following framework that is designed to foster learning and create a peaceful and purposeful community, founded on the moral and ethical integrity of students, staff, and the faculty. The Samford PA program has committed itself to the Christian values on which Samford University was founded. Students will also comply with the guidelines for Ethical Conduct for the PA profession. The guidelines are found at: https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf

Depending on the type of infraction, program faculty will work through a disciplinary guideline process to ensure that there is a fair process based upon the severity of the infraction(s). When an infraction of professional conduct occurs, the Student Success Committee determines the severity and the subsequent sanction. The goal of this process is to provide instructional discipline/feedback of a student's performance and promote professional behavior, while also documenting the steps taken by the program faculty.

Possible sanctions may include but are not limited to:

- Oral warning (documented in student file)
- Written warning
- Behavior contract/conditions
    - Behavior contracts/conditions may be required anytime during a semester and may result in a probationary status. The PA Program Director, in consultation with the DCE, will determine the level of the concern and the consequence and/or remedy to return to good standing in the program.
- Delay in completion of the program
- Repeating didactic and/or clinical course(s)
- Suspension from didactic and/or clinical course(s)
- Dismissal from program

The general disciplinary progression is below:

Oral Warning

Typically, the first step of the disciplinary progression is an oral warning issued to the student. This warning may be issued by any member of the faculty including, but not limited to: the program director, academic or clinical coordinator, or course faculty, This warning is most commonly issued for attendance infractions, poor academic or clinical performance, or other types of minor actions occurring for the first time. The Samford PA program will keep a record of the warning in the student's file and become an official document of Samford University and the student record. Following the oral warning, the Student Success Committee will determine if additional sanctions are necessary.

Written Warning

A writing warning may be issues by any member of the faculty, but not limited to: the program director, academic or clinical coordinator, or course faculty. Based on the recommendation of the Student Success Committee, a written warning may be issued for any minor infraction occurring after the first oral warning or a written warning may be issued in place of an oral warning for a first-time major infraction. Written warnings will be sent to the student and the student must sign and return the as proof of reading and

acknowledgment. If a prior oral warning has been issued this will be referenced in the written warning. Signed copies of written warnings will become part of the student's official Samford student record. If there is a refusal to sign a written warning, then the unsigned copy will be placed into the student record.

Suspension

Any continuance of infractions or a serious offense may result in student suspension from the Samford PA program. Based on the recommendation of the Student Success Committee, a suspension may occur after the first issuance of a written warning for any offense or as the first step if the infraction is of a severe nature. Any student who is arrested on a felony charge, if not immediately dismissed, may be suspended pending the resolution of the case. Any suspension notice will be given directly to the student in writing by the program and will be added to the student's permanent record. An administrative suspension will be enforced when there is a potential for regular performance or safety would be compromised or when the Program staff and faculty need time to collect data necessary for determining the exact disciplinary action that should be enforced.

Dismissal

Any continued poor or substandard performance, misconduct, and/or other serious infractions or behavioral issues that arise after previous disciplinary steps have been taken may result in the dismissal of the student from the Samford PA program. Dismissal may occur immediately after review of a violation by the Student Success Committee. The Program Director and the Department Chair must approve any recommendation for student dismissal. Any dismissal will only occur after a careful review of the case by the Student Success Committee, the Program Director and Department Chair.

Appeals

If a student disagrees with the decision of the Student Success Committee or the Program Director, the student may appeal in writing to the Dean of the School of Health Professions within 72 hours of notification of the sanction.

Records

All records of any disciplinary action will be contained within the student's files within the program.

Didactic Evaluation and Grading Policy

Students are expected to arrive on time for class and be prepared for the coursework presented that day. Any material(s) assigned by program or clinical faculty as preparatory is the responsibility of the student. Specific assignments are established by each course faculty. Evaluation of didactic performance is by academic achievement in the classroom and/or assigned work from faculty that culminates in a course grade.

Students are expected to complete and turn in assignments within the prescribed time frame. Students are expected to discuss any delinquency in turning in assignments with the appropriate course faculty and decide for a subsequent deadline if an extension is granted**.**

In each course, the instructor will announce the grading criteria and publish it in the course syllabus. The following guideline relating to the "I" (incomplete) grade or deferred credit supplements the Samford guideline.

The following grade scale will be used by the Physician Assistant Studies Program

A:	90-100%	B+:	87-89.9%
B:	80-86.9%	C+:	77-79.9%
C:	70-76.9%	F:	<70%

Testing Schedule

Once the testing schedule is posted in the course syllabi, no changes will be made to testing dates. The faculty have arranged the testing schedule prior to each semester to minimize any test conflict or coursework issues. The only exception is extenuating circumstances and must be approved by the department Chair.

Incomplete of Deferred Credits

The awarding of an "I" (incomplete) grade by faculty is not done lightly. An "I" will be given only when an emergency or unexpected event prohibits the student from meeting course objectives in a timely manner. A student receiving a grade of "I" (incomplete) must arrange with the instructor to complete the course requirements as soon as possible, and in order to progress within the program the student must arrange to complete the requirements prior to the final day of registration for the next term. A grade of "I" not changed by the instructor by the beginning of the next regular term will automatically convert to an "F."

Grievance Policy

If a student has concerns or questions regarding an examination or assignment, he/she must request an appointment with the course coordinator in writing within seven (7) days of posting of the examination or assignment grade. Students should follow the complaint process as outlined in the current Samford University Student Handbook. https://www.samford.edu/files/Student-Handbook.pdf

Course Management System

Canvas is the Web-based learning management system used at Samford University to enhance class communication, organization, and presentation by providing customizable website templates for courses offered. It is designed to provide tools for building online resources for use with face-to face-instruction, hybrid classes, or to support classes offered completely online. The degree to which the system is used in each course varies. Students may access Canvas at http://canvas.samford.edu.

Technology, Social Media and Electronic Devices

Technology is an essential and integral aspect of a web-enhanced or online course. The student must have access to a computer and stable connection to the Internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line is preferred. The student will need access to Word, PowerPoint, and an Excel software program. As web-enhanced/online lectures contain an audio component, the student will additionally need the capability to access audio through speakers.

The Technology Service Help Desk is available by phone 205-726-2662 or email at support@samford.edu. The most recent information concerning computer requirements, training,

access, hardware, and software options is available at:
http://www.samford.edu/departments/technology-services/

Student use of cell phones, messaging devices and other technology and/or electronic devices (for example, but not limited to: recording devices, music players, PDAs, computers) is prohibited in classes unless specifically permitted by the instructor, and at public events (for example, but not limited to: concerts, convocations, theatre productions, lectures) unless specifically permitted by the event sponsor.

Social Media

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. Any use of social media with patient information, images, or identifying information is strictly prohibited and a HIPPA violation.

No postings regarding academic or clinical experiences may be placed on Facebook, Twitter, or Instagram by students. Additionally, please be aware of your own personal postings as your potential employers are now using social media sites as ways to screen applicants for jobs. Be careful what you allow others to see on your social media site.

Electronic Mail

Every Samford student is assigned an email account. Students are required to read their Samford email every day and to maintain an email mailbox that is not "full", to accept incoming emails. The PA program does not use personal email accounts to communicate with enrolled students.

Graduation/NCCPA Certification

After successful completion of both the didactic phase and clinical phase of the program students will be eligible for graduation, enabling them to sit for the PANCE examination, of Physician Assistant National Certification Examination.

Student and Patient Confidentiality

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students. These rights are:

1. Eligible students have the right to inspect and review all of the student's educational records maintained by the school. The student must contact the dean of academic services and registrar office to make an appointment to view their academic record.

2. Eligible students have the right to request that a school correct record believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.

3. Generally, Samford University must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties: school employees who have a need to know, other schools to which a student is transferring, parents when a student over 18 is still a dependent, certain government officials in order to carry out lawful functions, appropriate parties in connection with financial aid to a student, organizations doing certain studies for the school, accrediting organizations, individuals who have obtained court orders or subpoenas, persons who need to know in cases of health and safety emergencies, state and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.
   Schools may also disclose, without consent, "directory type" information, such as a student's name, address, e-mail address, and telephone number. Samford University has designated the following as directory information: student name, address, telephone number, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. An eligible student who does not wish for this information to be released without prior written consent must notify in writing the Office of the Dean of Academic Services and Registrar by the last day to Drop/Add without financial penalty in a semester or term. The link is provided here for further information https://www.samford.edu/departments/registrar/ferpa

Health Insurance Portability and Accountability Act (HIPAA)

Students have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing. Patient information must be accessed, maintained, and released in a confidential manner. Any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the Physician Assistant Studies program for student misconduct. Per HIPAA guidelines, a release of information form must be completed before any information is mailed, faxed or given to any party, including the patient or his/her caregiver. Students are not to discuss patient names, addresses and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences, and seminars either on or off-campus. Patients must sign consent forms before they can be video- taped, audio-taped, or observed by any other party.

- To remain in compliance with the federal Health Insurance Portability & Accountability Act (HIPAA) regulations and respect the confidentiality of patient information, Physician Assistant Studies students may not remove any patient protected health information (PHI) including patient health records and photos from the clinical site.
- Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA), and unauthorized release of information may result in dismissal from school and legal action taken against the student.
- Please note: HIPAA rules and regulations also apply to individuals, including students, faculty, and clinicians, who volunteer to serve as demonstration subjects.

- No photos/video of any patient or patient records. Please avoid having pictures taken of you during clinical experiences unless the photographer is authorized by the facility to take pictures. No information related to patients, or your clinical experiences may be posted on social media sites including pictures, status updates, or comments.

Course Evaluations

At the end of each course students are encouraged to complete an assessment of the professor and the course. This information is used to improve the course and learning experience for the student. This will be discussed by the course instructor. The academic coordinator and the Student Success Committee will follow the students' academic progression throughout the program, as well as the course evaluations from each student. Students will also evaluate the clinical service rotations as well as the preceptor at the completion of the rotation. The director of clinical education will review these evaluations in an effort to maintain and improve the clinical service experience for the student.

Exit and Graduate Surveys

Are to be completed prior to graduation and 6 months after graduation. This feedback from students in essential to the program as we continue to evaluate teaching methods and instruction for improvement.

Samford Student Services

Student Identification

All students within the clinical year will be required to wear their Samford University Physician Assistant Studies student badge as well their white coat with their names and student status listed on them. Patients will be notified of their student status and may refuse care.

A standard name badge using the official bell tower logo is available for all university employees and representatives. All employees are encouraged to wear name badges at all times, but especially at official university functions so guests can identify those connected with the university. Please go the following link for more information:
https://www.samford.edu/departments/marketing/name-badges

Academic Support

The Samford Academic success center will offer a variety of academic services for all students free of charge. This might include individual consultations discussing study strategies and time management skills. For more information go to:
https://www.samford.edu/departments/academic-success-center/

Books and Supplies

The Samford bookstore is owned and operated by the university and all proceeds from the bookstore operation go back to fund Samford University. Please check the website for store hours. The bookstore carries all accurate and required materials for courses that have been requested by faculty as well as supplies.

Library Services

Serving the entire campus community, the Samford University Library combines the Harwell Goodwin Davis Library and the Frank W. and Clara C. Hudnall Library. The University Library is home to the Marla Haas Corts Missionary Biography Collection, the Alabama Men's Hall of Fame, and the Hellenic Scholars' Library. There are more than half a million volumes available through the online catalog. In addition to the book and periodical collections, the library houses a government document collection, a special collection and a multimedia collection. A computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms, and a patron lounge area are available (http://library.samford.edu/about/maps.html) for patron use. Librarians provide research education to classes and one-to-one assistance at the Ask Us desk and online at: http://samford.libanswers.com/

Technology Support Services

The technology help center can assist you 24 hours a day, 7 days a week 205-726-2662 or support@samford.edu. www.samford.edu/departments/technology-services/

Public Safety and Emergency Management General Policy

As stated on their website, "the mission of the Samford University Department of Public Safety and Emergency Management is to protect the life and property of all people of the Samford University community. Our goal is to enhance the quality of life of the university by providing a safe and secure campus through professional service and proactive crime prevention. To create an environment where students, faculty and staff can conduct their daily business without the threat of physical or psychological harm. These responsibilities are to be met with the integrity and demeanor consistent with the Christian values of the university.

We hope to promote an atmosphere of safety, peace and tranquility enabling the university community to focus on providing and attaining an education of the highest quality."
To provide the best possible emergency services to Samford's community, the Department of Public Safety maintains a close working relationship with the Homewood Police Department and the Homewood Fire and Rescue Service. Public safety officers have the shortest response time to any location on campus and are the first responders to incidents on campus. If fire or emergency medical services are needed, public safety officers will respond to the scene and direct appropriate service units to the exact location of an incident on campus.

Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. The Department of Public Safety's radio communications dispatchers cover telephones and two-way radios on a 24-hour basis to give information, respond to emergencies and contact other agencies. Officers and dispatchers can immediately contact the city of Homewood's fire department, Emergency Medical Service and police department by the Department of Public Safety's radio system.

The Department of Public Safety monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions. For further information visit the website at: https://www.samford.edu/departments/public-safety/

Samford University maintains an Office of Public Safety and Emergency Management (PSEM) as a proprietary function of the university with jurisdiction to enforce the rules and regulations of the university-on-university property, as well as the laws of the U.S. government and the state of Alabama. The PSEM office is staffed 24 hours a day to provide immediate availability for emergency response, security and traffic patrols, monitoring people on campus and other services relevant to the campus community.

The PSEM office is located on the second floor of the University Center, Room 202. Members of the department maintain a close working relationship with local, state and federal law enforcement authorities and other emergency service agencies on matters related to campus safety and security. Any incidents involving suspected criminal activity or violations of university rules and regulations related to the safety and security of people or property should be reported to the Office of Public Safety and Emergency Management.

The department maintains records of incidents that have occurred on campus, and such statistical data is available in public safety's annual report. The ultimate responsibility for personal safety rests with each individual. Individuals should be aware of their surroundings and potential risks to personal safety; exercise caution and take reasonable actions to protect themselves; walk with friends in lighted areas at night; keep residence halls secure; lock room doors; do not prop open outer doors; know building evacuation procedures; know how to contact proper authorities; how to drive defensively; and report suspicious activities to the Office of Public Safety and Emergency Management.

A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. The escort is given by either foot or vehicular patrol. An escort may be requested by calling 205-726-2020 or stopping by the PSEM office located in University Center 202.

Access to the campus is always subject to control. During regular business hours, vehicles may access the campus through the main entrance or the southwest gate. Except for special events, the front gate is closed at 10 p.m., and controlled access is established at the southwest entrance from 10 p.m. until 6 a.m. People entering or departing the campus are subject to security checks for valid identification, campus destination or other relevant information. Academic and administrative buildings are open during regular business hours. After closing hours, buildings are patrolled regularly to maintain security of property in the buildings, to prevent unauthorized entry and to assure 44 proper operation of facility equipment. After-hours access to the buildings must be authorized by appropriate university officials. Routine patrols and periodic building inspections are performed to assure the security of facilities. When deficiencies are discovered, the appropriate department is notified as soon as possible.

All clinical sites must provide a safe environment of our students. All clinical sites are evaluated for any safety concerns during the initial site visit by the director of clinical education. At clinical site hospitals, each facility has their own security department. The clinical site security departments are responsible for providing a secure, safe work environment for employees and

our students. Sites are evaluated by the director of clinical education for ongoing safety. If the site cannot provide a safe environment for the student, the site will not be utilized. Students will be provided information during their university and program orientation regarding general safety. Students will be able to make comments on the security and safety of a clinical site at the conclusion of the rotation. If for any reason the student does not feel safe during the clinical service rotation at any point they will contact the director of clinical education.

Emergency Services/Closing of the University

Inclement Weather/RAVE

Inclement weather or other events beyond the control of the university that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal university operations, including cancellation of classes or events; the calendar schedule may be adjusted. Recorded announcements of weather related, or other closings of the university can be heard by calling the SAM-INFO message system at **205-726- 4636.** In addition, the Office of Communication notifies local radio and television stations of campus closings. In case of emergency, the RAVE alert system is activated.

RAVE is the primary method of communication used by Samford University during a campus emergency. If you have not registered for RAVE alerts, please use the link provided below and go to the My Contact Information box on your Portal homepage to update your RAVE Emergency Alert Information. https://connect.samford.edu/group/mycampus/student

Samford University utilizes Samford Alert for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the Samford Alert app on your mobile device, laptop, desktop, or tablet, please click on this link https://connect.samford.edu/group/mycampus/student and go to the In Case of Emergency box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency.

Active Shooter Training

This link is provided for students and faculty in the event of an active shooter.
https://www.samford.edu/emergency/guidance/active-shooter

During the clinical year, each facility or hospital will have policies and procedures for active shooter situations. Please review these and familiarize yourself with the processes while on clinical rotations.

Nondiscrimination Statement/Harassment/Sexual Misconduct

Samford University complies with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully discriminate on the basis of race, color,

national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries and concerns regarding this policy may be directed to the vice president for business affairs or general counsel, Office of Business and Financial Affairs, 200 Samford Hall, Birmingham, AL 35229, 205-726-2811. This notice is available in alternative formats upon request.

Samford University is a Christian institution of higher education that has a moral commitment to the worth and dignity of all individuals. Samford's policy of opposition to sexual harassment and sexual assault is not only a legal responsibility and practical utility but stems from the University's profound commitment to Christian and moral values as expressed in its mission and purpose. For more information go to: https://www.samford.edu/files/Student-Handbook.pdf (Pages 89-103).

Inquiries and concerns regarding this discrimination policy may be directed to the Assistant Vice President and General Counsel, Office of Business Affairs, 200 Samford Hall, Birmingham, AL 35229, (205) 726-4172. This notice is available in alternative formats upon request.

Student Health and Immunizations

In partnership with Med Help, Samford University health services provide outpatient health-care services to students attending the university. Staffed by a full-time medical provider, the clinic provides primary medical services, including acute care for illness and injuries, health maintenance and management of stable, chronic conditions. Located on the east side of F. Page Seibert Hall, the clinic is equipped with radiology and an on-site CLIA waived lab. Hours of operation are Monday through Thursday from 8 a.m.–4:30 p.m. and Friday from 8 a.m.–3 p.m. The number for University Health Services is 205-726-2835. Students may also utilize MedHelp five (5) locations in Birmingham after hours and on weekends.
https://medhelpclinics.com/locations

Student Immunization policy: The Samford Physician Assistant program follows the vaccination recommendations from Centers for Disease Control (CDC) guidelines for healthcare professionals as well as Alabama specific guidelines. The program also follows the Samford University vaccination policy which requires the following vaccinations: MMR, Varicella, Tdap, Influenza, and Hepatitis B. Please see the following link for additional information in the Student Resource drawer.
https://www.samford.edu/healthprofessions/master-of-science-in-physician-assistant-studies#resources.

The program's principal faculty, program director or medical director will not provide any medical care for a Samford University physician assistant studies student.

CARE Team

Samford's mission begins with a commitment to "nurture persons", which includes paying attention to the academic, mental, emotional, and spiritual concerns of students and responding to those concerns with compassion and support. One of the distinctive characteristics of our campus culture is the thoughtful and thorough efforts made to identify students that need help, to connect them with the right resources and to invest in their long-term healing and success.

The CARE Team (Communicate, Assess, Resource, and Educate) is a group of faculty and staff members from across campus that exists to help students of concern remain successful in and out of the classroom. The CARE Team connects students that are experiencing unusual stress or challenges with a variety of resources to help address their concerns. These resources include, but are not limited to: University Counseling Services, Academic Success Center, Disability Resources, Public Safety, Residence Life, Title IX Officer, Student Involvement and Office of Spiritual Life. For more information go to https://www.samford.edu/departments/student-support/care

Counseling Services

Students will have access to counseling services. Counseling Services & Wellness Programs (C&WP) is in Dwight Beeson Hall (DBH) room 203. Counseling Services & Wellness Programs is open for appointments Monday through Friday 8 a.m. to 4:30 p.m., with some flexibility. For more information go to: https://www.samford.edu/departments/counseling/

Disability Support Services

Disability Resources serves as the central campus resource for students with disabilities. Working in partnership with faculty, staff and administration, the goal of Disability Resources is to promote an accessible and inclusive environment for all students. Disability Resources works individually with each student to determine appropriate accommodations to ensure access to programs, activities and services.

For more information go to: https://www.samford.edu/departments/disability-resources/

Dining Services

Samford University has various dining options including:
The Samford Cafeteria is located on the 2nd floor of the Ralph W. Beeson Student Center.
Einstein Bros. Bagels located on the 1st floor of the University Library.
The Food Court (Moe's Southwest Grill, Bulldog Bistro, Chick-fil-a, City Bowls, Simply to Go, Boar's Head Deli, OHenry's Coffee) located on the 1st floor of the University Center.
Freshëns Fresh Food Studio is located in the atrium of the College of Health Sciences.

For more information go to: https://www.samford.edu/departments/dining/

Transportation Services

Transportation Services coordinates parking enforcement, permitting and shuttle services for Samford University. For more information go to:
https://www.samford.edu/departments/transportation/

Parking

Vehicles must display a Samford University parking decal if parked on campus. Decals may be obtained for a nominal fee from the transportation services located in the University Center across from the HUB. You may also obtain a decal online through Samford's Transportation Services website at https://www.samford.edu/departments/transportation/

Student Information

Registration

The CHS Office of Student Services and Enrollment Management will register the student each semester and will send an email to their Samford email account indicating when the process is completed.

Financial Services

Information regarding financial aid and financial services can be found at the following link: https://www.samford.edu/departments/financial-services

Employment During the Program

The physician assistant studies program is a rigorous and challenging curriculum. The didactic and clinical year will require long hours in the classroom and in the clinic. Working part-time or full-time is discouraged in the didactic year and prohibited during the clinical year.

Students are not required to work for the program. Students may not, by position or responsibility, be employed or function as instructional faculty or substitute for clinical or administrative staff during clinical rotations.

Medical Insurance for Students

Students are required to carry health insurance while enrolled at Samford. Students in the College of Health Sciences are required to provide proof of current personal health insurance coverage. There is a charge for this coverage. To have the charge removed from his/her Samford account, a student must provide proof of insurance by completing the insurance waiver at http://www.firststudent.com/schools/. Without the waiver, the charge will remain on the student account and the student will be covered with health insurance from August to July of next year.

Universal Precautions

Students are responsible for following OSHA Guidelines for universal precautions at clinical rotation sites, including the use of protective gloves, eyewear, and clothing, the proper use and disposal of sharps, regular handwashing/hand sanitation, and other precautionary measures. These guidelines will be presented in the PA Professional Issues didactic modules and pre-clinical training activities prior to starting clinical rotations.

Any documented allergies to latex products should be reported to the preceptor and the director of clinical education. Each student is responsible for supplying any latex-free products they may need, if they are not otherwise available at a given clinical site.

Exposure to Blood Borne Pathogens Guidelines and Student Financial Responsibility for exposure to infectious or environmental hazards and other injuries/accidents.

Samford University Physician Assistant Studies (PA) is a program housed within the College of Health Sciences. Samford Physician Assistant studies program adopted the BBP guidelines.

Samford Physician Assistant study students are financially responsible for all related medical costs of exposure to infectious or environmental hazards and other injuries/accidents related to any clinical activity. This is to include laboratory testing, and preventive treatment of any diseases acquired by exposure to infectious or environmental hazard during a clinical activity.

Purpose: To outline the expected behavior to be followed by all Physician Assistant Studies (PA) students who have received an accidental exposure incident while in an educational setting to decrease risk of infection with hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

An **exposure incident** is a specific eye, mouth, other mucous membrane, non-intact skin (dermatitis, abrasions, chafing, hangnail, etc.), or parental contact with blood or other potentially infectious materials (OPIM) that results from the performance of a PA student's duties.

Annual training on safety precautions and post-exposure expected behaviors will be conducted. Training will be provided during the first semester of the program. All students (new and returning) are required to participate in this training. PA students are required to receive or show proof of hepatitis B immunization (e.g. titers). PA students are also required to show proof of personal health insurance upon admission to the PA program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident.

Safety expected behaviors and universal precautions recommended by the Centers for Disease Control (CDC) will be employed by Samford PA Studies program to minimize exposure incidents, including (but are not limited to):

1. Wash hands frequently.
2. Wear gloves if there is a possibility of contact with another person's body fluids.
3. After the removal of gloves or after exposure to blood or other potentially infectious materials, wash hands with antibacterial soap.
4. Wear gloves once and discard; do not attempt to wash and reuse.
5. Clothing or supplies contaminated with body fluids should be placed in doubled plastic bags, tied, and discarded.
6. Used needles and sharp/instruments must be discarded in a Biohazard Infectious Waste Sharps Container.
7. Equipment and devices that touch intact mucous membranes but do not penetrate a patient's body surface should be sterilized when possible or undergo high-level disinfection if they cannot be sterilized before being used for each patient.
8. Instruments and other reusable equipment used in performing invasive procedures must be appropriately disinfected and sterilized.
9. Training on proper expected behaviors for finger testing and required equipment is mandatory.
10. Recapping needles or lancets must not be attempted.
11. If a safety lancet is not available, the PA student should ask the source individual to conduct the test on themselves, if possible.
12. Sharps or lancets must not be passed to others or accepted from others.

Clinical Year Information

Clinical Year Overview

The clinical phase of the Physician Assistant Studies Program consists of eleven four-week Supervised Clinical Practice Experiences (SCPEs). Students complete seven required rotations and four elective rotations. Each clinical service course is designed to provide structured, supervised clinical experiences that allow students to apply foundational medical knowledge, clinical reasoning, interpersonal and communication skills, technical skills, and professional behaviors in patient care settings.

The seven ARC-PA required clinical rotations are as follows:

i. Pediatric Medicine
ii. Women's Health
iii. Emergency Medicine
iv. Internal Medicine
v. Family Medicine
vi. Behavioral and Mental Health
vii. Surgery

Students also complete four elective rotations based on areas of interest and opportunities to further develop clinical knowledge and skills.

Throughout the clinical year, students will participate in experiences involving inpatient care, outpatient care, emergency department care, and operating room care. Clinical experiences across the year will include preventive, acute, and chronic patient care.

Spring	PAST 601, 602, 603, 604
Summer	PAST 605, 606, 607, 608
Fall	PAST 609, 610, 611

Clinical Year Prerequisites

Prior to entering the clinical phase of the program, students must successfully complete all required didactic coursework and meet all academic, registration, health, immunization, credentialing, certification, insurance, and other program requirements necessary for participation in clinical education. Successful completion of the didactic year is required prior to enrollment in Clinical Services I–XI.

Students are responsible for maintaining all required credentials and documentation throughout the clinical year. Failure to maintain clinical eligibility may result in removal from a clinical site and delay progression or graduation.

Clinical Year Course Objectives and Learning Outcomes

The Clinical Services I–XI courses are designed to ensure that students are able to apply core medical knowledge across a variety of clinical settings, perform focused and comprehensive histories and physical examinations, utilize diagnostic studies appropriately, develop differential

diagnoses and evidence-based treatment plans, communicate effectively, demonstrate professionalism, and develop clinical and technical skills appropriate for PA practice.

Upon the completion of the clinical year, students are expected to demonstrate competence in the following areas:

Medical Knowledge and Clinical Reasoning
Students will:

- Apply medical knowledge to the evaluation and management of preventive, acute, emergent, and chronic conditions.
- Utilize clinical reasoning and problem-solving abilities when evaluating patients in supervised clinical settings.
- Develop appropriate differential diagnoses based on history, physical examination findings, and diagnostic data.
- Select and interpret appropriate diagnostic studies.
- Formulate evidence-based treatment and management plans.
- Apply knowledge of disease processes, physiology, pathology, clinical therapeutics, and clinical interventions.
- Incorporate disease prevention and health promotion into patient care.

Patient Care Across the Lifespan
Students will:

- Evaluate and care for infants, children, adolescents, adults, and elderly patients.
- Obtain focused and comprehensive patient histories.
- Perform appropriate physical examinations.
- Integrate clinical findings to evaluate, diagnose, and manage patients.
- Provide preventive care and participate in the management of acute, emergent, and chronic conditions.

Women's Health
Students will:

- Evaluate patients with gynecologic and prenatal conditions.
- Apply medical knowledge and clinical reasoning to women's health conditions.
- Participate in gynecologic, obstetric, and prenatal patient care.
- Perform appropriate history and physical examination skills relevant to women's health.

Behavioral and Mental Health
Students will:

- Evaluate patients with behavioral and mental health conditions.
- Apply medical knowledge and clinical reasoning to behavioral and mental health presentations.
- Perform appropriate mental status examinations and participate in treatment planning.
- Demonstrate appropriate interpersonal and communication skills when caring for patients with behavioral and mental health conditions.

Surgical Care

Students will:

- Participate in pre-operative, intra-operative, and post-operative patient care.
- Demonstrate medical knowledge appropriate to common surgical conditions.
- Develop competency in clinical and technical skills required for the surgical setting.
- Apply history and physical examination skills to the evaluation of surgical patients.

Interpersonal, Communication, and Professional Skills

Students will:

- Communicate effectively with patients, families, preceptors, and members of the healthcare team.
- Accurately document patient care using accepted medical and electronic formats.
- Demonstrate professionalism, ethical behavior, accountability, responsibility, respect, and sensitivity to diverse patient populations.
- Work effectively within interprofessional healthcare teams.
- Recognize limitations in knowledge and clinical skills and appropriately seek guidance.
- Incorporate feedback into continued professional and clinical development.

Clinical year learning outcomes address Medical Knowledge, Interpersonal/Clinical/Technical Skills, Professional Behaviors, Clinical Reasoning, and Problem-Solving Abilities.

Student Tasks During the Clinical Year

Students will participate in a variety of patient care and educational activities throughout the clinical year. Student responsibilities may include, but are not limited to:

1. Obtaining patient histories and performing physical examinations
2. Assisting in the operating room
3. Providing care across the age spectrum:
    - Newborn
    - Infant
    - Child
    - Adolescent
    - Adult
    - Geriatric
4. Providing preventive care
5. Managing acute, emergent, chronic, and preventative medical conditions
6. Participating in pre-operative, intra-operative, and post-operative care
7. Collaborating with the interprofessional healthcare team
8. Evaluating mental health, including performing mental status exams
9. Delivering gynecologic, obstetric, and prenatal care

Technical and Procedural Skills

Students will have opportunities throughout the clinical year to develop and demonstrate technical and procedural skills appropriate for entry-level PA practice. Technical skills may be assessed in simulation, during SCPEs, or through other Program-approved competency assessments.

Technical and procedural experiences include:

1. Suturing superficial lacerations
2. Maintaining sterile technique
3. Administering local anesthetics
4. Incising and draining superficial skin infections
5. Conducting pelvic exams
6. Conducting Pap smears

Students may participate in additional procedures when appropriate to the clinical setting and at the discretion of the supervising preceptor. All procedures must be performed under appropriate supervision.

Clinical Rotation Assignments

The Physician Assistant Studies Program is responsible for securing, maintaining, and evaluating all SCPE sites and preceptors. Students are not required to provide or solicit clinical sites or preceptors.

Clinical assignments are made by the Program and the Director of Clinical Education based on educational objectives, site availability, student learning needs, and accreditation requirements. Students must not independently contact clinical sites for the purpose of changing an assigned rotation unless directed or approved by the Program.

Although changes to the clinical schedule are uncommon, the Program reserves the right to modify assigned rotations based on preceptor availability, site capacity, academic needs, student needs, or accreditation requirements. Students experiencing circumstances that may affect an assigned rotation must notify the Director of Clinical Education immediately. Under no circumstances should students attempt to make changes to their clinical schedule independently.

Travel and Financial Responsibilities for Clinical Rotations

Students should anticipate travel as an expected component of the clinical year. Clinical placements are based on educational objectives, site availability, and accreditation requirements. The Program does not guarantee placement within a specific geographic radius of Samford University or a student's residence.

Students are responsible for transportation, lodging, fuel, parking fees, meals, and other travel-related expenses associated with clinical rotations unless otherwise specified by the Program. Students should anticipate the possibility of long-distance commuting, early morning or late-evening travel, weekend or overnight shifts, and temporary relocation for one or more SCPEs.

Students are required to maintain reliable transportation and arrive punctually for all assigned clinical activities. If a rotation is located at a distance that makes daily commuting impractical, housing arrangements are the responsibility of the student unless housing is specifically provided by the clinical site. The Program does not reimburse students for housing or travel expenses.

Student Responsibilities in the Clinical Year

Students must always identify themselves as Physician Assistant students and wear Samford University PA Program identification while participating in clinical activities.

Students may not:

- Substitute for clinical or administrative staff.
- Function as licensed healthcare providers.
- Perform unsupervised clinical duties.
- Independently diagnose, treat, prescribe, or discharge patients.
- Perform procedures outside their level of training or without appropriate supervision.

Students are expected to comply with all policies of Samford University, the Physician Assistant Studies Program, and the assigned clinical site. Students may perform only those duties and procedures that are appropriate for their level of training and authorized by the Program, clinical site, and supervising preceptor.

Students must immediately notify the Director of Clinical Education of concerns regarding supervision, patient safety, clinical site conditions, preceptor availability, or the ability to meet clinical learning objectives.

Universal Precautions and Exposure to Bloodborne Pathogens

Students must comply with universal precautions and all infection prevention and control requirements of the Physician Assistant Studies Program and assigned clinical site.

Students are expected to utilize appropriate personal protective equipment, practice appropriate hand hygiene, safely handle and dispose of needles and other sharps, and follow established infection prevention and control procedures during all patient care activities.

Any exposure to blood, body fluids, or other potentially infectious materials must be reported immediately to the clinical preceptor and Director of Clinical Education. Students must follow the procedures outlined in the Exposure to Bloodborne Pathogens Guidelines contained elsewhere in this handbook.

Students are financially responsible for medical costs associated with exposure to infectious or environmental hazards or other injuries occurring during clinical activities as outlined in the applicable Program policy.

Patient Privacy/Health Insurance Portability and Accountability Act (HIPAA)

Students are required to protect the privacy and confidentiality of all patient information encountered during clinical experiences. Patient information may be accessed only for appropriate and authorized purposes related to patient care and clinical education.

Students may not remove protected health information (PHI), patient records, photographs, or other identifiable patient information from a clinical site. Patient information must not be discussed with individuals who are not directly involved in the patient's care and must not be discussed in public areas or other settings where confidentiality cannot be maintained.

Students may not photograph, video record, or audio record patients or patient records without appropriate authorization. Information related to patients or clinical experiences, including photographs, comments, or identifying information, may not be posted on social media.

Violation of patient confidentiality or unauthorized access, use, or disclosure of protected health information may result in disciplinary action up to and including dismissal from the Physician Assistant Studies Program.

Students are responsible for reviewing and complying with the complete Health Insurance Portability and Accountability Act (HIPAA) and Patient Confidentiality Policy contained elsewhere in this handbook, as well as all privacy and confidentiality requirements of the assigned clinical site.

Electronic Devices in the Clinical Year

Students should limit the use of personal electronic devices during clinical rotations to activities that are appropriate for the clinical or educational environment.

Personal phone calls, text messaging, email, social media, and other non-clinical use of electronic devices should not occur during patient care activities. Students may use electronic devices during designated breaks or with permission of the preceptor.

Electronic devices may be used for approved clinical or educational purposes when permitted by the preceptor and clinical site. Students must comply with all clinical site policies regarding electronic devices, photography, recording, patient privacy, and access to electronic health information.

Use of an electronic device must never interfere with patient care, professional responsibilities, confidentiality, or the student's engagement in the clinical experience.

Student Identification and Clinical Attire

Students must always identify themselves as PA students while participating in clinical activities.

Students must wear Samford University PA Program identification during assigned clinical experiences. Business casual attire is required unless the clinical site or preceptor specifies scrubs or other appropriate clinical attire.

Students are expected to comply with the Program Dress Code and any additional dress and appearance requirements established by the clinical site.

Employment During the Clinical Year

Due to the demanding and variable nature of the clinical year, outside employment is prohibited during the clinical phase of the program. Students may not receive monetary compensation for services performed as part of an assigned SCPE and may not be used as substitutes for clinical or administrative staff.

Professional Behavior During the Clinical Year

Students are guests of each clinical site and are expected to create a positive impression of themselves, Samford University, the Physician Assistant Studies Program, and the PA profession.

Professional behavior is required during all clinical and Program-related activities. Professional expectations include:

- Preparation.
- Responsibility and accountability.
- Effective communication.
- Teamwork and collaboration.
- Respectful and empathetic behavior.
- Punctuality.
- Appropriate attendance.
- Professional appearance and attire.
- Honesty and integrity.
- Dependability.
- Appropriate patient rapport.
- Respect for professional boundaries.
- Recognition of personal and professional limitations.
- Appropriate incorporation of feedback.

Professionalism applies to interactions with patients, families, preceptors, clinical staff, faculty, staff, peers, and other members of the healthcare and educational community.

Tardiness, absenteeism, lack of preparation, dishonesty, disrespectful behavior, inappropriate communication, inappropriate attire, failure to fulfill assigned responsibilities, or other unprofessional conduct may affect the student's course grade and may result in remediation or additional disciplinary action.

Attendance in the Clinical Year

Students are expected to attend all scheduled clinical activities unless otherwise directed by the preceptor or Program. Clinical assignments may include daytime, evening, overnight, weekend, and holiday hours.

All absences must be approved by or reported to the Director of Clinical Education. Students must notify both the preceptor and the Director of Clinical Education as soon as they determine that an absence will occur. Absences are taken in full-day increments.

Students may use a maximum of five personal days during the clinical year. No more than two personal days may be used during required rotations, and no more than three personal days may be used during elective rotations.

Sick days will be considered excused only when valid medical documentation is provided to the Director of Clinical Education. An undocumented sick day will be counted as a personal day.

Properly documented sick days do not count against the five personal days. Excessive absences, even when medically documented, may require the student to make up missed clinical time or repeat a rotation.

Medical absences lasting more than two consecutive days may be subject to the Program's Personal Leave policy.

Unapproved Absences

Failure to notify the preceptor and Director of Clinical Education of an absence, failure to provide required documentation, or excessive absenteeism may be considered unprofessional behavior.

An unapproved or undocumented absence may result in:

1. Counseling by the Director of Clinical Education.
2. Forfeiture of two personal days for each unapproved or undocumented day missed.
3. A letter of reprimand placed in the student's record.
4. Required make-up of missed clinical time.
5. Additional academic or disciplinary action as determined by the Program.

A second unapproved absence constitutes unprofessional behavior and will result in a grade of C in the clinical course and repetition of the rotation. Additional or serious attendance violations may result in further disciplinary action, including dismissal from the Program.

Personal Leave

Medical or personal absences extending beyond available personal days may be considered Personal Leave. Students must notify the Director of Clinical Education as soon as possible when an extended absence is anticipated or occurs.

Missed clinical time may be required to be made up. If required make-up time cannot be completed before the conclusion of the rotation, the student may receive an Incomplete until all clinical requirements have been successfully completed.

Preceptor Illness or Absence

If a preceptor is unavailable during an assigned clinical rotation, the student must notify the Director of Clinical Education. The Director of Clinical Education will determine whether the student should remain at the site, work with another approved preceptor, or be temporarily reassigned.

Students must not independently arrange alternative supervision or clinical experiences.

Clinical Year Assessments, Grading, and Evaluations

Student performance is evaluated throughout each SCPE using multiple methods designed to assess medical knowledge, clinical reasoning, patient care, communication, technical skills, documentation, professionalism, and achievement of Program competencies.

The following grading scale is used for Clinical Services courses:

A:	90-100 %	B+:	87-89.9%
B:	80-86.9 %	C+:	77-79.9%
C:	70-76.9 %	F:	<70%

In addition to achieving the required numerical course grade, students must successfully complete all designated Pass/Fail competency assessments.

Failure to meet established competency thresholds may result in remediation, assignment of a course grade of C, repetition of the rotation, delayed progression, or dismissal as outlined in Program policies.

Required Rotation Grading

Assignment	Grading	Percentage	Due
H&P	100 points	20%	2nd Sunday at midnight
ROSH Mock EOR	Complete/Incomplete	10%	3rd Sunday
ROSH Board Review Questions	Complete/Incomplete	20%	Last Friday
Student Evaluation of the Preceptor/Clinical Site	Complete/Incomplete	10%	Last Friday
SCPE Course Evaluation	Complete/Incomplete	10%	Last Friday
Exxat Timesheet	Complete/Incomplete	5%	Last Friday
EXXAT Patient Encounter Tracking	Complete/Incomplete	15%	Rotation weeks 1-2 are due 2nd Sunday at midnight and weeks 3-4 are due Last Friday
Professionalism	Complete/Incomplete	10%	Last Friday
OSCE	Pass/Fail	-	Last Friday
End of Rotation examination	Pass/Fail	-	Last Friday
Preceptor Evaluation of Student Clinical Performance	Pass/Fail	-	Last Friday
Total		100%	

Elective Rotation Grading

Assignment	Grade	Percentage	Due
Preceptor Evaluation of Student Clinical Performance	Pass/Fail	-	Last Friday
Student Evaluation of the Preceptor/Clinical Site	Complete/Incomplete	15%	Last Friday
SCPE Course Evaluation	Complete/Incomplete	10%	Last Friday
Exxat Timesheet	Complete/Incomplete	5%	Last Friday

EXXAT patient encounter tracking	Complete/Incomplete	20%	Rotation weeks 1-2 are due 2nd Sunday at midnight and weeks 3-4 are due Last Friday
ROSH Mock PANCE	Complete/Incomplete	20%	Last Friday (on Campus)
ROSH Board Review Questions	Complete/Incomplete	20%	Last Friday
Professionalism	Complete/Incomplete	10%	Last Friday
Total		100%	

Written History and Physical Documentation

During each required SCPE, students will complete and submit a comprehensive written History and Physical examination or an equivalent rotation-specific clinical note as directed by the Program.

The assignment is due by 11:59 PM on the second Sunday of the rotation and accounts for 20% of the required rotation grade. Students must follow the applicable rotation-specific grading rubric and documentation requirements.

Deficiencies identified in clinical documentation may require remediation as determined by the Program.

End of Rotation Examinations

Students complete a PAEA End of Rotation (EOR) examination at the conclusion of each required SCPE. The EOR examination is administered on campus and evaluates medical knowledge and clinical decision-making using national performance data.

EOR performance is evaluated using a z-score model.

A student whose EOR performance falls between a z-score of –1.0 and –1.5 will meet with a faculty advisor to review examination feedback and study strategies. Additional content review or practice questions may be assigned.
A student whose EOR z-score is below –1.5 will meet with the Director of Clinical Education and complete an individualized remediation plan. The student will be required to repeat an EOR examination following completion of remediation.

An EOR z-score below –1.5 will result in a course grade of C. If the student successfully passes the remediation examination, the student may continue in the clinical year; however, the course grade of C will remain.

If the student does not successfully demonstrate competency on the remediation examination, the student must repeat the clinical rotation. Rotation repetition may delay progression and graduation.

Objective Structured Clinical Examination

An Objective Structured Clinical Examination (OSCE) is administered during each required rotation. The OSCE assesses clinical skills including history taking, physical examination, communication, clinical reasoning, and patient management. Students have 15 minutes to complete the encounter.

A score below 80% is considered unsatisfactory.

First Unsatisfactory OSCE
The student will:

1. Meet with the observing faculty member to review performance.
2. Complete an individualized remediation plan.
3. Complete a repeat OSCE using a different clinical case.

Second Unsatisfactory OSCE
A second unsatisfactory OSCE performance will result in a course grade of C. Additional remediation will be required as determined by the Program. Successful remediation permits continued progression; however, the C grade will remain.

If the student does not successfully demonstrate competency following remediation, the student will be considered unsuccessful in the rotation and will be required to repeat the rotation.

Technical Skills Competency Evaluation

Technical skills are assessed throughout the clinical year in simulation and/or during SCPEs.

Technical Skill Competency Evaluations are graded Pass/Fail. An “Unsatisfactory” performance requires remediation and reassessment.

Students must demonstrate safe and competent performance of required technical skills prior to successful completion of the clinical curriculum.

Student Clinical Performance Evaluation

During each SCPE, the clinical preceptor evaluates the student's achievement of clinical competencies. The evaluation addresses areas including clinical knowledge, clinical reasoning and decision-making, patient care skills, history and physical examination skills, procedural competence, professionalism, communication, teamwork, documentation, and application of evidence-based practice.
An unsatisfactory Student Clinical Performance Evaluation is defined as:

- Any rating of “Does Not Meet Expectations” in Professionalism, or

- A total score below 70% in the Student Performance section.

First Instance of Unsatisfactory Clinical Performance

The student will:

1. Receive a course grade of C.
2. Meet with the Director of Clinical Education to review the evaluation.
3. Complete an individualized remediation plan.
4. Successfully complete remediation before continuing progression in the Program.

Second Instance of Unsatisfactory Clinical Performance

The student will:

1. Receive a course grade of C for the clinical course.
2. Complete additional remediation as determined by the Program.

Successful remediation will permit the student to continue progression; however, the C grade will remain.

Unsuccessful Remediation

If the student does not demonstrate competency following remediation, the student will be considered unsuccessful in the rotation and must repeat the rotation. A student may repeat only one clinical rotation during the clinical year. An additional unsuccessful clinical rotation will result in dismissal from the Program.

Clinical Year C-Grade Limitation

Students may earn no more than two grades of C during the clinical year. A third C grade will result in dismissal from the Physician Assistant Studies Program.
A student may repeat only one clinical rotation during the clinical year. Failure of an additional clinical rotation or failure of a repeated clinical rotation will result in dismissal from the Program.

Mid-Rotation Evaluation and Feedback

During each SCPE, students are required to complete a mid-rotation self-evaluation and meet with their preceptor to review their performance by the third week of the rotation.

The mid-rotation evaluation is designed to identify strengths and areas requiring improvement in clinical knowledge, clinical decision-making, patient care, professionalism, communication, and teamwork. Students and preceptors should establish appropriate goals for the remainder of the rotation.

Following the discussion with the preceptor, the student must submit documentation of the mid-rotation evaluation as directed by the Program.

Exxat Patient Encounter Tracking

Students are required to document active participation in patient encounters using the Program's designated clinical tracking system, Exxat.

Students should log only encounters in which they participated in a partial or full role in patient care. Encounters consisting solely of observation or shadowing should not be entered as patient encounters.

The Program establishes suggested clinical exposure goals across patient age groups, clinical settings, acuity levels, surgical settings, and required disciplines. These ranges are educational exposure goals and are not minimum numerical requirements for successful course completion or competency determination. The Program is responsible for ensuring that students achieve required learning outcomes through clinical experiences and, when necessary, supplemental educational experiences such as simulation, OSCEs, case-based learning, or other instructional methods.

Exxat Timesheets

Students are required to document clinical hours in Exxat throughout each SCPE. Clinical hours should include direct patient care, charting, rounds, and preceptor-directed educational activities. Personal study time, lunch breaks, and commuting time are not considered clinical hours.

Students are responsible for maintaining accurate and timely clinical hour documentation. Failure to maintain required documentation may affect the student's course grade, result in an incomplete grade, or result in referral for additional academic or professional review.

Professionalism

Professional behavior is required throughout the clinical year and is evaluated during each SCPE. Students are expected to demonstrate preparation, responsibility, accountability, teamwork, effective communication, respectful and empathetic behavior, punctuality, appropriate attendance, and professional appearance.

Professionalism applies to interactions with patients, families, preceptors, clinical staff, faculty, staff, peers, and all other members of the healthcare and educational community.

Concerns involving tardiness, absenteeism, lack of preparation, dishonesty, disrespectful behavior, inappropriate communication, failure to meet assigned responsibilities, or inappropriate attire may result in loss of professionalism credit and/or additional academic or disciplinary action.

Student Evaluation of the Preceptor and Clinical Site

At the conclusion of each SCPE, students are required to complete an evaluation of the clinical preceptor and clinical site. Student feedback is confidential and is used by the Program to evaluate the quality of clinical placements, support preceptor development, and promote continuous improvement of clinical education.

Students are also required to complete an SCPE course evaluation at the conclusion of each rotation. Course evaluation feedback is used to assess the clinical curriculum, faculty oversight, and overall quality of the clinical education program.

Academic Dishonesty

Dishonesty within the academic community is a very serious matter because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty in any form will not be tolerated by the program or Samford University. Please refer to Samford University Academic Integrity Policy. Please see the link below.
https://www.samford.edu/files/Student-Handbook.pdf

Appendix 1
Blood Borne Pathogen Exposure

Post Exposure Actions/Bodily Fluids
If a PA student experiences an exposure to blood or other body fluids the following steps should be performed:

Immediately cleanse the wound or mucous membrane with soap and water. If contact is to the nose and/or mouth, flush with clean water for several minutes. If contact is to the eye(s), irrigate with clean water, saline, or sterile irrigates for several minutes.

Exposure incidents must be reported immediately. The student should immediately contact their clinical preceptor and the director of clinical education to receive direction with respect to post-exposure medical evaluation. All information will be kept confidential and secure.

The student may seek medical care and attention from Samford University Health Services. If Samford University Health Services is closed the student may seek medical care from the student's personal physician of choice, the nearest urgent care center or emergency department.

Some experiential sites may have the PA student receive care through the facility's employee health center. Other experiential sites may require follow-up with the nearest urgent care center/emergency department. The preceptor and the director of clinical education should provide guidance regarding the appropriate post-exposure protocol.

An incident report for PA students (Student Body Fluid/Needle Stick Incident/Exposure Report Form) should be completed. Documentation should include the name, contact information of the PA Student exposed, and the source individual from which the contaminated exposure originated. The time, date and location of the exposure and a description of the incident should also be included in this documentation.

Laboratory testing of the source individual once consent is obtained should be ordered by a physician and should be based on current guidelines and available source individual medical history. Laboratory testing should be conducted immediately post-exposure and may require additional testing in the future. Testing should be conducted for HIV, Hepatitis B and Hepatitis C based on current CDC guidelines and available source individual data. Results of laboratory testing should be reported directly to the student by the physician.

Confidentiality of the source individual information and laboratory results will be maintained at all times. If the source individual refuses testing, the PA student should proceed with an appropriate medical evaluation, follow-up testing, and prophylactic measures and medication based upon current guidelines and source individual history, if available.

Acknowledgement of financial responsibility for any exposure to infectious or environment hazard and other injuries/accident related to any clinical activity.

Samford Physician Assistant study students are financially responsible for all related medical costs of exposure to infectious or environmental hazards and other injuries/accidents related to any clinical activity. This is to include laboratory testing, and preventive treatment of any diseases acquired by exposure to infectious or environmental hazard during a clinical activity.

Clinical sites are under no obligation to provide medical evaluation or treatment if needed. Some clinical sites will treat the PA student as they do employees, but sites are under no obligation to do so. PA students should actively seek knowledge and understanding of the appropriate expected behaviors to follow.

This guideline will be reviewed annually and updated as necessary to ensure current standards. Approved by:

_____	_____	_____
Physician Assistant Studies Student (Print)	Signature	Date

Appendix 2
Samford University Physician Assistant Studies Program Required Technical Standards

The Master of Science in Physician Assistant Studies is an intense and rigorous program that requires knowledge in all fields of medicine and the basic skills needed within these fields to practice effectively. The objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a diverse patient population. Students must exhibit both the mental and cognitive capabilities to complete the program including all of its didactic and clinical components. Students are expected to graduate in good standing and successfully complete the board examination obtaining licensure. Samford University will provide the necessary accommodations to prepare our students for both the didactic and technical aspects, preparing them for their future careers as Physician Assistants. Please refer and review the technical standards of the program listed within this document.

Alternative statement for students requesting accommodations:
I certify that I have read and understand the technical standards of selection listed above, and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Advisor for Students with Disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

The above technical standards for admission are approved by the following Samford University, School of Health Professions representatives:

_____	_____	_____
Physician Assistant Studies Student (Print)	Signature	Date

_____
Paul Harrelson, MPAS, PA-C
Program Director, Physician Assistant Studies

Appendix 3
Student Acknowledgement of Receipt of Student Handbook

DISCLAIMER
Every effort has been made to include updated and pertinent information however, changes may occur, and it is the student's responsibility to contact their faculty advisor and/or the DCE if they have any questions regarding the content of this handbook.

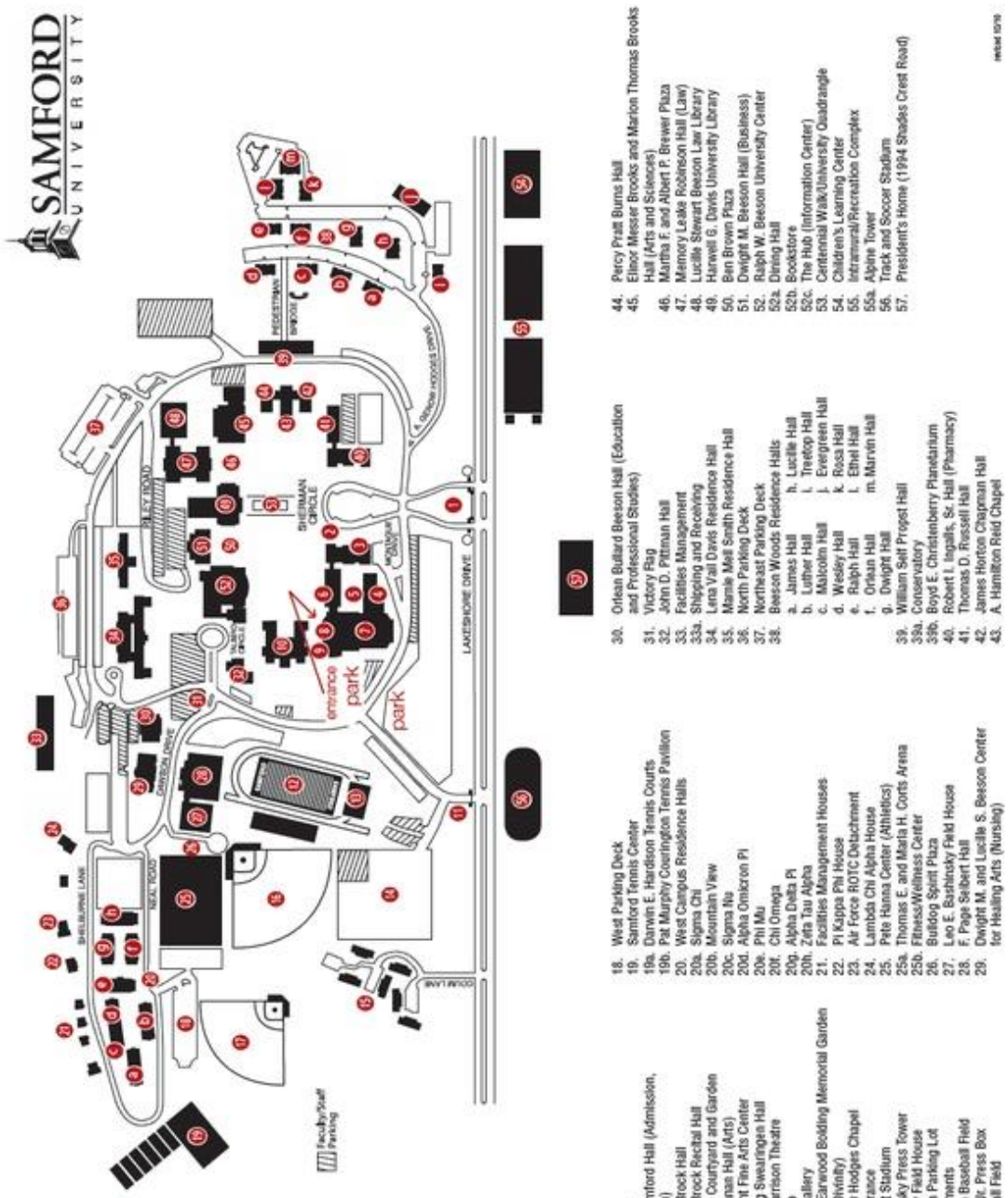
I, _____, (please print name), have thoroughly read the Physician Assistant Studies Program Student Manual and agree to abide by the policies describe within this document.

_____ _____
Signature Date

Appendix 4

College of Health Sciences Health Forms

CHS Physical Examination Form
CHS Immunization Form
CHS Tuberculosis Form


SAMFORD UNIVERSITY
park
entrance
park
park
LAKESHORE DRIVE
SHERMAN CIRCLE
DAVIDSON DRIVE
RALSTON ROAD
SHELBURNE LANE
DOVER LANE
PLEASANT GROVE DRIVE
Faculty/Staff Parking
1. Main Gate
2. Sherman Oak
3. Frank Park Samford Hall (Admission, Administration)
4. Jane Hollock Brock Hall
4a. Jane Hollock Brock Recital Hall
5. Hazel P. Boren Courtyard and Garden
6. John H. Buchanan Hall (Arts)
7. Leslie S. Wright Fine Arts Center
8. Bonnie Bolding Swearingen Hall
8a. Benjamin F. Harrison Theatre
8b. Bolding Studio
8c. Samford Art Gallery
9. Gertha Itasca Earwood Bolding Memorial Garden
10. Divinity Hall (Divinity)
10a. Andrew Gerow Hodges Chapel
11. West Gate Entrance
12. F. Page Seibert Stadium
12a. Leo E. Bashinsky Press Tower
13. Cooney Family Field House
14. South Stadium Parking Lot
15. Student Apartments
16. Joe Lee Griffin Baseball Field
16a. Carl E. Miller, Jr. Press Box
17. Bulldog Softball Field
18. West Parking Deck
19. Samford Tennis Center
19a. Darwin E. Hardison Tennis Courts
19b. Pat Murphy Courington Tennis Pavilion
20. West Campus Residence Halls
20a. Sigma Chi
20b. Mountain View
20c. Sigma Nu
20d. Alpha Omicron Pi
20e. Phi Mu
20f. Chi Omega
20g. Alpha Delta Pi
20h. Zeta Tau Alpha
21. Facilities Management Houses
22. Pi Kappa Phi House
23. Air Force ROTC Detachment
24. Lambda Chi Alpha House
25. Pete Hanna Center (Athletics)
25a. Thomas E. and Marla H. Corts Arena
25b. Fitness/Wellness Center
26. Bulldog Spirit Plaza
27. Leo E. Bashinsky Field House
28. F. Page Seibert Hall
29. Dwight M. and Lucille S. Beeson Center for Healing Arts (Nursing)
30. Orlean Bullard Beeson Hall (Education and Professional Studies)
31. Victory Flag
32. John D. Pittman Hall
33. Facilities Management
33a. Shipping and Receiving
34. Lena Vail Davis Residence Hall
35. Mamie Mell Smith Residence Hall
36. North Parking Deck
37. Northeast Parking Deck
38. Beeson Woods Residence Halls
a. James Hall
b. Luther Hall
c. Malcolm Hall
d. Wesley Hall
e. Ralph Hall
f. Orrian Hall
g. Dwight Hall
h. Lucille Hall
i. Treetop Hall
j. Evergreen Hall
k. Rosa Hall
l. Ethel Hall
m. Marvin Hall
39. William Self Propst Hall
39a. Conservatory
39b. Boyd E. Christenberry Planetarium
40. Robert I. Ingalls, Sr. Hall (Pharmacy)
41. Thomas D. Russell Hall
42. James Horton Chapman Hall
43. A. Hamilton Reid Chapel
44. Percy Pratt Burns Hall
45. Elinor Messer Brooks and Marion Thomas Brooks Hall (Arts and Sciences)
46. Martha F. and Albert P. Brewer Plaza
47. Memory Leake Robinson Hall (Law)
48. Lucille Stewart Beeson Law Library
49. Harwell G. Davis University Library
50. Ben Brown Plaza
51. Dwight M. Beeson Hall (Business)
52. Ralph W. Beeson University Center
52a. Dining Hall
52b. Bookstore
52c. The Hub (Information Center)
53. Centennial Walk/University Quadrangle
54. Children's Learning Center
55. Intramural/Recreation Complex
55a. Alpine Tower
56. Track and Soccer Stadium
57. President's Home (1994 Shades Crest Road)