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INTRODUCTION

The education of a Physician Assistant involves the development of a broad base of scientific and medical knowledge in conjunction with strong interpersonal, professional, and clinical skills. This base of skills and knowledge is acquired through one’s pre-professional education and experience. The PA program’s didactic and clinical educations provide the foundation for entry level practice in the PA profession. The clinical education, when successfully completed, leads to graduation from the program. After the conclusion of formal training, a PA’s education continues throughout her/his career via individual study and formal continuing medical education (CME) programs.

I. MISSION, VISION & GOALS

The PA program is a tri-partnership between the University of Wisconsin – La Crosse, Gundersen Medical Foundation, and Mayo School of Health Sciences. Established in 1995 as a Bachelor’s degree program, the UW-L – Gundersen – Mayo PA Program transitioned to a graduate program in 2004 and continues to grant a Master’s Degree in Physician Assistant Studies (MS-PAS). The Program is accredited through the Accreditation Review Commission for Physician Assistant Education (ARC-PA).

Mission Statement (2009)

The mission of our program is to educate highly competent and compassionate physician assistants who excel in meeting the healthcare needs of the regions served by the partner institutions.

Vision Statement (2009)

We will continue to be a nationally recognized program by:

- Selecting students with the academic background, interpersonal skills and maturity necessary to be outstanding physician assistants

- Educating students who will excel in improving the health and wellness of patients through the supervised practice of medicine

- Developing students who are grounded in professional ethics, cultural sensitivity, and the use of evidence based medicine.

Program Goals & Outcomes (2014)

Goal 1: The program will attract highly qualified applicants with the academic background necessary to successfully complete the rigorous training required to become a physician assistant

Since 2010, the number of applicants received and the ratio of applications to available spots has progressively increased. The pool of applicants remains strong academically, as indicated by GRE scores and undergraduate GPA of those matriculating into the program. The benchmark for our program is for at least 90% of matriculated students to successfully complete and graduate from the program. Our graduation rate over the past 5 years has been 97% with a first time pass rate on the PANCE of 100%.
Goal 2: The program will ensure that its graduates attain the medical knowledge necessary to become highly competent physician assistants.

The benchmark for our program is a pass rate on the Physician Assistant National Certification Examination (PANCE) at or above the national average for first time takers. The program’s benchmark is for all subset scores to be at or above the national mean on both the PANCE and the PACKRAT. In addition to objective evaluation, the program utilizes feedback from both student preceptors as well as employers of graduates to assess the effectiveness of the curriculum. The program benchmark for all categories assessed is a mean score of 4.0.

The first time pass rate on the PANCE for our 5 most recent graduating classes has been 100%. In addition, the classes have scored at or above the national average on sub-scores of both the PANCE and PACKRAT. The students consistently demonstrate excellent patient care as assessed by preceptors during clinical rotations, formative and summative faculty assessments, and employer surveys.

Goal 3: The program will ensure the development of excellent interpersonal skills essential for the effective practice of medicine as a physician assistant.

During the didactic year, faculty members assess professionalism and interpersonal skills during formative assessments of history-taking skills as well as classroom interactions before students may progress to the clinical year. Preceptors of students during the clinical year and employers of graduates have consistently rated our students’ interpersonal and communication skills favorably on clinical rotation evaluations and employers’ surveys, respectively.

Goal 4: The program will educate physician assistants who will meet the healthcare needs of the regions served by the partner institutions.

The program benchmark is for at least 80% of graduates to be employed in WI, MN, and IA. The Master of Science in Physician Assistant Studies was first offered to the graduating class of 2006. Since that time, 91% of our graduates have stayed and helped meet the needs of the tri-state area served by the partner institutions.

II. STUDENT LEARNING GOALS

Student Learning Outcomes (2010)

The overriding goal of the program is for graduates to demonstrate their abilities to identify, analyze, and manage clinical problems in order to provide competent, compassionate patient care with physician supervision. Enabling competencies* in the following areas are as follows:

Medical Knowledge

The PA student will acquire and apply the core medical knowledge required to understand and manage patient care. Graduates are expected to:

- Understand human anatomy, physiology, and behavior guided by investigation and analysis of the components of health and illness.
• Demonstrate problem-solving and critical-thinking approach in the application of the basic medical sciences including biochemistry, pathology, pathophysiology, and pharmacology as a basis for the diagnosis and treatment of medical conditions.

• Identify and incorporate the entire spectrum of factors in individuals’ biopsychosocial environments which impact the preventive, therapeutic, rehabilitative, and supportive management of health and disease.

**Interpersonal & Communication Skills**

The PA student will understand and develop the interpersonal and communication skills necessary for the effective exchange of information with patients and their families, physicians and colleagues, and all members of the healthcare team. Graduates are expected to:

- Create and maintain caring, respectful and effective therapeutic and ethically appropriate relationships with patients and members their social network.
- Develop effective and socially appropriate verbal, nonverbal, and written communication skills with respect to investigational and motivational interviewing, written medical documentation, and patient care.
- Adaptation of communication to interact and educate patients and their families of culturally diverse population.

**Patient Care**

The PA student will develop and apply those skills necessary to provide competent, compassionate patient care and promotion of wellness to patients of diverse populations. Graduates are expected to:

- Obtain accurate and pertinent information to effectively diagnose, treat, and educate patients of all age-groups and cultural diversity regarding medical conditions.
- Develop and maintain understanding of contemporary diagnostic modalities, medical and surgical therapeutic interventions, rehabilitation, primary and secondary prevention strategies, and when appropriate, palliative care.

- Work effectively with physicians and other healthcare professionals in providing patient-centered care.

**Professionalism**

The PA student will develop behaviors which express the ideals and values of the medical profession with priority given to placing the interests and needs of patients above their own. Graduates are expected to:

- Demonstrate personal responsibility, compassion, respect, competency, sensitivity, integrity, and accountability to the needs of both individual patients and society.
- Understanding and maintenance of the appropriate role of the physician assistant including compliance with legal and regulatory requirements, and professional relationships with supervising physicians and other members of the health care team.
- Commit to continuous personal and professional development and the ethical principles of patient autonomy, patient confidentiality, informed consent, and appropriate boundaries of physician assistant-patient relationships.
Evidence-Based Practice

The PA student will develop an understanding of medical research, the advantages and limitations of study designs, locating medical literature, and interpretation and application of medical evidence. Graduates are expected to:

- Apply knowledge of research designs and biostatistics of the analytical and critical evaluation of the medical literature and the application of contemporary medical research findings to individual patients and patient populations.
- Access and utilize information technology to support of patient care decisions, patient education, sharing evidence-based practices with colleagues, and maintain currency with the evolving biomedical and clinical sciences.
- Recognize the level of confidence of evidence in making patient care decisions, and apply competent, contemporary patient care practices when evidence less than ideal.

Understanding of Healthcare Systems

The PA student will develop an understanding of the societal, organizational, and economic environments in which health care is provided. Graduates are expected to:

- Practice cost-effective health care resource allocation balancing the commitment to medical delivery systems, organizations and society with the fiduciary responsibility of uncompromised individual patient care.
- Accept responsibility and partner with supervising physicians, health care managers, and other health professionals to assess, coordinate, and improve patient outcomes, promote a safe, patient-centered environment, as well as recognize and correct system-based factors which negatively impact patient care.
- Advocate for the highest quality patient care and assist patients in navigating the complexities and overcoming barriers within health care systems.

* Program Outcomes adapted from Competencies for the Physician Assistant Profession, Version 3.5 (3/22/05) by the Core Faculty July 2009.

III. EDUCATIONAL PHILOSOPHY

Educational Philosophy

The educational philosophy of the UW-L-Gundersen-Mayo Physician Assistant Program is to provide students with the foundation of basic medical sciences and clinical skills necessary for excellent patient care. The integration of knowledge and skills is facilitated by active learning techniques and broad clinical experiences, helping students to develop levels of critical thinking necessary for clinical decision-making. An emphasis on interpersonal skills and professionalism promotes the development of competent and compassionate physician assistants. The faculty strives to provide professional role modeling of lifelong learning and to promote an educational environment that fosters students’ personal and professional growth. The Program is also dedicated to providing an educational experience that provides an equal opportunity for students to learn and develop these competencies in an organized and structured manner. To that end the policies in this manual are articulated on the following pages.
Continuous Self-Assessment

The Program engages in both ongoing and periodic assessments of program effectiveness. Input is actively sought from major stakeholders: representatives of our sponsoring institutions, core and adjunct faculty, students and alumni, clinical preceptors, employers of graduates, and representatives of the local PA community. It is through this critical self-analysis the Program seeks to provide the highest quality graduate physician assistant education.

Student Policy Manual

The main purpose of this manual is to provide a source of reference to the policies and procedures of the Program for students. Though both policies and procedures may change throughout the course of one’s education, this manual is the compilation of the most current of them as of the start of the didactic phase of the Program. Updates will be made to the manual on an annual basis before the beginning of every academic cycle and students enrolled in the Program will be notified of changes in policy and/or procedure as they are revised. There is a separate manual outlining those policies and procedures pertaining primarily to the clinical phase of the Program, the Clinical Year Manual. Student preparing to progress from the didactic phase into the clinical phase of their training will receive an in-depth orientation toward the end of the didactic component of the Program. Together, the policies and procedures outlined in both manuals as well as those of UW-L Graduate Studies are intended to be comprehensive and consistent. If a student believes there to be any contradiction or inconsistency between policies or has a question regarding the policies contained herein, he/she is encouraged to bring those to the attention of the Program Director.

IV. ACADEMIC POLICIES

Academic Honesty

Academic honesty and integrity are fundamental to the mission of higher education. Students are responsible for the honest completion and representation of their work and respect for others’ academic endeavors. Please see the UW-L Student Handbook at http://www.uwlax.edu/Student-Life/Student-handbook/ for policies defining academic misconduct, non-academic misconduct, and disciplinary actions for misconduct that will be taken.

Physician Assistant Grading Scale

Unless specified otherwise by the course instructor, students will be graded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>AB</td>
<td>88-91.9%</td>
</tr>
<tr>
<td>B</td>
<td>82-87.9%</td>
</tr>
<tr>
<td>BC</td>
<td>78-81.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-77.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

*Grades below “C” are considered failing grades in the PA program*
Physician Assistant Academic Standard

Students in the Physician Assistant Program must maintain cumulative 3.0 GPA throughout the PA curriculum.

Minimum Course Grade
Students must obtain at least a “C” in all coursework. If a grade of D or F is received, students are automatically dismissed from UW-L Graduate Studies. If a student is reinstated by the Program and UW-L Graduate Studies, they are allowed (with Program Director permission) to repeat one, and only one, failed course. Students may continue coursework during the appeal process. Given the sequential curriculum of the didactic year, failing a course in the first year of the Program may require taking a leave from the program for one year and retaking the failed class with the next cohort of students the following year. Students are advised that retaking a class will result in a delay in graduation as well as additional tuition expenses. Students may retake a failed course only one time during all 8 semesters of the program. Two course failures (either in one semester or cumulative over the entire program) will mean automatic dismissal from the program. This action may be appealed. See Appendices B & C for more specific information regarding academic dismissal and academic grade appeal processes.

Minimum Cumulative GPA
If a student achieves less than a 3.0 cumulative average in any semester, the student will be placed on academic probation for the following semester.

Academic Probation
Students on academic probation are required to bring their cumulative GPA up to 3.0 after the completion of nine (9) credit hours or the completion of the semester following the semester they were placed on academic probation. Failure to achieve a 3.0 GPA in this time frame results in an automatic dismissal from the Physician Assistant Program, which will result in an automatic withdrawal from UW-L Graduate Studies. This action may be appealed. See the “Appeals Section” in this manual and refer to Appendices B & C for more specific information regarding academic dismissal and academic grade appeal processes.

Policies Regarding Coursework

Schedule for Didactic phase of the program
A class schedule will be available on D2L one week prior to the start of each semester for student planning purposes. In general, classes are scheduled Monday-Friday between the hours of 7:30am-5:00pm. Content experts from the medical community are sometimes utilized for lecturing to facilitate student learning which may require flexibility in scheduling. Consequently, some evening classes may be required. Students will be given as much notice as possible in the event of evening classroom hours. Schedules are subject to change throughout the course of the semester.

Students are expected to secure their own transportation to class, laboratory, on or off campus patient encounters, simulation exercises, and clinical sites.

Missed Classes
Students are expected to attend all scheduled lectures, laboratories, clinical rounds, case presentations and other class sessions. Individual instructors may take attendance at their discretion and consequences of unexcused absences are outlined in individual course syllabi. Absence of students from scheduled activities will be excused under extraordinary circumstances
such as personal illness or a death in the family. Students will be excused for observance of religious holidays during the didactic year, but not during the clinical year in which patient responsibilities mandate attendance. In the case of inclement weather, it is ultimately the student’s decision as to whether or not he or she feels it is safe to travel to class or a clinical site. Students who are aware of an absence are expected to notify the instructor or clinical coordinator in advance by e-mail or phone. We recognize that unexpected events occur that may interfere with attendance. Vacations should be planned around the Program schedule. Refer to Appendix F: Excused Absence Policy.

Re-scheduling of exams due to illness or emergency
Students must notify the faculty prior to missing an examination. Instructors are not obligated to provide a make-up examination for an unexcused absence. Rescheduling of exams is at the sole discretion of the course instructor.

Make up of missed material and examinations
Within one week of returning to class, the student must make arrangements with the appropriate faculty member to complete missed examinations and any other class material (labs, competency testing, quizzes, etc.) Within three weeks of returning to class, all class assignments, quizzes, presentations, and examinations previously identified by appropriate faculty member as incomplete must be completed. Students will be given an incomplete if the semester ends before the three week make-up period ends.

Remediation
Remediation is a process to resolve a student’s inability to achieve course competencies and allows the student the opportunity to demonstrate achievement of identified competencies in the course. The goal of remediation is to assist a student in mastering the area of study in which he or she has demonstrated a deficiency. Remediation is student and/or situation specific and is at the discretion of the faculty member responsible for the course. If the course instructor deems that a student has not sufficiently mastered the course content, the student may be asked to redo an assignment, retake an examination, repeat a skills assessment or participate in a self-study program until the student demonstrates a satisfactory level of competency. Remediation should not be expected. Consideration in the decision whether or not a failing grade will be remediated include student’s attendance of scheduled classes and review sessions, initiative in seeking help from faculty throughout the course and/or seeking help with study skills, participation in class, laboratory and small group activities, the availability of educational resources, and pattern of concern (ie, deficiencies noted in two or more courses).

Participation in laboratory instruction
The Program requires the participation of students as simulated patients as well as examiners throughout the curriculum. The Program expects all students to participate in all aspects of physical exam practicum in a professional and cooperative manner, as outlined in Appendix N.
Progression through the Curriculum

The PA curriculum has been designed to be completed in a sequential fashion.

Courses
Coursework during each semester is inter-related. Withdrawal from one or more courses will result in deceleration. Courses are taught in sequence, and only once a year during the didactic (first) year of the Program.

Semester
The PA didactic curriculum is sequential. Each semester’s coursework builds on material from the previous semester. Students must complete each semester in sequence and remain in good academic standing.

Note: Although students on academic probation are not in good academic standing, they are allowed to progress to the next semester after being put on probation. It is during this probationary semester that students have the opportunity to raise their cumulative GPA ≥ 3.0.

Clinical Curriculum
Students must be in both good academic and non-academic standing to progress to the clinical phase (second year) of the Program. Students who are not in good standing must successfully complete an individualized remediation plan before progressing to the clinical phase. Completing a remediation plan will result in a delay of graduation as well as additional expense to the student.

All clinical rotations will be secured by the clinical coordinator of the UW-L-Gundersen -Mayo Physician Assistant Program. Students must submit all requests for clinical rotations exclusively to the clinical coordinator. The Clinical Coordinator will then submit a formal request to the appropriate affiliate institution. A student of this program may in no circumstance contact preceptors, clinical or institutional departments or institutional representatives independently from the clinical coordinator. Once a clinical rotation is secured and confirmed, a student may not request a change to that rotation. Failure to follow this protocol is considered a breach of program policy and may result in disciplinary action at the discretion of the PA Administrative Student Conduct and Progress Committee.

If a student withdraws, is withdrawn from, or receives a failing grade in a clinical rotation, the Program is only obligated to find one replacement rotation. If a student fails and/or withdraws from a second clinical rotation, they will be dismissed from the Program.

Graduation
Students must successfully complete the didactic and clinical portions of the curriculum to qualify for graduation. In addition, students must receive a passing grade on the Summative Evaluation administered at the end of the Program.

Student Withdrawal

From a Course
If a student wishes to withdraw from a course, they are advised to consult with their PA academic advisor to determine the ramifications of this action. The university timetable has specific deadline dates for dropping a course and relevant tuition refund information. Dropping
a course has significant financial and professional ramifications for the student and students are requested to seek advice before making this significant decision. This decision will result in a delay in the student’s completion of the Program or a total withdrawal from the program. Additionally, the student may incur significant additional costs for Program completion. Students must discuss this decision with the program director prior to taking any action.

Withdrawal from PA Program
Withdrawal from the Physician Assistant Program is a serious decision with significant financial and professional implications including loss of tuition, time to degree completion, and potential future as a physician assistant. Students are requested to make an appointment to discuss the situation and implications of the decision to withdraw with his/her advisor and the program director prior to withdrawal.

General Procedure
If the student wishes to withdraw from the program, he/she schedules a meeting with his/her advisor and the program director to discuss the ramifications of the decision, possible options, and the students’ responsibilities to close out the semester. Regardless of the type of withdrawal, the student is required to submit a letter to the director of the Physician Assistant Program stating:
- Date of withdrawal request
- Student’s Name and ID number
- Statement of intent to withdraw from the PA Program
- Reason for withdrawal
- Anticipated time frame (permanent or expected date of return)
This letter must be signed by the student requesting the withdrawal from the Program.

Permanent Withdrawal
Students wishing to discontinue the study of physician assistant studies at UW-L for any reason need to be aware that withdrawal from the Physician Assistant Program has significant ramifications. If, at a later date, the student decides to pursue physician assistant studies again, he/she will be required to re-apply and begin the program over. Note the general procedure above for withdrawal.

Voluntary Leave of Absence
Students who have voluntarily withdrawn from physician assistant classes may request a leave of absence from the program for up to one calendar year. A leave may be granted when the student is experiencing extenuating circumstances that substantially interfere with the completion of the Physician Assistant program. A leave of absence is granted ONLY WHEN STUDENTS ARE IN GOOD ACADEMIC and NON-ACADEMIC STANDING. Toward the end of the year of leave, the student must initiate a request within three months of planned return to the program (see the Re-Entry to the Physician Assistant Program below). If the student has not initiated a request to return to classes, the student will be administratively withdrawn from the Physician Assistant Program by the program director. It is the student’s responsibility to initiate this request to return within the time frame specified.

Academic Dismissal

Individual Course
If a grade of D or F is received, students are automatically dismissed from UW-L Graduate Studies. If a student is reinstated by the Program and UW-L Graduate Studies, they are allowed (with Program Director permission) to repeat one, and only one, failed course or clinical rotation.
Cumulative Average
The academic policy above states that students will be put on academic probation after the first semester in which the cumulative GPA falls below 3.0. A student is placed on academic probation by UW-L Graduate Studies and is also considered to be on probation with the Program. If the cumulative GPA is not raised to 3.0 (or above) after completion of a minimum of nine (9) graduate credit hours or by the end of the subsequent semester, the student will be automatically dismissed from the program.

General Procedure
Once a student has been dismissed from the Physician Assistant Program, the student is not allowed to attend any courses within the program. Students dismissed from UW-L Graduate Studies are likewise dismissed from the Physician Assistant Program. Students are dismissed from UW-L Graduate Studies upon dismissal from the Physician Assistant Program. The Program director and the Graduate Studies office will notify the student about the dismissal status by letter. This letter includes the reasons and cites the academic policies that have not been met. Academic dismissal for any reason may be appealed. See the “Appeals Section” in this manual and refer to Appendices B for more specific information regarding the academic dismissal appeal process.

Non-Academic Dismissal
A student may be dismissed from the Physician Assistant Program for non-academic reasons such as failure to comply with program policies and procedures, deficiencies in clinical skills and professional behaviors that constitute a safety hazard or unethical behavior. Though most academic or non-academic deficiencies would lead to probation prior to dismissal, some circumstances are so profound or of such serious nature that immediate removal of a student from program-sponsored activities may be required. The Program Director, Clinical Education Coordinator, Medical Director or either of the Educational Coordinators may remove any student from didactic or clinical educational activities occurring within the Program pending investigation and review of the alleged misconduct. Dismissal from the Program may be appealed. This action may be appealed. See the “Appeals Section” in this manual and refer to Appendix D for more specific information on the appeal process for non-grade appeal process.

Appeals
Academic Grade Appeals
Students who believe the grade they received for a course does not reflect their performance in that course may dispute the grade and appeal. The University policies state the grade appeal must take place before the end of the term immediately following the term in which the grade was recorded. However, since progression in the Physician Assistant Program is dependent on successful completion of course content from semester to semester, students must appeal the grade before the beginning of the next semester after the grade was earned. See Appendix: C for specific information on the procedure for a grade appeal.

Non-Grade Appeals
There are two types of non-grade appeals: Type one is used when the student has concern about the actions of instructors, program officials, adjunct faculty, and/or clinical preceptors. Type two appeals are used when the student wishes to appeal actions of the Physician Assistant Program. See Appendix: D for specific information on the procedure for a non-grade appeal.
Appeals of Academic Dismissal from the Physician Assistant Program
This process for appeal of dismissal from the Physician Assistant Program is based on the current UW-L Graduate Studies appeal process, “Appeal Process for Academic Dismissal from a Graduate Program and University Graduate Study (Approved by UW-L Chancellor June 14, 2010)” and found on the following website: http://www.uwlax.edu/uploadedFiles/Offices-Services/Graduate_studies/Academic%20Dismissal%20Appeal(2).pdf
See Appendix: B for specific information on the procedure for filing an appeal of academic dismissal from the Physician Assistant Program.

Appeals of Non-Academic Dismissal from the Physician Assistant Program
The appeal process for non-academic dismissal from the Program is based on the procedure outlined in Chapter UWS 17 which is an administrative code adopted by the Board of Regents as a set of disciplinary procedures for the University System. These procedures describe the actions which the University may take in response to student misconduct; they define non-academic misconduct which is prohibited; and they outline procedures which are to be used in resolving allegations of misconduct. Chapter UWS 17 as it existed on August 31, 2009, was repealed and a new chapter UWS 17 was created effective September 1, 2009. Further details may be located at: http://www.uwlax.edu/Student-Life/Student-handbook/#UWS_17.11_Disciplinary_procedure

V. NON-ACADEMIC POLICIES

Attendance & Excused Absence
Students are expected to attend all scheduled lectures, laboratories, clinical rounds, case presentations and other class sessions. Individual instructors may take attendance at their discretion and consequences of unexcused absences are outlined in individual course syllabi. Absence of students from scheduled activities will be excused under extraordinary circumstances such as personal illness or a death in the family.
Students will be excused for observance of religious holidays during the didactic year, but not during the clinical year in which patient responsibilities mandate attendance.
In the case of inclement weather, it is ultimately the student’s decision as to whether or not he or she feels it is safe to travel to class or a clinical site.

All absences in both the Preclinical and Clinical Phase require notification of the PA Program office at the University of Wisconsin-La Crosse in addition to the course instructor, director, or clinical preceptor.

Unexcused absences or a pattern of frequent excused absences from class or clinical rotations are unacceptable and may affect student status with the program, particularly when a student is on probation or carries a deficient grade in a course. Please refer to Appendix F: Excused Absence Policy.
Behavior & Conduct

Students are expected to conduct themselves in a manner which indicates respect toward other students, faculty, patients and institutions. Students are practicing professional behaviors in school they will be expected to continue in their career as a physician assistant. Being a student in the PA program implies each student has made a commitment to the intensive and exciting training period that is required. The responsibilities connected with that commitment are many just as they will be in the career as a physician assistant.

Beginning with the first semester of PA education, medical professionalism will be defined and studied in depth. PA students will receive guidance and mentorship in developing their individual professional development and actively engage in the process of continuous self-improvement for all of the competencies noted above, including professionalism. The following are expectations of professional behavior of students:

Classroom Behavior

1. Attend and Participate in Class

Make the investment into your future career worthwhile - come to class. Your ultimate obligation to your patients implies an interest in learning the most you can. All faculty members expect students to attend all classes. Faculty members plan each class period with the thought in mind that classroom time is best spent on activities which may not be found in a book, or on condensing material to make your studying more efficient and focused. Classroom discussion and applied seminar participation will enhance what you can read in a book. In most cases, there are no book substitutes for class. Class participation and clinical experience will form the basis for the development of sound clinical judgment. Absenteeism is a reflection on your reliability and an indication of future work habits. The faculty does understand there will be an occasional need to miss class. When necessary, it is expected students will call the program office prior to class to inform the staff, and also notify the appropriate faculty member. Any changes to the class or examination schedule are solely at the discretion of the instructor and are not to be initiated or requested by the student(s).

If you are absent, it is your responsibility to obtain handout materials and class notes from your classmates and to meet with faculty to clarify any questions.

Schedule changes are solely at the discretion of the instructor and are not to be initiated by the student(s).

2. Prepare for Class

Being prepared for class actually saves time because it allows you to direct your questions toward areas of true confusion rather than general lack of knowledge. You contribute to your classmates' learning through your questions as they contribute to yours with their questions.

3. Be Prompt

Come to class, clinical experiences, and meetings on time. It is your professional responsibility, a courtesy to the faculty, your patients, and your classmates, as well as a benefit to you. Hand in assignments on time. Not only will that allow you to avoid penalties, which may affect your grades (as outlined in individual course syllabi), it will help you to keep on time for other
commitments.

4. Be Courteous

Even in times of stress, be courteous to your classmates, staff, and all faculty members. Everyone will appreciate your efforts and will certainly reciprocate. Discourteous behavior is not acceptable in the classroom or clinic setting under any circumstance.

Examples of discourteous and unacceptable classroom behaviors include: cell phone interruptions, text messaging or e-mailing during class, wearing hats or other unprofessional distracting attire, sleeping, talking during lectures, interrupting lecturers, being late to arrive or in returning from break, packing up early, and using non-verbal behaviors which would commonly be judged as rude or impolite. Students who are discourteous in class may be asked to leave a class.

Professional Involvement

1. Be Active in the PA Profession

All students are encouraged to become active members of national, regional, and local professional societies. The benefits to students of membership in the American Academy of Physician Assistants are numerous. Since our Program is based in two states, students are encouraged to be active in both the Wisconsin Academy of Physician Assistants (WAPA) and the Minnesota Academy of Physician Assistants (MAPA). While in the Program, funds may be made available for those students who may have difficulty affording membership. Continued membership and participation after graduation is highly encouraged. When the Program modifies its schedule to enable student participation in professional academy activities, it is expected that students will indeed participate in those experiences.

2. Be Active in the Program

Be willing to volunteer and to work with the members of the program. Such opportunities allow students a break from their usual class routine, encourage socialization among students, and help develop leadership skills. Your contributions improve the quality of the program and your experience here. The program invites student participation through several mechanisms.

Obtain and Use Your Books and Tools

1. Build your Own Professional Library

The faculty works regularly to keep the reading of books and assignments limited to that which they think is necessary for preparing for competent clinical practice. Reading for class is critical to building the foundation of medical knowledge necessary to begin your journey of life-long learning. It also expands the breadth and depth of knowledge beyond that which can be gained by lecture and classroom discussion. Unless otherwise noted, faculty members consider reading assignments as required and they may test on that content within the assigned reading even if it is not specifically mentioned in class. Faculty members select required books on the basis of their learning value to you and whether they themselves would purchase the book for keeping in a personal reference library. Having textbooks available for reading is of great educational value, even in the age of online learning.
2. Purchase the Required Clinical Tools

The faculty has carefully developed a list of clinical instruments they believe necessary for PAs to own for learning skills and for clinical use upon entry into the profession. Students are expected to purchase these prior to the start of the physical examination course work in the fall semester. An itemized list will be provided during the summer, and vendors will come to campus with the appropriate equipment. Total expense for this equipment runs approximately $750 - 1000 and is calculated when developing your financial aid package through UW-L. The program provides lockers in the physical exam lab for students to store their equipment, as it is necessary to have it available during class. Students should also take the needed equipment to the clinic during clinical experiences.

Communicate Effectively

1. Communicate frequently

Keep faculty and your classmates informed. Faculty members are always open to meeting with students. We all are willing to arrange appointments as needed in addition to posted office hours. All University faculty have UW-L email accounts and are willing to communicate with students in this manner. Most didactic and clinical faculty will indicate their preference for student contact. All formal program communication will come to you orally in class or via your UW-L email account. It is expected you will check your UW-L account at least two times per day. Please also don’t forget to keep in touch with family, friends, and other members of your support team.

2. Academic Advising

The program assigns a faculty advisor to each student, and each of the faculty believes advising students is an important faculty responsibility. At least once per semester meetings with your faculty advisor are required during the didactic phase of the program. However, if you need to seek advice about academic or personal issues, please feel free to contact any principal faculty member with whom you feel comfortable. Each faculty member shares a genuine concern for the students in this program.

3. Give Constructive Feedback

Your opinions are essential to maintain an excellent communication. Interaction with the faculty through both formal and informal opportunities are provided and encouraged to allow you to respectfully voice your opinions and suggestions. You may also make individual appointments with the faculty to share your views. Ample opportunities are available throughout each semester for you to provide written feedback as well. Constructive criticisms and compliments are both welcome. Feedback, whether positive or negative, should be provided in a professional manner.

Manage Stress

1. Keep Up with Your Studies
Not only will you be better prepared for exams if you keep up with your work, your stress level may be lower throughout the semester. When your stress level is lower your studying will be more efficient. Budget your time for studying early on so that you do not find yourself “cramming” prior to exams.

2. Be proactive

Keep a calendar and plan your semester in advance so you can anticipate times when the work load will be heavier and lighter than usual. When you anticipate a problem or when problems occur, communicate with faculty appropriately and seek help (advice, tutoring etc.) as you need it. Do not let problems accumulate.

3. Limit Extracurricular Employment

The course load in the program is intense. The rule of thumb for graduate studies is that 2-3 hours of outside work is expected for every hour of classroom learning. Students are not permitted to work for the Program in any capacity. The Program strongly discourages employment of any kind while in PA school.

Students are not permitted to work for the Program in any capacity.

4. Humor is Good Medicine

It is important each day to enjoy some time engaged in enjoyable activities. Humor will contribute to your health and sense of balance in your life and positively affect those with whom you share your time.

5. PA Student Keep Thyself Healthy

To be efficient with your studying and to enjoy life outside of school, it is important, even when you are feeling pressed for time, to exercise regularly, eat a nutritious diet, get adequate sleep, keep in touch with your family and friends, avoid over-scheduling your life, avoid excessive use of alcohol, and allow some time out for relaxation and recreation. You will be better prepared to perform, your life will feel more balanced, and you will be building habits that will make you a good role model for your patients.

Exercise, eat, sleep, reach out to others, and pace yourself!

6. Seek Help

If you find yourself being overwhelmed with the demands of the program or your living environment, seek help from others - your friends or classmates, your faculty, or someone from UW-L Counseling & Testing Center. Both your mental and physical health are very important. Keeping yourself healthy is necessary to treat your patients effectively and safely.

Help is available, just ask!
Counseling and Support Services

PA students have available counseling services free of charge through the UW-L Counseling and Testing Center. The staff of the Counseling and Testing Center helps UW-L students be more effective in their academic work, personal life and their relationships with other people. This may involve changing self-defeating behaviors, understanding uncomfortable feelings, and enhancing their own personal strengths. The Counseling and Testing Center may be reached at (608) 785 - 8073 or by email at ctc@uwlax.edu

The Mayo School of Health Sciences also has a Student Assistance Program. This program provides professional, confidential assistance to anyone who is having difficulties with marital or family situations, depression, drugs or alcohol, job stress, aging parents, chronic physical disability or other personal problems. This service is free and no record of contact with the student assistance coordinator is placed in student’s medical records, health service records or personnel file. To make appointments for the Student Assistance Program contact (507) 266-7078.

Criminal Background Checks

Regulations in many states require review of the criminal histories of those having direct contact with patients in healthcare and other settings. Currently this is a requirement for contact in the healthcare setting in Minnesota and Wisconsin. Because the UW-L - Gundersen - Mayo PA Program's curriculum requires students to participate in the care of patients in various healthcare settings in both Minnesota and Wisconsin, the program facilitates the processing of these background checks at two points in the curriculum: prior to beginning of coursework and prior to beginning clinical rotations.

The Health Professions Department Criminal Background Check policy is detailed on the following pages. Students are advised that a criminal record may adversely affect acceptance at a clinical site and the student’s ability to sit for the national certification examination. Please refer to Appendix E: Criminal Background Check Policy and Procedure.

While the Program does not mandate drug testing, it is possible that individual clinical sites may require drug testing prior to participation in a clinical rotation in order to ensure the safety of patients. Should a clinical entity request drug testing prior to a clinical rotation, the students will be notified of the requirement and the student will be referred to a capable facility for testing. The cost of testing will be incurred by the student. To ensure the accuracy and fairness of the testing program, all collection and testing will be conducted pursuant to guidelines established by the Medical Review Officers of the testing facility, and if applicable, in accordance with Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines; a confirmatory test; the opportunity for a split sample; review by an MRO, including the opportunity for students who test positive to provide a legitimate medical explanation, such as a physician’s prescription, for the positive result; and a documented chain of custody.
Health, Disability and Life Insurance

Disability and Life Insurances

All PA students are REQUIRED to participate in the AMA/MedPlus Life and Disability program which includes a $1,000/month disability benefit. The term life insurance benefit is $25,000. These premiums are paid through a special course fee associated with one course that the student is enrolled in each summer.

All PA students are also REQUIRED to certify that they have medical insurance coverage above and beyond that which is provided through the UW-L Student Health Center. The PA Administrative Committee recommends that students carry health insurance coverage comparable to that which is made available to all UW-L students. This insurance plan offered changes yearly, and more specific information regarding the current plan can be found at the following website: UW-L Student Health Insurance

Student must sign the Health Insurance Certification form (see Forms section of this manual) attesting they have health insurance and are aware of the UW-L Student Health Insurance plan coverage made available to them. Students must demonstrate and maintain proof of insurance (e.g. copy of insurance card, signed statement by insurance agent, etc). Health insurance must be maintained throughout the entire length of the program (without lapse of coverage) and students are responsible for notifying the program of any changes in their health insurance.

Health Examination & Immunization Requirement

PA program policies regarding student health and immunization status serve to protect the student and the student’s classmates and patients during classroom and clinical experiences with the Program. The PA program must verify that students have complied with the following health history and examination policy as well as immunization standards for healthcare workers and students as determined by the Center for Disease Control (CDC). To maintain student confidentiality, student medical records are neither seen nor reviewed by any of the Physician Assistant Program faculty or staff. The student is responsible for providing evidence that he/she is in compliance with the health and immunization policy from a licensed provider. The student must be evaluated for compliance with this policy initially upon beginning the first year of the Program, and then updated before continuation into the clinical phase of the program. Please refer to Appendix K: Student Health and Immunizations.

Malpractice/Liability Insurance

Students are required to pay the premium for professional liability with the carrier selected by the program to provide occurrence coverage with $1,000,000/$3,000,000 limits. This annual premium is paid through a special course fee associated with one course that the student is enrolled in each summer of the Program. The Program reserves the right to change or select the carrier or agent for the students’ professional liability.

Name and Address Changes

It is the responsibility of each PA student to notify the PA Program and the University of Wisconsin - La Crosse of any changes in name, residence addresses or telephone numbers within three business days of the change while enrolled in the program. During the Clinical Phase with students moving among a variety of clinical sites this is particularly important. Therefore,
students must notify the program of their current address, clinical address, and telephone numbers at the start of each rotation and when changes occur during the rotation.

**Personal Dress and Hygiene**

Dress and hygiene in some areas of society are matters of personal taste and judgment, and serve as an expression of individuality. However, because of the professional nature of the program, student dress and hygiene must be appropriate for the student’s particular role and setting during the program.

Both of our partner institutions have a dress code. These codes MUST be strictly adhered to anytime you are there. This includes times when you are there for lectures, using the library or for clinical rotations. In general, for men this includes dress pants, a dress shirt and tie and if at Mayo, a suit coat. No tennis shoes or sandals can be worn. For women, this includes dress pants or a skirt, a dress shirt, and if at Mayo, a suit coat. No tennis shoes or sandals can be worn. Dress shoes must have closed toes. Further details regarding the dress code will be distributed under separate copy. Since you will be attending the partner institution sites frequently starting with the fall of your first year, you need to plan ahead.

Occasionally during your second year you may do a rotation at a clinical site that is not part of either of our clinical partner institutions. Sometimes these sites require white lab coats. If your clinical setting requires a lab coat, the PA-S standard is the short (half-length), white coat.

**Professional Development**

The Program places great emphasis not only on the acquisition of medical knowledge, but also the development of medical professional behaviors. In addition to those behaviors noted above in the “Behavior & Conduct” section of this manual, students are expected develop behaviors which express the ideals and values of the medical profession. Priority is given to the placing the interests and needs of patients above their own. To assist students in their individual development of professionalism, the Program has integrated this aspect of learning into the curriculum throughout both the didactic and clinical phases of education. In the first semester of the Program, the definition and characteristics of professionalism are emphasized. By the end of this first semester, each student will produce their personalized professional development plan to further review and evaluate progress with their faculty advisor. A detailed discussion of professionalism, the generic abilities, and the process by which students’ professional development is evaluated will be discussed in the course, PAS 640 Introduction to the PA Profession. A brief explanation of the process for student professional development may be found in Appendix J: Professionalism Evaluation & Professional Development Plan.

**Safety Policies**

**Security:** Security on the UW-Lacrosse campus and the HSC building is provided by UW-L Protective Services: (608) 785-8000 (non-emergency) or (608) 789-9999 for emergencies. Inter-campus phones are available in the atriums on each floor of the HSC and may be used to contact security. The Campus has a comprehensive Disaster and Emergency Preparedness Plan. It is the student’s responsibility to be familiar with this plan found at: http://www.uwlax.edu/police/emerg.htm. The Annual Campus Security Report (http://www.uwlax.edu/studentlife/securityreport.htm) is also available for review. Evacuation instructions are posted next to the door of each classroom in the HSC. When the fire alarms sound, immediately exit the building and remain outside until cleared to
re-enter by the fire or police department. Emergency plans have also been developed specifically related to the HSC building which are stated in Appendix H: HSC Emergency Preparedness Policy.

**Latex Safe Environment:** If a student is aware of personal health conditions which could be adversely by exposure to latex products, the student is encouraged to contact Disability Support Services for accommodations to be made both for the didactic and clinical years. The HSC is committed to provide a latex safe environment as documented in Appendix I: HSC Latex Safe Environment Policy.

**Health Science Center Access Policy:** Students and faculty are required to follow guidelines established by the HSC consortium regarding access and utilization of HSC classrooms and laboratories at all times.

**Anatomy and Neuroanatomy Laboratory:** Students within the Health Professions Department are fortunate to be the benefactors of those individuals who have donated their bodies to further the education of future healthcare providers. With this privilege come significant ethical and legal responsibilities. Students and faculty are expected to respect these tremendous gifts to medical education and must comply with the policies and procedures of the anatomy and Neuroanatomy laboratory as outlined in Appendix A: Anatomy Laboratory Policies & Disclosure Statement.

**Student Exposures and Injuries in the Clinical Setting**

Clinical experience in the PA Program is an exciting time of professional growth for PA students as they gain important and necessary clinical skills in a variety of settings. With these experiences in the clinical world the opportunity for learning is great, but associated with that opportunity is some element of risk as the student is exposed to patients with a variety of diseases. Through education and strict adherence to universal precautions, the risk of exposure and injury is minimized, though not completely eliminated. Thus, students should be aware of the program’s policies and procedures related to such exposures and injuries.

The UW-L – Gundersen – Mayo PA Program policies are designed to accommodate situations that might arise in a variety of clinical sites. Some of these are program institutional partner sites, while others are sites independent of, but affiliated with our program’s partnership. Thus, students should follow local, site specific policies, any policies put in place by the site’s organizational affiliation, and PA program policies. This document has been designed to be consistent with all of these policies, however, it will be important to review and be in compliance with local and organizational policies should an incident occur.

When an incident occurs, the student should immediately seek medical care to assure that any injuries and exposures are appropriately evaluated and treated. If post-exposure prophylaxis is recommended, it should be initiated as recommended, often within two hours of the exposure. The student should seek this care under their own health insurance policy, though in some institutions this care may be provided by that institution. Further details regarding post-exposure prophylaxis can be found at the following web site [http://www.cdc.gov/hicpac/pubs.html](http://www.cdc.gov/hicpac/pubs.html). The exposure and/or injury must also be reported to the Program through the procedure outlined further in Appendix G: Exposure and Injury Reporting Procedure.

**Student Health Services**

PA students have access to the UW-L Student Health Service for outpatient care, physical
therapy and laboratory services. A more complete description of the services provided, and the procedures for receiving such services are found in the UW-L catalogue. The UW-L Student Health Service may be contacted at (608) 785-8558.

Technical Standards of Performance

The physician assistant must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data. A candidate for the PA profession and this Physician Assistant Program must have abilities and skills of five varieties including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. Accommodations can be made to enable the student to comply with these standards. The student is responsible for reviewing these technical standards and determining themselves whether or not they would need assistance in meeting the standards. Those students who are uncertain are encouraged to seek assistance from a disability support specialist to seek those necessary accommodations. Please refer to Appendix L: Technical Standards of Performance.

VI. STUDENT FEEDBACK

Solicitation of Feedback from Students

Evaluation of Teaching
Students have an obligation and the right to evaluate their instructor of record in each of the courses offered by the program. Theses evaluations will take place during the last three weeks of the didactic courses using the university-wide Student Evaluation of Instruction and the program-specific Evaluation of Didactic Course. At the conclusion of each clinical preceptorship, students in the clinical phase of the program complete the Student Evaluation of Preceptor and Site evaluation forms. Faculty/instructional academic staff members and are judged for merit, retention, tenure, and promotion in part based on students’ evaluation of their instruction. Student evaluations of the instruction from adjunct professors and clinical preceptors are also reviewed by program core faculty for future teaching consideration. Student feedback is also taken into consideration with the program’s on-going self study process of curriculum evaluation. Appropriate data collection methods will be used to ensure student anonymity.

Evaluation of the Physician Assistant Program
Students have an obligation and the right to evaluate the Physician Assistant Program. Feedback on programmatic elements of policy, procedure, curriculum and clinical experiences will be requested in multiple ways during the student’s participation in the program and following graduation.

Semester Wrap-Up
Focus groups will be conducted at least twice per year once for each cohort of students for feedback on specific topics. Focus groups allow the program to further explore qualitative feedback received in narrative comments.

Student Evaluation of Clinical Rotations
Students are required to evaluate each primary preceptor and site. This feedback allows the program to help develop and maintain quality clinical sites and preceptors.
Graduate Surveys
Students will fill out their first graduate survey at graduation and then 1 year post graduation. These surveys give the program insight into how well the program prepared them for their work as entry into the PA profession.

Ad Hoc Advisory Groups
From time to time, the program will call together ad hoc advisory groups to obtain student input on policies and departmental decisions.

VII. STUDENT GRIEVANCES

Lodging a Formal Complaint against the Program

Any person can file a signed complaint about the Physician Assistant Program with the Program Director, the Department of Health Professions or the University. The complaint must be in writing and identify the complainant. The written complaint must clearly describe the specific nature of the complaint, provide supporting data, and specify the requested response to the complaint.

VIII. STUDENT RESOURCES

UW-L Campus Resources

Several resources are available to students on the La Crosse campus. These resources are available to all students of the Program during both the didactic and clinical years. During formal orientation in the first week of the Program, students will receive Gundersen identification badges which will give them access to the Gundersen Medical Library. All of the resources available to UW-L student handbook for all UW-L students: http://www.uwlax.edu/student-life/ A partial list of those student services is also included in Appendix M: UW-L Campus Resources.
IX. APPENDICES
Appendix A: Anatomy Laboratory Policies & Disclosure Statement

The following statement appears in the course syllabi for PAS 510, Applied Human Gross Anatomy, to provide students with legal and health information pertinent to that laboratory.

Legal Issues Concerning Cadavers
Although these people are dead, there are still legal rights retained by their estates and their families that must be protected and respected. In general, you should treat each cadaver with the same courtesy and attitudes that you would have toward your patients. You may not collect any type of souvenirs from the cadavers. You may not photograph the cadavers without a legitimate research or educational purpose, and then not without permission of the anatomy director. You may not conduct tours of the laboratory for your friends or family to satisfy the curiosity of those who merely want to see a dead or dissected body. You may not disrespect, violate or mutilate the bodies in any way that is not consistent with the educational goals of this course.

Violation of any of one of these issues is a serious breach of ethics and in some cases constitutes a felony under laws of the State of Wisconsin. Persons caught violating these rules will be dismissed from the course and will be referred to appropriate law enforcement authorities for criminal prosecution. If you have any questions about these legal and ethical issues you should consult with the anatomy director.

Laboratory Chemical Issues
- Material Safety Data (MSD) sheets associated with all the preservatives used in the anatomy lab are available for inspection by anyone who wishes to do so.
- Toxic chemicals are maintained at safe levels for normal healthy individuals. Especially sensitive individuals may need to invest in additional protective equipment.
- People who wear prescription lenses are advised to wear glasses and not contact lenses while working in the lab.
- Women who are pregnant or nursing mothers should consult with the anatomy director about additional safety hazards that may be present in the anatomy lab.
Appendix B: Appeal Process – Academic Dismissal

ACADEMIC DISMISSAL FROM A GRADUATE PROGRAM
AND UNIVERSITY GRADUATE STUDY
(Approved by Graduate Council—5/31/2005)

SYNOPSIS
Probation and retention standards for university graduate study can be found in the UW-La Crosse Graduate Catalog at the UW-La Crosse website. Probation, retention, and other academic standards for individual graduate programs may be more stringent than those for university graduate study. If a student is dismissed from graduate study for academic reasons, the student has options to appeal for readmission to both his/her graduate program and to university graduate study.

- If the student wishes to be readmitted to his/her graduate program, he/she must first appeal to the graduate program for readmission to that graduate program.
- If the graduate program supports the student’s appeal for readmission into his/her program, the student must then appeal to the Graduate Council for readmission to university graduate study.
- If a graduate program does not support a student’s appeal for readmission to his/her graduate program, the student may appeal to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.

PROBATION AND RETENTION STANDARDS OF GRADUATE PROGRAMS
Academic standards, reasons for academic dismissal from the program, and the appeal process for students must be developed for each graduate program. These standards for individual programs are commonly the same as those for University Graduate Studies; however, they may be more stringent than those for University Graduate Studies.

- Academic standards include minimum GPA required, number of C grades allowed, amount of time allowed on probation, etc.
- If a student fails to maintain the academic standards of his/her graduate program, the student is notified in writing by the Office of the Dean in which the student is enrolled (usually by the Assistant to the Dean) that he/she has been dismissed from graduate study. Additionally, the student is notified about his/her options by the director of the graduate program in which the student is enrolled.
- The process for appealing academic dismissal from a graduate program and university graduate study must be well publicized (e.g., student handbooks, web-pages, and catalogs).

APPEAL PROCESS—GENERAL INFORMATION:
Timelines (expressed in calendar days):

Within 30 days of notification of academic dismissal, the student must state in writing his/her intent to appeal for readmission to both the graduate program and university graduate study. This notification of intent to appeal must be submitted to the director of the graduate program in which the student was enrolled (copied to the director of University Graduate Studies).

Within 45 days of notification of academic dismissal, the student must submit his/her appeal materials to the director of his/her graduate program (STEP 1 of the
Upon receiving a student’s appeal materials, the graduate program from which the student was dismissed will schedule a meeting of its appeal body (e.g., a standing committee or an ad hoc committee).

Within 14 days after receiving written notification of the graduate program decision, the student must submit a request in writing to the director of University Graduate Studies that the Graduate Council hear his/her appeal (see STEPS 2A and 2B of the Appeal Process). The student’s appeal materials must accompany the request for the appeal meeting. The Graduate Council will then schedule a meeting to hear the appeal.

- It is the responsibility of the student to demonstrate a compelling case at each step of the appeal process. On appeal, the decision of a graduate program is presumed to be correct unless the student presents sufficient facts to overcome this presumption.

- If a student wishes to appeal, he/she may select a faculty/staff member (who may be from his/her graduate program or from the Office of Student Life) as a facilitator to inform him/her about the process.

- Graduate program and Graduate Council appeal meetings will be held in closed session according to Wisconsin statute.

APPEAL PROCESS

STEP 1
- The student submits an appeal for readmission to his/her graduate program to the graduate program director.
- Appeal materials may include but are not limited to the following information:
  - An explanation of extenuating circumstances that impacted the student’s performance.
  - Evidence that these circumstances have been mitigated.
  - A plan to demonstrate how the student has/will gain competence for material that had not been mastered.
  - A plan for success if permitted to continue his/her graduate program.

- The student will present his/her appeal (in writing and in person) to the graduate program.
- The graduate program will notify the student of its decision in writing within 7 days of the meeting (copies to graduate program director, Assistant to the Dean, Registrar, Office of Graduate Studies).

NOTE: If the graduate program supports the student’s appeal for readmission to his/her graduate program, go to STEP2A. If the graduate program does not support the student’s appeal for readmission to his/her graduate program, go to STEP2B.

STEP 2A
- The student submits an appeal for readmission to university graduate study to the Graduate Council via the director of University Graduate Studies.
The appeal contains the information presented to the graduate program appeal committee.
The graduate program prepares a letter that states the reasons for supporting the student’s appeal (This letter is to be included in the student’s appeal materials).
The appeal is presented by the student (in writing and in person) to the Graduate Council.
The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.
The graduate program director or designee will appear at the appeal hearing to answer questions from the Graduate Council.
The chair of the Graduate Council will notify the student of its decision in writing within 7 days (copies to graduate program director, Assistant to the Dean, Registrar, and Office of Graduate Studies).

<table>
<thead>
<tr>
<th>Graduate Council Decision</th>
<th>Outcome for Student</th>
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<tbody>
<tr>
<td>Supports student’s appeal</td>
<td>Student is readmitted to his/her graduate program and to university graduate study</td>
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<tr>
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<td>END of PROCESS</td>
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<tr>
<td>Denies student’s appeal</td>
<td>Student leaves UW-L</td>
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<td>END of PROCESS</td>
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STEP 2B

STEP 2B.1. The student accepts the graduate program decision and leaves UW-L.
END of PROCESS

STEP 2B.2. The student accepts program decision, but appeals to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.

- The student submits an appeal to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.
- The appeal contains the information presented to the graduate program appeal committee.
- The student presents the appeal (in writing and in person) to the Graduate Council.
- The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.
- The chair of the Graduate Council will notify the student of its decision within 7 days (copies to graduate program director, Assistant to the Dean, Registrar, Office of Graduate Studies).

NOTE: Because the student accepts the graduate program decision to deny readmission to his/her graduate program, the Graduate Council does not consider readmission into the student’s graduate program.
### Graduate Council Decision | Outcome for Student
---|---
Supports student’s appeal | Student is readmitted to university graduate study as a special non-degree graduate student  
**END of PROCESS**
Denies student’s appeal | Student leaves UW-L  
**END of PROCESS**

**STEP 2B.3**
The student does not accept graduate program decision to deny readmission into the student’s graduate program and appeals this decision to the Graduate Council. Grounds for appeal are limited by the following Standard of Review.

**STANDARD OF REVIEW.** The question to be considered in the review is whether one or more of the following factors improperly entered into the program decision to deny readmission of the student into the program:

1. There was arbitrariness, capriciousness, a constitutional or statutory violation (complaints of discrimination are referred to the Office of AAEO), a material failure to follow procedures, or a substantial departure from accepted academic norms when the program decision was made, or
2. There is new/additional information that could bear on the program decision.

• The student prepares and submits an appeal to the Graduate Council for a rehearing of his/her appeal by the graduate program.
• The student presents the appeal (in writing and in person) to the Graduate Council.
• The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.
• The graduate program director or designee will appear at the appeal hearing to answer questions from the Graduate Council.
• The chair of the Graduate Council will notify the student of its decision in writing within 7 days (copies to graduate program director, Assistant to the Dean, Registrar, Office of Graduate Studies).

- The graduate program will notify the student of its decision in writing within 7 days (copies to Assistant to the Dean, Office of Graduate Studies, Registrar).
- If, as a result of the hearing, the graduate program supports the student’s appeal for readmission to the program, the student appeals to the Graduate Council for readmission to university graduate study **(STEP 2A)**.
- If the graduate program reaffirms its earlier decision to deny the student’s appeal to be readmitted to his/her graduate program, the student may accept the decision and leave UW-L **(STEP 2B.1)** or appeal to Graduate Council for readmission to university graduate study **(STEP 2B.2)**.
| Denies student’s appeal for a rehearing by the graduate program, but considers whether to allow student to be readmitted as a special non-degree graduate student. | **• If the Graduate Council denies both readmission to the graduate program and to university graduate studies, the student leaves UW-L. END of PROCESS**  
**• If the Graduate Council approves readmission to university graduate study, the student can choose either to be readmitted as a special non-degree graduate student or to leave UW-L. END of PROCESS** |

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graduate study as a special non-degree graduate student. *(STEP 2B.2).*
Appendix C: Appeal Process - Academic Grade Appeals

LEVEL 1: Instructor

If a student questions or disputes a final grade, he/she must begin with an information discussion with the instructor within 4 weeks of the posting of the grade. If the student does not accept the decision, he/she may begin a formal grade appeal. If the student wishes to file a formal grade appeal, he/she will initiate the process by writing an e-mail to the course instructor within 6 weeks of the posting of the grade with a copy sent to the physician assistant program director. This appeal must contain the reason for the grade appeal and supporting material.

Acceptable reasons for the appeal are limited to the following:

- The instructor used different grading standards for this student’s work than for other student in the class. Grading of the student was arbitrary, biased, or capricious.

The instructor will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the course instructor, another faculty member or program director, the student, and anyone else the student wishes to bring (if desired). If the instructor is the program director, another faculty member or department chair will be asked to attend the meeting. The meeting will be recorded by notes and audiotape.

NOTE: The person selected by the student to attend this or any level of the grade appeals process may not speak at the meeting. They may privately advise or consult with the student during the meeting, but will not be allowed to speak publicly.

The possible outcomes of this appeal hearing are:

- Instructor accepts the student’s appeal and changes the grade
- Student acknowledges the instructor’s rationale for the grade and accepts the grade
- The instructor does not change the grade; student does not accept the decision and decides to appeal to the next level.
- The outcomes of the appeal will be documented by the course instructor within 5 working days after the hearing with a copy sent to the student, the program director, and a copy placed in the student file.

LEVEL 2: Physician Assistant Program Director

NOTE: If the Physician Assistant Program Director was involved in the initial appeal hearing or is the instructor of the course, this step is omitted.

The request to appeal the grade will be put in writing and addressed to the program director within 5 working days of receipt of the instructor’s decision. The appeal will contain the reason for the grade appeal and supporting materials. Acceptable reasons for the appeal are the same as listed above.
The program director will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the program director, the student, and anyone else the student wishes to bring (if desired). The meeting will be recorded by notes and audiotape. The program director may seek additional information from the course instructor and/or student before rendering a judgment.

The possible outcomes of this appeal hearing are:

- Program director supports instructor and recommends that the grade should stand as given
- Program director recommends that the instructor change the grade
- In either case, the student:
  - accepts the grade and ends the appeal process or
  - does not accept the grade and appeals to the next level.

The outcomes of the appeal will be documented by the program director and a copy sent to the student and placed in the student’s file within 5 working days after the meeting.

**LEVEL 3: Chair, Health Professions Department**

NOTE: If the Physician Assistant Program Director and the department chair are the same person, the third level of appeal is omitted.

The request to appeal the grade will be put in writing and addressed to the Health Professions Chair within 5 working days of the receipt of the decision of the Physician Assistant Program Director. The appeal will contain the reason for the grade appeal and supporting materials.

Acceptable reasons for appeal are limited to the reasons noted above with AND:

- The program director recommended a grade change to the instructor but the instructor did not change the grade.

The department chair will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the department chair, the student, and anyone else the student wishes to bring (if desired). The meeting will be recorded by notes and audiotape. The department chair will speak to the course instructor after meeting with the student to gather information about the grading. The department chair may also formally seek additional information from the course instructor and/or student before rendering a judgment.

The possible outcomes of this appeal hearing are:

- Department chair support for the instructor and a recommendation that the grade should stand as given
- Recommendation to the course instructor to change the grade.

In any case, the student may:
• Accept the grade and end the appeal
• Not accept the grade and decide to appeal to the next level.

LEVEL 4: Health Professions Department

If the student wishes to further pursue an appeal, the request for a formal appeal at the Health Professions Department level must be filed with the department chair in writing within 5 working days after receipt of the decision from the program director. The appeal will contain the reason for grade appeal and supporting documentation.

Acceptable reasons for appeal are limited to the aforementioned reasons PLUS:

• the program director and or the chair recommended a grade change to the instructor and the instructor did not change the grade.

• Within 5 working days after receipt of the appeal, the department chair will appoint a five-member ad hoc committee to hear the appeal as indicated in the Department of Health Profession Bylaws: Three faculty/IAS of the program (whenever possible) and two faculty/IAS from outside of the program. The department chair will appoint one of the committee members (other than the course instructor) to chair the committee. The department chair shall NOT be a member of this committee, but will attend the committee meeting as observer and witness.

• The departmental appeals committee will meet within 5 working days of receipt of the written grade appeal. The committee members will be given copies of the documentation of the previous two levels of appeal prior to the appeal hearing.

The appeals hearing will be conducted as follows:

• Student will be given 15 minutes to describe the basis for the appeal and provide supporting documentation to the committee. Involved teacher will be given 15 minutes to describe the rationale for the grade and the reason for not changing the grade. The department chair will be asked to describe his/her involvement in the situation, decisions, and actions taken.
• The student and instructor will be excused and the committee will deliberate.
• The committee may ask for additional information from any of the parties involved and specify a timeframe for supplying the materials. The request for additional materials will be put in writing.
• If additional materials are requested, the committee meeting will be adjourned. The committee will reconvene within one week after deadline for receipt of the requested materials.

The possible decisions the committee can make are:

• Deny the appeal and support the grade as given.
• Support the appeal and make a recommendation to the course instructor to change the grade.

The appeals committee chair will communicate the outcome of the appeal hearing in writing to the student, course instructor, and department chair within 5 days of the final committee hearing.

A copy of the student written appeal and the response of the committee will be given to the student and placed in the student’s permanent record.

A final grade will be determined by the course instructor and will be communicated to the student within 5 working days of receiving the committee’s recommendation.

**End of Process**

The Health Professions Department bylaws do not specify a student grade appeal process beyond the departmental level.
Appendix D: Appeal Process - Non-Grade Appeals Process

There are two types of non-grade appeals: Type one is used when the student has concerns about the actions of instructors, program officials, fieldwork supervisors. Type two is used when the student wishes to appeal actions of the Physician Assistant Program.

**Type I**

If a student has concerns about actions of instructors, program officials, or clinical preceptors which are construed to be related to discrimination or sexual harassment, the following actions should be taken:

If the student is on campus, he/she should first speak with the Physician Assistant Program director.

- Following that discussion, if the student wishes to pursue additional discussion and/or a formal complaint, he/she will be directed to speak with the Affirmative Action Officer.
- The process for concerns about discrimination on basis of student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status is located at: [http://www.uwlax.edu/studentlife/Policies.htm](http://www.uwlax.edu/studentlife/Policies.htm)
- The process for concerns about sexual harassment is located at: [http://www.uwlax.edu/aaod/policies/policies_sexual_harassment.htm](http://www.uwlax.edu/aaod/policies/policies_sexual_harassment.htm)

If the student is on clinical rotations, he/she should speak with the supervising preceptor (unless the complaint is about that person) and the Education Coordinator at either Mayo, Gundersen Lutheran and/or the Clinical Education Coordinator at the Program office.

- Following that discussion, if the student wishes to pursue additional discussion and/or a formal complaint, he/she will be directed to speak with the Clinical Education Coordinator of the Program.
- The Clinical Education Coordinator will keep the Physician Assistant Program Director informed of this situation.
- If the Clinical Education Coordinator, in conjunction with the student and the program director determines that another setting is in the best educational interests of the student, she/he will arrange a different clinical site/preceptor placement for the student.

**Type II**

Students may appeal a program decision or action which he/she feels is unfair, biased, arbitrary, or capricious.

If the program decision or action of concern is a result of alleged academic or non-academic misconduct on the part of the student, the appropriate appeal process is determined by either UWS 14.03 or UWS 17.03 ([http://www.uwlax.edu/studentlife/academic_misconduct.htm#14.01](http://www.uwlax.edu/studentlife/academic_misconduct.htm#14.01)) and can be found at the websites listed above.

If the program decision or action of concern is not related to student misconduct covered by the policies above, the student should follow this procedure:
Level I: Physician Assistant Program

- The student should contact the Physician Assistant Program Director as soon as possible following the decision or action of concern to discuss the situation.
- The Physician Assistant Program Director will schedule a meeting with the student within 5 working days of the contact. If the student is on a clinical rotation distant from La Crosse, this meeting may occur by video or telephone conferencing.
- If the student wishes to submit a formal appeal of the decision or actions, he/she must do so in writing to the Physician Assistant Program Director within 30 days of the original decision or action.
- The grounds for an appeal are limited to claims that the Physician Assistant Program decision was unfair, biased, arbitrary, or capricious. Supporting documentation must be supplied for the appeal to be heard.
- The physician assistant core faculty will meet within 10 working days of receipt of the appeal notice. If a particular faculty member was personally involved, that faculty member will be present for the information gathering portion of the hearing and excused during the deliberations.
- It is preferred that this meeting be held in person with the student being given the opportunity to represent him/herself. If the student is at some distance on clinical rotation, this meeting may be held via video or phone conferencing. In that instance, the student will prepare a written statement of his/her appeal in advance so the faculty has it available at the conference.
- The faculty will communicate its decision in writing to the student within 5 working days following this meeting.

Level 2: Chair, Health Professions Department

If the student is not satisfied with this decision and wishes to appeal it to the Department of Health Professions may do so by contacting the Department Chair in writing within 5 working days following receipt of the physician assistant faculty decision.

- The chair will contact the student within 5 working days and schedule a meeting with him/her and whoever else is mutually agreed upon within 10 working days.
- The chair will make a recommendation to either support the decision of the physician assistant faculty or suggest an alternative decision to that group and the student within 5 working days of the meeting.

Level 3: Health Professions Department

If the student wishes to pursue further appeal, he/she must notify the Chair of Health Professions within 5 working days of receiving the prior decision.

- The chair will convene an ad hoc group of 3-5 faculty, IAS, or adjunct faculty members who will meet within 10 working days of the student’s declaration of appeal.
- The student and other agreed upon persons may attend through the portion of the meeting in which information is presented. They will be excused for the deliberations.
- The decision of this ad hoc Health Professions Appeals committee will be communicated to the student in writing within 5 working days following the meeting.

The Health Professions Department bylaws do not specify a non-grade appeal process beyond the departmental level.
Appendix E: Criminal Background Check Policy and Procedure

UW-LA CROSSE HEALTH PROFESSIONS DEPARTMENT

Background

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) in compliance with standards HR 1.20 and EP 5, and the current Wisconsin Caregiver Law with the Department of Health and Family Services (chapters 48 and 50 of the Wisconsin Statutes) background checks are now required for all students in the allied health areas working in clinical settings. To ensure compliance with these rules, the results of criminal background checks must be obtained for all current students before the program begins (early summer). As a representative of the University of Wisconsin-La Crosse, you are expected to practice sound professional ethics and to conduct yourself in a professional, responsible, and reliable manner at all times. You are expected to maintain high professional standards and a part of this professional standard is a criminal background check.

Important Notice

Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Clinical rotation and fieldwork sites require a criminal background check and Caregiver check in order to permit participation in the clinical experience, rotation or fieldwork. Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites may deny a student's participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction, failure to produce a criminal background check, would result in delayed graduation or in the inability to graduate from the program. If you have a question, please contact the fieldwork coordinator or director of your program.

Derogatory information can include but is not limited to the following:

- Conviction of a felony offense.
- Misdemeanor convictions probated sentences or felony deferred adjudications involving crimes against person (including physical or sexual abuse);
- Misdemeanor convictions related to moral turpitude (including prostitution, public lewdness, exposure etc)
- Felony conviction/deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances;
- Inclusion on the list of Ineligible Persons;
- Providing a false statement on the application

Initial Background Check (Student Completes)

Students are responsible to arrange for a criminal background check using a company that is capable of providing the service in an orderly and timely manner. The Health Professions Department has established a relationship with CertifiedBackground (www.certifiedbackground.com). The company charges between $48-100 depending on how many places you have lived prior to attending UW-L.
Background checks are required for fieldwork placements in many facilities. Thus all students in the Health Professions Department will have a criminal background check done prior to the first day of class to facilitate fieldwork assignments. All costs incurred by the students for this background check are the responsibility of the student. CertifiedBackground makes the results available to the Health Professions Department electronically.

**Re-Check Prior to Fieldwork/Clinical Rotations**

Many facilities require a current criminal background check (done within the past 6 months) and a caregiver background check. The Health Professions Department will conduct a follow-up Criminal History Background Check for Wisconsin and Minnesota and a Caregiver background check before the student’s first full time rotation/clinical/fieldwork assignment. All students are required to have this re-check and it will be charged to the student as a special course fee. Criminal Background Checks (CBCs) completed at other facilities may not be accepted as a substitute for this process.

**Recordkeeping**

Students are advised to keep a copy of the results for their personal files to take with on their clinical/fieldwork rotations.

**Confidentiality**

Results of all background searches will be kept confidential and will be disclosed only to the extent necessary to administer and enforce this policy or pursuant to appropriate legal process. Students are required to complete and sign the authorization, acknowledgement, and release form releasing necessary criminal background information to the placement facility(s) (Attachment 1). Criminal background records are stored in a secure place and kept separate from the student’s academic file. Criminal background check information is destroyed once the student is no longer a student in the Health Professions Department.

**Disclosure**

The student will be notified if the background check information raises a potential concern for placement or consequences for credentialing or licensure (Attachment 2). The Program Director will also be notified of any record that raises a potential concern for the student. The Director will then discuss the potential impact of the record and the student’s options with the student.

Some fieldwork facilities ask for the background check prior to the student placement. In those cases, the information will be disclosed to the facility upon their request. Other facilities require that the student bring a copy of the background check information with them on the fieldwork/clinical rotation. In all cases, the facility makes the final decision about the suitability of the student to be placed at the facility.

**Obligation to Report**

All students admitted to the Health Professions Department have an ongoing obligation to report any criminal conviction that may impact upon the student’s continued ability to participate in the clinical program to the program director/Chair of the program no later than the next day of its
occurrence. Failure to comply with any aspect of this policy will result in immediate dismissal from the program.

Completion of the Background Checks

Initial Background Check: Results due the first day of class

Prior to the beginning of classes, students will be supplied with an instruction sheet and a UW-L code for conducting their online search with CertifiedBackground. Students are responsible to complete the background application process and pay the fee in enough time to receive the results and supply them to the program on or before the first day of class. Results and the signed waiver form, included with the instruction sheet, should be turned in to the Fieldwork Support person, Room 4035, Health Professions Department on the 4th floor of the Health Science Building.

Specific information requested in a background check is:
- Verification of the student’s social security number
- Search of Caregiver Background and Criminal History
- Office of Inspector General (OIG) list of Excluded Individuals/Entities

Background check results are returned within days on-line. The student is responsible for working with the background check company to clear up any reporting discrepancies.

Re-Check Prior to Fieldwork/Clinical Rotations: Results due prior to placement

Once the student is assigned to a Fieldwork/Clinical Rotation facility, the Fieldwork Support Person will coordinate with each facility what specific Criminal Background Check information they require. Prior to the fieldwork/clinical rotation, the Minnesota and Wisconsin Criminal Background and Caregiver Background Check forms and the WI Department of Justice Criminal History Individual Name Record Request Form will be provided to each student. The forms can also be printed at: http://www.dhs.wisconsin.gov/forms/HFSnum.asp In addition, students will be notified if the facility they will be attending requires additional background information. Students are required to complete these forms and return them to the Fieldwork Support person, Room 4035, Health Professions Department on the 4th floor of the Health Science Building. The fee for the re-check is assessed as a special course fee.
Appendix F: Excused Absence Policy

**Purpose:** Define the process for efficient request and approval or denial of excused absences for both first and second year PA students to be implemented for the beginning of our PA academic year in May 2007. These excused absences would apply to any non-emergent issue on the part of the student or his/her immediate family member. For emergent need of absence, direct communication must be made to a PA faculty member as soon as reasonably possible, and the teacher or preceptor involved by the absence should also be contacted.

**Process:** Students in the first (didactic) year of study may submit a request in writing (e-mail preferred) for excused absence to any of the current PA faculty members at least 2 weeks prior to first date of excuse requested. Those requests sooner than 2 weeks may be addressed based on the circumstances for the lateness of the request.

Students in the second (clinical) year of study may submit a request in writing (email preferred) for an excused absence to the clinical coordinator or PA program director at least 2 weeks prior to the first requested date of absence. Again those requests within the 2 weeks may be taken into consideration under extenuating circumstances.

In making a request, students are encouraged to consider the potential for remediation, impact on education, impact on preceptors’ schedules, and the overall impression of the program in its commitment to consistency and excellence.

**Guidelines:** The total number of days excused during the first year will not exceed 4 (four) days. The total number of days excused during the second year will not exceed 5 (five) days. No more than 2 (two) days may be missed during any single clinical rotation. Second year students are encouraged to utilize holiday and spring breaks (and weekends) for practice search.

**Decision:** At each weekly PA Faculty meeting (currently held on Mondays) the excused absence requests will be discussed. Majority vote will decide the approval or denial (or conditions of approval). In case of tie, the decision will reside with the program director. Notification of decision along with plan of notification for affected staff, faculty, or clinical preceptors (sites) will occur within 48 hours of the PA faculty meeting.

**Appeals:** Student appeals must be in writing along with rationale of appeal and will be discussed with the PA Faculty. If consensus cannot be obtained upon further review, then the decision of the PA Administrative Committee will be sought and considered final.

Original April 2007 (ejm).
Revised September 2009 (ejm).
Appendix G: Exposure and Injury Reporting Procedure

When an incident or exposure occurs, the student should immediately seek medical care to assure that any injuries and exposures are appropriately evaluated and treated. If post-exposure prophylaxis is recommended, it should be initiated as recommended, often within two hours of the exposure. The student should seek this care under their own health insurance policy, though in some institutions this care may be provided by that institution. Further details regarding post-exposure prophylaxis can be found at the following web site http://www.cdc.gov/hicpac/pubs.html. The exposure and/or injury must also be reported to the Program through the procedure outlined below:

**Exposure/Injuries at Gundersen:** At Gundersen sites in La Crosse this care should be provided by the Gundersen Occupational Health and Preventive Medicine Department (3rd Floor, 7th and Denton Building). If exposure to blood or body fluids occurs from 7 am to 5 pm M-F, please use the Exposure pager # 3799 and report immediately. After hours, report to the Gundersen Trauma Emergency Center. At Gundersen Regional Clinic sites the care should be provided locally with consultation with the Occupational Health Department as necessary. Students assigned to Gundersen clinical sites shall be financially responsible for all medical care received from Gundersen Health System.

**Exposures/Injuries at Mayo:** At Mayo Medical Foundation Rochester sites this care should be provided by the Mayo Employee Health Service located at Baldwin 5-A, Eisenberg SL-49 and Domitilla MN-H7 at the Mayo Clinic, Rochester Methodist Hospital and St. Mary’s Hospital, respectively. After business hours such care is provided by the Urgent Care Center or the St. Mary’s Emergency Trauma Center. Needle sticks should be reported immediately by telephoning 127-2222 on the Mayo Rochester campuses. At Mayo’s Regional Health System sites students should seek care with their local providers, Urgent Care Clinic or Emergency Room. Additional policies for such exposures and incidents that might occur at Mayo’s Rochester sites are found in the Mayo School of Health Sciences Student Handbook.

**Other Clinical Sites:** For incidents which occur at sites outside of the Mayo and Gundersen clinical systems, immediate care should be sought locally. If necessary consultation with the Gundersen Occupation Health Department, the Mayo Employee Health Service, UW-L Student Health or another appropriate institution may be obtained.

**Injury and Exposure Incident Reporting**
Report incident using procedures required by the clinical site in the appropriate time frame. It is the student’s responsibility to be familiar with these procedures at each clinical site.

- In addition, complete the HSC General Incident Report for any exposures and injuries related to clinical experiences, a copy of which is provided in the *Forms* section of this manual. Completed HSC incident reports should be sent to the PA Program Director. The program director will send a copy to the HSC building manager and the UW-L Risk Manager.
Appendix H: HSC Emergency Preparedness Policy

IN CASE OF EMERGENCY: Call 911 - Life Threatening

- Provide follow-up call to University Police at 789-9999.
- Evacuate the building. Last one out of a room closes and locks the door.

Fire:

- In case of fire, evacuate the building.
- When the fire alarm system is activated, a signal is sent to the UW-L Switchboard and they call 911. Always evacuate the building whenever the alarm is activated.
- Floor plans showing emergency egress routes will be posted on each floor.
- In the event of a fire the elevators automatically shut down and return to the first floor, so it is always preferable to use the stairs in an emergency.
- Wait outside the building until instructed by Fire Department or a Police Officer to return.
- DO NOT GO BACK INSIDE until instructed by the Fire or Police that it is safe to return.
- For more information on University emergency procedures, visit the UW-L Emergency Response and Preparedness Plan at [www.uwlax.edu/police/emerg.htm](http://www.uwlax.edu/police/emerg.htm).

Keys and Access to the Building After Hours

- Students have access to the building at posted hours. The building is locked on the weekend and students gain access with their student ID card to the back door.

Life Safety Systems (Fire Extinguishers, Sprinkler System, Alarms)

- Service will be provided by the UW-L Physical Plant. Please report any missing fire extinguishers, burned-out exit lights, or other malfunctioning safety equipment. Please contact the UW-L Physical Plant for assistance with maintenance-related issues. A work order will need to be filled out to have even minor maintenance to aspects of the building. Please remember that all parts of the HSC are protected by automatic fire detection and suppression (fire sprinkler) systems.

Radiation Safety

- Call Rob Mowbray (UW-L Biology) at 785-6975 to discuss issues related to radiation equipment and radioactive materials in the Health Science Center.

Security (Rounds, Inspections, Record Keeping)

- Security can be contacted by calling 789-9000 - 24 hours a day. Incident investigation and reporting, along with Crime Prevention Activities, are also provided. Security telephones are located on each floor.

Waste Management (recycling, general rubbish, medical/hazardous)

- Routine building waste and rubbish will be collected by custodians and placed in a Waste Management dumpster located southeast of the receiving area of the HSC. Medical waste will be collected from labs by the daytime custodians and stored in the receiving area until it is removed by Stericycle (formerly BFI). Collection will be based upon the normal routine by which Stericycle serves some of our local hospitals. A paper recycling program is in place. Wastebaskets are provided for recyclable paper alongside traditional rubbish containers. If you need a container, please contact the UW-L Custodial Services at 785-8912.

Electrical Service (Utility)

- Electricity is supplied to the building by Excel Energy, Inc.
- The HSC is equipped with a standby generator that runs on natural gas, which is capable of providing enough power to run emergency lighting, some environmental equipment, elevators, and critical research coolers for an indefinite period.
Appendix I: HSC Latex Safe Environment Policy

The Health Science Center ensures a safe learning and research environment for the faculty, researchers, staff and students through the collaboration of its partners. The Center aims to protect staff and students from unnecessary exposure to latex and to control with limits, exposure of latex and latex based products. To assure a “latex safe environment,” occupants and participants of the Health Science Center will limit the use and direct exposure of latex based products. In accordance with this policy, latex balloons, latex based powered gloves and products produced with latex will be limited. If a product used in research or instruction does not have a latex alternative, the product should have a protective barrier to prohibit the exposure or release of latex particles.

1. Staff will upgrade/complete a database of equipment/materials that contain latex.
2. Staff will eliminate the use of latex powdered gloves and replace with latex free or low protein, powder free gloves. If possible, supplies and materials containing latex should be removed or replaced with latex free or low protein alternatives. Items without a latex-free alternative should have a protective barrier i.e. covering.
3. Programs/departments will develop a plan for replacing or covering items containing latex.
4. Stickers/signs at each entrance to the building will state “Rubber (Latex) balloons or material containing rubber based substances are not allowed.”
5. Rubber bands should be limited to use in classrooms, labs, and offices must be stored in closed containers or drawers.
6. Before applying bandages (“Bandaids”) or similar adhesive protective barriers the recipient must be questioned regarding allergic reactions. If the recipient has a history of an allergic response, alternative measures must be taken.
7. Staff or students who have a high sensitivity to latex based products should be advised to purchase and wear a bracelet warning of the allergic condition. It is the responsibility of staff and students with hypersensitivity to latex based products to carry an “epi pen” in case of an allergic reaction.
Appendix J: Professionalism Evaluation & Professional Development Plan

UWL – Gundersen – Mayo Physician Assistant Program
Professionalism Evaluation & Professional Development Plan

Directions:
1. PA student self-evaluates while the faculty advisor rate the PA student on a scale from 1 – 7 in each of the generic abilities. These 10 abilities are discussed in the summer semester course, PAS 640 Introduction to the PA Profession, and are aspects of professional development as based on the “Physician Assistant Program – Adapting Generic Abilities to the Academic Setting”.

2. The rating of “1” represents the first or lowest stages of development for each ability which should be demonstrated upon admission to the program. The rating of “7” represents each quality as it should be demonstrated by the time of entry-level into the profession (ie. graduation from the program) or beyond.

3. The PA student and Faculty Advisor then compare their ratings and discuss differences. The areas of strengths and weakness (those areas needing improvement) are agreed upon.

4. The PA student, with the faculty advisor’s advice, develops an individual professional development plan to be implemented between the mid-semester advising appointment and the next Core Faculty evaluation. The student and faculty advisor sign the plan.

5. Initially, the PA student will develop their professionalism development goals during the summer semester of their first (pre-clinical) year after discussion of the Program’s adaptation of these professionalism attributes to the academic setting. Students and faculty advisors will together evaluate the students’ professional development at mid-semester in both the fall and spring of the pre-clinical phase of the program.

6. At the end of the fall and spring semesters, the UWL Core Faculty will evaluate each first year student and their level of professionalism. If deficiencies are identified the faculty advisor and program director will inform the student of such.

7. Once a deficiency has been communicated to the student, he/she will then develop a written plan for improvement and/or correction which will require approval of the Core Faculty and Program Director.

8. Professionalism deficiencies which persist may jeopardize a student’s progression and thus completion of the Program. The UWL policies regarding non-academic misconduct will be enforced as will those in the Program’s Student Policy Manual. The UWL policies regarding non-academic misconduct can be found at www.uwlax.edu/studentlife/nonacademic-misconduct.htm.
9. The PA student is evaluated by their clinical preceptors on rotations during the clinical phase of the Program. Any deficiencies noted will be addressed by the Clinical Education Coordinator and the Program Director. A plan for corrective counseling will be determined. Any disagreement regarding non-academic conduct and the UWL Core Faculty may be appealed to PA Administrative Committee.

**Professionalism Evaluation**

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<th>RATING</th>
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<td>1. Commitment to Learning</td>
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<td>2. Interpersonal Skills</td>
<td>1 2 3 4 5 6 7</td>
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<td>3. Communication Skills</td>
<td>1 2 3 4 5 6 7</td>
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<td>4. Effective Use of Time &amp; Resources</td>
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<td>5. Use of Constructive Feedback</td>
<td>1 2 3 4 5 6 7</td>
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<td>6. Problem Solving</td>
<td>1 2 3 4 5 6 7</td>
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<td>7. Professionalism</td>
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<td>9. Critical Thinking</td>
<td>1 2 3 4 5 6 7</td>
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<td>10. Stress Management</td>
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**TOTAL**

**Discussion Points:**
Professional Development Plan

**Assessment:** Based on self-assessment, and discussion between student and faculty advisor.

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**GOALS:**
1.

2.

3.

**Specific Actions:**
1.

2.

3.

Student Signature: _____________________________  Date: __________

Faculty Advisor Signature: ______________________  Date: __________

Developed 10-19-09 EJM
Appendix K: Student Health and Immunizations

PA program policies regarding student health and immunization status serve to protect the student and the student’s patients during classroom and clinical experiences with the program. The PA program must verify that students have complied with the following health and immunization policy. To maintain student confidentiality, student medical records are not seen or reviewed by any of the Physician Assistant Program faculty or staff. The student is responsible for providing evidence that he/she is in compliance with the health and immunization policy from a licensed provider (see below) at two points in the program.

Policy- Initial Health Screening/Immunizations

- Students will obtain a health history and physical examination prior to 7/15 of the first year of the program (pre-clinical year).
- Students will obtain required immunizations prior to 7/15 of the first year of the program (pre-clinical year).
- Examination may be performed by a licensed MD, DO, PA-C, or NP of the student’s choice outside of the PA program.
- UW-L PA program faculty/staff are not permitted to perform health screening or immunizations for students in the program.
- UW-L PA program faculty/staff are not permitted to see actual health records from the students.
- Student will obtain verification from health provider that immunizations and health screening was obtained in accordance with the requirements stated in the form.

Documentation Required from Student:

- By 7/15 of first year of the program (pre-clinical year), submit signed Student Health and Immunization Policy Compliance Form to the department office.
- By 10/31 of the first year of the program (pre-clinical year), submit signed Proof of Influenza Immunization Form
- Maintain own copy of Health Screening and Immunization and Health Screening Records.

Policy – Update of Health Screening/Immunizations

- Students will obtain an updated Health Screening between 3/1 and prior to 5/1 of the first year of the program (pre-clinical year).
- Students will have a review of all required immunizations and titers (including hepatitis B).
- Students will obtain an additional Mantoux test.
- Examination and immunization review may be performed by a licensed MD, DO, PA-C, or NP of the student’s choice outside of the PA program.
- UW-L PA program faculty/staff are not permitted to perform health screening or immunizations for students in the program.
- UW-L PA program faculty/staff are not permitted to see actual health records from the students.
- Students are advised that they may be required to show actual health and immunization records at their clinical rotations.
- Students are advised that some rotations may require additional health screening and
immunizations. Information about these requirements will be provided prior to the clinical year.

**Documentation Required from Student:**

- **By 5/1 of first year of the program (pre-clinical year), submit signed UPDATED Student Health and Immunization Policy Compliance Form to the department office.**
- **By 10/31 of the second year of the program (clinical year), submit signed Proof of Influenza Immunization Form**
- **Maintain own copy of Health Screening and Immunization and Health Screening Records.**

Complete as much of the “Required Immunizations” section from your personal health records as you can prior to your physical examination. It may be more economical to obtain some of the immunizations and titers from the UW-L Student Health Service once enrolled as a student. The titers are available for about $10 per test and the Hepatitis B vaccine is available for about $30 per dose. When non-immune titers require re-vaccination the program may adjust the deadline to accommodate the timing of a follow-up titer. If this is the situation, let the department office know when your immunizations will be complete.

When obtaining the UPDATED health examination for the clinical phase of the program, take the initial health examination with you for the clinician to review. As noted above, some clinical sites may require additional health information and immunizations. Information about this will be provided prior to the clinical rotation.

If there are questions regarding these health and immunization policies, please contact the Physician Assistant Program Director.
PHYSICIAN ASSISTANT STUDENT INITIAL HEALTH HISTORY/EXAMINATION FORM
Gundersen Lutheran Medical Foundation - University of Wisconsin-La Crosse - Mayo School of Health Science

The purpose of this review is to determine that the student is free of any condition that might endanger the health and well-being of this or other students and the patients they care for. Obtain this examination between before 7/1 of the first year of the program. Keep this form and submit verification form by 7/1 of the first year of the program to the department office. Students are advised that this form may need to be supplied to some clinical rotations.

Name:

________________________________________________________________________

Last Name    First Name     Middle Name

University ID Number: __________________________

Sex: Male ____ Female ____

Date of Birth: ______________

Age (yrs): ______

Enrollment Date for PA Program (mo/yr): ______

Have you previously been a UW-L student (y/n)? _____

Telephone Number: (____) ____- ________

Country of Citizenship if other than USA: ________________

Permanent Address:
________________________________________________________________________

Street, Apartment Number/Rural Route, City, State, Zip Code

Local La Crosse/Rochester Address, if different from your permanent address above:
________________________________________________________________________

Street, Apartment Number/Rural Route, City, State, Zip Code
MEDICAL HISTORY

Current Complaints:

Current Medications:

Past Medical History:

Hospitalizations:

Surgeries:

Injuries:

Allergies, medical and environmental including latex:

Family History:

Social History:

Physical Examination:
Height: _______ Weight: _______ Pulse: _______ Blood Pressure: _______

System Review:

<table>
<thead>
<tr>
<th>Normal</th>
<th>Abnormal</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Head and Neck</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Ears and Hearing</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Nose and Sinuses</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Mouth and Throat</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Teeth</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Eyes and Vision</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Respiratory and Lungs</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Heart and Vascular</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Metabolic and Endocrine</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Skin and Lymphatic</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Neurologic</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Psychiatric</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Genitourinary</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Pelvic (Females)</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:
TB TESTING
Mantoux TB skin test must have been given in the last 12 months. If the test is positive, either from exposure or BCG vaccine, a chest x-ray done in the last 12 months is also required.

Test Name: ______________  Date Applied: ___/___/___  Date Read: ___/___/___

Results:  □ Positive □ Negative
Induration:_____mm

Chest X-ray:  Date: __________  Results: ___________________________________________
# REQUIRED IMMUNIZATIONS

Information regarding the following immunizations and titers is required to protect both students and patients, and meet requirements in the variety of institutions in which PA students will have clinical education experiences. As some of this information is similar to the Student Health Center “Immunization Form” required of all UW-L students, it would be useful to complete these forms simultaneously.

<table>
<thead>
<tr>
<th>Immunization</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tetanus-Diphtheria</strong></td>
<td>- Circle the number below which applies to your situation.</td>
</tr>
<tr>
<td></td>
<td>1. Completed primary series of tetanus-diphtheria immunization of at least 2 (two) doses within the past 10 years (please specify dates below)</td>
</tr>
<tr>
<td></td>
<td>Dose 1: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 2: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>2. Received tetanus-diphtheria booster within the last 10 (ten) years. Date: <strong>/</strong>/____</td>
</tr>
<tr>
<td><strong>Polio</strong></td>
<td>- Indicate the type of vaccine given and doses received. At least three doses are required.</td>
</tr>
<tr>
<td></td>
<td>Dose 1: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 2: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 3: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Type of Vaccine:</td>
</tr>
<tr>
<td><strong>MMR (Measles, Mumps and Rubella)</strong></td>
<td>- Two doses are required. However, an immune titer is also required for Measles and Rubella (see below). Circle the number which applies.</td>
</tr>
<tr>
<td></td>
<td>1. Does not apply if individual was born before January 1, 1957. You must however provide immune titers to Measles (Rubeola) and Rubella (German Measles). See below.</td>
</tr>
<tr>
<td></td>
<td>2. Dose 1: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 2: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>3. Measles vaccine received alone as below.</td>
</tr>
<tr>
<td><strong>Measles (Rubeola)</strong></td>
<td>- circle those that apply. Two (2) doses required or MMR or any combination.</td>
</tr>
<tr>
<td></td>
<td>1. Does not apply if individual was born before January 1, 1957. But must still provide report of immune titer. Attach copy of lab report.</td>
</tr>
<tr>
<td></td>
<td>2. Dose 1: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 2: <strong>/</strong>/____</td>
</tr>
<tr>
<td><strong>Rubella (German Measles)</strong></td>
<td>- circle those that apply. Two (2) doses required or MMR or any combination. An immune titer is also required.</td>
</tr>
<tr>
<td></td>
<td>1. Does not apply if individual was born before January 1, 1957. But must still provide report of immune titer. Attach copy of lab report.</td>
</tr>
<tr>
<td></td>
<td>2. Dose 1: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 2: <strong>/</strong>/____</td>
</tr>
<tr>
<td><strong>Mumps</strong></td>
<td>- circle the appropriate status below.</td>
</tr>
<tr>
<td></td>
<td>1. Had disease: □ yes □ no</td>
</tr>
<tr>
<td></td>
<td>Date: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>2. Immunized with live virus vaccine.</td>
</tr>
<tr>
<td></td>
<td>Date: <strong>/</strong>/____</td>
</tr>
<tr>
<td><strong>Hepatitis B</strong></td>
<td>- circle the situation which applies.</td>
</tr>
<tr>
<td></td>
<td>1. Immunization and immune titer.</td>
</tr>
<tr>
<td></td>
<td>Dose 1: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 2: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Dose 3: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>Must also report an immune titer drawn within the past 5 years.</td>
</tr>
<tr>
<td></td>
<td>Attach copy of lab report.</td>
</tr>
<tr>
<td></td>
<td>2. Student not previously immunized.</td>
</tr>
<tr>
<td></td>
<td>Must plan to receive the immunization series during the first 6 months of enrollment in the PA Program, and document immune titer by May 1 in the spring semester of the first year of the program.</td>
</tr>
<tr>
<td><strong>Chicken Pox/Varicella</strong></td>
<td>- Documentation of an immune titer is required. Indicate if there is a history of the disease or vaccination below. Attach copy of the lab report.</td>
</tr>
<tr>
<td></td>
<td>1. Had disease: □ yes □ no</td>
</tr>
<tr>
<td></td>
<td>Date: <strong>/</strong>/____</td>
</tr>
<tr>
<td></td>
<td>2. Immunized: Date: <strong>/</strong>/____</td>
</tr>
<tr>
<td><strong>Pneumococcal Vaccine (Pneumovax)</strong></td>
<td>- Not required. If previously vaccinated, the date of vaccine is requested for completeness of information only.</td>
</tr>
<tr>
<td></td>
<td>Date immunized: <strong>/</strong>/____</td>
</tr>
<tr>
<td><strong>Influenza vaccine</strong></td>
<td>- This vaccine is highly recommended for persons who are healthcare providers to at risk populations. It is not available at this time, but is required (unless contraindicated) by October 31 of didactic and clinical years.</td>
</tr>
</tbody>
</table>

54
Student Health and Immunization Policy Compliance Form

Initial Examination

*Submit this form to the department office by 7/1 of the first year of the program*

I certify this PA student is free of communicable disease, free of any condition that might endanger the health and well-being of this or other students and the patients they care for, meets the immunization requirements of the program, and is medically fit to undertake study in the University of Wisconsin-La Crosse - Gundersen - Mayo PA Program.

Student’s Name: __________________________ Date: __________________

Printed Signature: ______________________ Signature of Provider: ___________________

Phone: ______________________ Email: _______________________________________

Address:
________________________________________________________________________
________________________________________________________________________
Influenza Vaccine Documentation
Fall 2015

Form due by October 31, 2015

I, ____________________________, received the influenza vaccine on this date_____________________ at this location_____________________________.

Signature of provider______________________________________


PHYSICIAN ASSISTANT STUDENT HEALTH EXAMINATION UPDATE FORM
Gundersen Lutheran Medical Foundation - University of Wisconsin-La Crosse - Mayo School of Health Science

The purpose of this review is to determine that the student remains free of any condition that might endanger the health and well being of this or other students and the patients they care for. Obtain this examination between 3/1 and 5/1 of the first year of the program. Keep this form and submit verification form by 5/1 of the first year of the program to the department office. Students are advised that this form may need to be supplied to some clinical rotations.

Name:

Last Name: ___________ First Name: ___________ Middle Name: ___________

University ID: ________________

Sex: Male _____ Female _____ Date of Birth: _____________

Permanent Address:

Street, Apartment Number/Rural Route, City, State, Zip Code

Local La Crosse/Rochester Address, if different from your permanent address above:

Street, Apartment Number/Rural Route, City, State, Zip Code

MEDICAL HISTORY

Report changes in the last year regarding findings pertinent to the student’s communicable disease status or other condition that might endanger the health and well being of other students and patients:

Current Complaints:

Past Medical History:

Allergies, medical and environmental including latex:

Family History:

Social History:

Review of Systems:

Physical Examination:
Height: _______ Weight: _______ Pulse: _______ Blood Pressure: _______

Describe findings pertinent to evaluation of the student’s status regarding communicable disease or other conditions that might endanger the health and well-being of this or other students and patients, or any significant changes in the past year:
TB TESTING
Mantoux TB skin test must have been given in the last 12 months. If the test is positive, either from exposure or BCG vaccine, a chest x-ray done in the last 12 months is also required.

Test Name: ______________ Date Applied: ___/___/___ Date Read: ___/___/___

Results: □ Positive □ Negative
Induration: _____mm

Chest X-ray: Date: __________ Results: ___________________________________________
I certify this PA student remains free of communicable disease, free of any condition that might endanger the health and well-being of this or other students and the patients they care for, meets the immunization requirements of the program, and is medically fit to undertake study in the University of Wisconsin-La Crosse - Gundersen - Mayo PA Program.

Student’s Name: _________________________ Date: __________________

Printed Signature: ______________________ Signature of Provider: ______________________

Phone: _____________________________ Email: _____________________________

Address:
______________________________________________________________________________
______________________________________________________________________________
Appendix L: Technical Standards Of Performance

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

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

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

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

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

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

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

V. Behavioral and Social Attributes:
A candidate must possess the emotional health and stability required for full utilization of his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes.
Appendix M: UW-L Campus & La Crosse Community Resources

Several resources are available to students on the La Crosse campus and within our La Crosse community. These resources are available to all students of the Program during both the didactic and clinical years. The following is a partial list of those student services on campus and in La Crosse. A complete list of student services available to UW-L students may be found on the Eagle Eye, the student handbook for all UW-L students: http://www.uwlax.edu/studentlife/eagle_eye.htm.

UW-L RESOURCES

Counseling & Testing Center
785-8073  2106 Centennial Hall

Office hours: Monday through Friday, 7:45 a.m. – 4:30 p.m. (Closed holidays)
Urgent Care (same day assistance) is available Monday through Friday, 1:00 - 4:00 p.m.

The staff is committed to helping UW-L students be more effective in their academic work, personal lives, and relationships with others. Services offered at no charge to students include:
- Crisis intervention
- Individual Counseling
- Group Counseling
- Career Testing
- Academic skills evaluation
- Psychological testing
- National testing
- Test anxiety and study skills assistance
- Alcohol and drug abuse problems
- Biofeedback clinic

Disability Resource Services
785-6900  Murphy Library, Room 165

Any student at the University of Wisconsin - La Crosse who has a physical, sensory, emotional, or learning disability should meet with the personnel from the Office of Disability Resource Services during his/her first semester on campus. Even students who have a mild disability may find it beneficial to discuss their adjustment to campus life with the office staff. Students should contact the personnel at the office immediately after acceptance into the university. Further information can be found at www.uwlax.edu/drs.

Financial Aid
785-8604  215 Graff Main Hall

Office Hours: Monday - Friday, 7:45 a.m. to 4:30 p.m.  E-mail: finaid@uwlax.edu. Christina Hayes is the primary contact person in the Financial Aid office for issues relating to the Program. The UW-La Crosse Financial Aid Office helps students seek, obtain, and make the best use of all financial resources available. Staff members are committed to providing financial resources to students to help them pursue their educational and professional goals. Assistance is provided to students through scholarships, grants, student employment opportunities and loans.

Gundersen Health Sciences Library
775-5410  1900 South Ave. H01-011
Adolf L. Gundersen, MD, Health Sciences Library
E-mail: library@gundluth.org
(608) 775-5410 or 1-800-362-9567 ext. 55410
Monday through Friday, 7 a.m. to 4:30 p.m.
The Adolf L. Gundersen, MD, Health Sciences Library, has been an integral part of Gundersen
Lutheran for more than 40 years and is the second largest hospital library in the state. The
library houses a collection of 450 print journal titles, 2,800 online journal titles and 4,000 textbook
titles. As a PA student of our Program, you will receive an identification badge and secure access
to the library throughout your entire PA studies.

Murphy Library
785-8808    Murphy Library
Murphy Library provides students with research, course-related, self-enrichment, and recreational
In addition to texts and periodicals, on-line data bases and resources are provided through Murphy
Library. Inter-library loans are available for those resources not available through either Murphy or
Gundersen Lutheran Health Sciences libraries.

Office of Student Life
785-8062    149 Graff Main Hall
The Office of Student Life is committed to assisting the students of the University of Wisconsin -
La Crosse by serving as an advocate in promoting and defending the interest of the students within
the university at large, maximizing students' use of the services available to them at the University,
and intervening on the behalf of students when requested and appropriate.

Office of Multicultural Student Services
785-8225    1101 Centennial Hall
The primary goals of the Office of Multicultural Student Services (OMSS) are to increase the
undergraduate and graduate enrollments of U.S. underrepresented and disadvantaged students, to
improve the quality of their educational and social experiences and to increase the number of
graduates. To accomplish these objectives, OMSS is involved in specific recruitment and retention
activities, and special academic support programs. OMSS also sponsors numerous cultural events,
supports ethnic student organizations and services, promotes community outreach efforts, consults
and holds joint programming sessions with other support services offices and encourages staff and
faculty involvement in underrepresented student assistance programs.

Recreational Eagle Center
608-785-5225    1601 Badger Street
The Recreational Eagle Center (REC) is provided by and for UW-L students. It is designed to help
meet the recreational, social, and wellness needs of UW-L students. All students are invited to stop
by and get acquainted. Bring your Tower Card! In the Recreational Eagle Center you will find:
Climbing Wall, 200 meter elevated track, 2 Racquetball Courts, 4 Basketball Courts, 6 Volleyball
Courts, 2 Badminton Courts, UWL Club Sports, Outdoor Connection (Outdoor EQ Rental),
Strength & Fitness Center, Cardiovascular Equipment, Aerobics Studio, Martial Arts Room, First
Aid Room, Campus Child Care Center, Vending Machines, Courtesy & Pay Phones, TV Lounge
and Other Lounge Areas, Locker Rooms and Day Lockers, Kiosk for student e-mail, Shower
Rooms, and more ...

**Student Health Center**  
785-8558   HSC – First Floor

Office/Appointment Hours (Spring - January 19, 2010 through May 14, 2010)  
Monday, Thursday and Friday :  8:00 a.m. – 4:00 p.m.  
Tuesday :  9:00 a.m. - 4.00 p.m. and Wednesday : 8:00 a.m. - 7.00 p.m.

**Violence Prevention Services**  
(608)785-8062   149 Graff Main Hall

Monday through Friday, 9:00 A.M.-4:00 P.M.  
EMERGENCY AFTER HOURS CONTACT:  
University Police, 789-9999 or 911  
La Crosse Police, 785-5962 or 911  

UW-L recognizes that violence in any form interferes with the work and learning taking place in our community. Often, someone who experiences a sexual assault, stalking, or violence or abuse in a relationship, may find that they have difficulty focusing on work or on their studies. The Violence Prevention Office (VPO) is here to assist you with advocacy, information, and support, so that you can make informed choices about the options available to you in these situations. Services are free, confidential, and available to all UW-L students, faculty, and/or staff members.  
In addition to advocacy, the Violence Prevention Specialist is available to provide education and training on campus. Contact us to learn more, or to schedule a classroom presentation or training session.

**COMMUNITY RESOURCES**

**Coulee Council**  
784-4177   921 West Ave. S.

Education, assessment, and referral for alcohol and other drug additions. For emergency medical services, detoxification, and treatment, as well as the services listed above:  
  Gundersen-Lutheran Hospital Recovery Center, 1910 South Ave., 785-0530.  
  Franciscan-Skemp Chemical Dependency, 700 West Ave. S., 785-0940.

**First Call for Help**  
782-8010 (24 hours/day)  
Emergency services, counseling and support.

**Franciscan-Skemp Safe Path**  
791-7804 or (800) 362-5454, X7804.

**Gundersen-Lutheran Sexual Assault Services**  
775-5950 or (800) 362-9567, X5950.

**La Crosse Police**  
Emergency  911  Non-emergency  785-7241
Appendix N: Student Participation in Laboratory Instruction

The Program requires the participation of students as simulated patients as well as examiners. The Program expects all students to participate in all aspects of physical exam practicum in a professional and cooperative manner.

During PAS 643: Applied Medical History and Physical Examination students will learn the essential skills of history-taking and physical examination necessary for the practice of a Physician Assistant.

During lab sessions, students generally learn examination techniques and skills in teams of two or three with the guidance of an experienced instructor. Students are encouraged to attend these laboratory sessions prepared to partially disrobe. Patient gowns will be provided by the Program, but all students should come prepared to change into athletic shorts beneath the gown. Women should wear a sports bra or tank top beneath the gown.

This participation does NOT include examination of the genitalia, rectum, or breasts. The students will learn to examine and evaluate these anatomical areas using simulators and examining professional patients.

All students are expected to participate in these learning activities by dressing as outlined above and by submitting to inspection, palpation, percussion, and auscultation by their classmates.

By signing below, you acknowledge and understand this policy and agree to abide by it.

Student Signature: ______________________________________________________

Student Name (please print): _____________________________________________

Date: ____________________________
X. FORMS
La Crosse Medical Health Science Consortium Inc.
General Incident Report

<table>
<thead>
<tr>
<th>Claimant Name</th>
<th>Work Phone</th>
<th>Home Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address</td>
<td>Date of Accident</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
<td>Zip + 4</td>
</tr>
</tbody>
</table>

Full Description of the accident including specific location and activity involved in at the time of the incident. (Use the back of this sheet if additional space is needed.)

<table>
<thead>
<tr>
<th>Injuries</th>
<th>Describe full extent of injuries, no matter how minor.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Witnesses</th>
<th>Name</th>
<th>Full Mailing Address</th>
<th>Phone No.(Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Property Damage</th>
<th>Type of Property</th>
<th>Type of Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

If different than home address, address where damaged property may be seen

<table>
<thead>
<tr>
<th>Estimated Repair Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

I certify that the information in this report is a complete and accurate description of the incident.

<table>
<thead>
<tr>
<th>Claimant Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student return completed form to: PA Program Director, HSC offices

Program Director return form to: LMHSC Inc., Attn: Building Manager and the UW-L Risk Manager.

Note: The student is considered the “claimant.” List your permanent address and home phone number and rotation site work phone. The location and description of incident should be listed as completely as possible.
Health Insurance Certification Form  
UW-L – Gundersen – Mayo  
Physician Assistant Program

I, _______________________________________, do hereby certify that I have and will maintain health insurance coverage throughout the entire length of my participation in the program without any lapse in coverage. I have read through and understand the UW-L Student Health Insurance Plan. I also understand that the level of health insurance coverage recommended by the PA Administrative Committee is that of being comparable to this plan. While I am not required to purchase this specific plan, I do attest that I am aware it is available to me as a UW-L student. I have consulted with my insurance agent, carrier, or benefits’ coordinator to ensure that my health insurance coverage is comparable to the above mentioned plan. I have included a copy of my identification card with this form as evidence of this coverage. I am responsible for notifying the Program of any change in my health insurance provider and will provide proof of insurance within 30 days of any changes.

________________________________________  ____________________
Student Signature                        Date

Revised 8-3-11 EJM  
Approved by PA Administrative Committee 8-3-11