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All students entering the Physician Assistant Institute ("PAI") Program in January 2018 or after are responsible for being familiar with and complying with the current version of the PAI Student Handbook (the "Handbook")\(^1\), which contains policies and procedures for the PAI generally, as well as specific PAI program components. All students are also responsible for being familiar with and complying with the current version of the Key to UB and the University of Bridgeport (the "University") Catalog. Please refer to the Key to UB and the University Catalog for full University policies and procedures. Online editions of the Key to UB and the University Catalog contain the most current version of these materials, available respectively at:
   
   http://www.bridgeport.edu/docs/StudentLife/KeytoUB/Key_to_UB.pdf
   http://www.bridgeport.edu/academics/registrar/ub-catalog/.

This edition of the Handbook replaces any previous version of the Handbook. The online edition of the Handbook contains the most current version of these materials, which is available at:


While this Handbook covers policies for the entire curriculum, there are more specific requirements for the Program’s clinical components contained in the Clinical Phase Handbook. Students must comply with all requirements contained therein.

The policies and procedures contained herein are subject to change without prior notice. The provisions of this Handbook do not and are not intended to create either an expressed or implied contract with any student. The University reserves the right in its exclusive direction to add, modify, delete, deviate or amend the provisions of the Handbook, or grant exceptions from the applicability of its provisions.

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\(^1\) Students entering the Program in or prior to January 2017, are subject to the 2017-2018 PAI Student Handbook.
PAI Office Hours:
The PAI office hours are 8:30am to 4:30pm (Monday through Friday)

Faculty Office Hours:
Appointments may be made through the program office at 203-576-2400.

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CHAPTER ONE
OVERVIEW OF THE PHYSICIAN ASSISTANT INSTITUTE

A. Mission Statement
The mission of the University of Bridgeport Physician Assistant Institute is to develop clinicians with: dedication to patients; commitment to lifelong education; respect for the profession; a global perspective on health care; volunteerism as a professional core value and an integrative approach to practice for the benefit of all patients. This mission to educate the physician assistant is reflected in our motto: Adiuvare, Mederi, Commniter; TO HELP, TO HEAL, TOGETHER.

B. Accreditation
All current physician assistant (PA) programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). ARC-PA currently serves as the only accrediting body for PA programs in the country. ARC-PA and the accrediting process serve to protect the interest of the public and the profession of physician assistants by maintaining compliance with their standards.

C. Philosophy and Core Values
University of Bridgeport’s PA program provides a comprehensive primary care education that prepares graduates to deliver high-quality healthcare to meet the needs of patients and the public. Students develop skills by progressing through a didactic and clinical phase that incorporates academic, professional and hands-on learning.

UBPAI is committed to the following core values:
● Service
● Collaborative Care
● Integrative Approach
● Global Focus

D. History of the Physician Assistant Institute
The University of Bridgeport was founded in 1927 as a Junior college. Twenty years later, in 1947, the Institution was chartered as a four-year university granting a baccalaureate degree. Since this time, over thirty graduate and doctoral programs have been instituted. In response to the changing healthcare environment and lack of universal access to healthcare, UB founded the Physician Assistant Institute in 2009. PAI matriculated its first class January 2011 and celebrated its first commencement May 2013. The 28-month Master’s program has the unique focus of integrated medicine, global health and volunteerism. It aims to foster a learning environment of evidence-based medicine in diverse patient populations. The PAI joins the rapidly expanding Health Science Division at the University consisting of degrees in Chiropractic, Naturopathic medicine, Acupuncture, Nutrition, Dental Hygiene and Nursing.

E. Programmatic Outcomes
Students are required to exhibit and satisfy the general competencies listed below, which are drawn and developed from the Competencies for the Physician Assistant Profession as adopted by the ARC-PA,

**Patient Care:**
- Demonstrate cultural competence in patient care.
- Effectively communicate with patients.
- Facilitate sharing of decision making and health management with patients.
- Advocate for disease prevention and promotion of healthy lifestyle.

**Medical Knowledge:**
- Utilize biomedical, clinical and cognate sciences.
- Pursue knowledge of up-to-date research.
- Apply scientific knowledge to patient care.

**Practice-Based Learning and Improvement:**
- Utilize available resources to obtain guidance for patient care.
- Assimilate scientific evidence for improvement of patient care.

**Interpersonal and Communication Skills:**
- Effectively exchange information with patients and their families.
- Collaborate with other healthcare professionals.

**Professionalism:**
- Carry out professional responsibilities.
- Adhere to ethical principles with sensitivity towards a diverse patient population.

**Systems-Based Practice:**
- Be aware and respond to changing guidelines of the health care system.
- Utilize systematic resources to provide optimal value care.

**F. Technical Standards**

Completion of a degree at the University of Bridgeport PAI signifies the graduate is prepared to practice as a physician assistant by meeting the technical and academic standards. Technical standards, as distinguished from academic standards, refer to the physical, cognitive, and behavioral abilities required for participation and completion of all aspects of the curriculum and for entry into the PA profession. Technical standards are required by the ARC-PA and therefore are common to all programs.

In keeping with the philosophy and core values of the PAI, the highest priority is placed upon developing graduates who are competent, prepared physician assistants who possess skills of lifelong learning.

At the beginning of the program, all enrollees receive notice of these technical standards, as established by the PAI. Students are asked to attest that they can or will meet the Technical Standards by the end of the curriculum. The PAI Technical Standards are found below. The form used to attest compliance with the technical standards is found in Appendix A. These standards must be maintained throughout the student’s progress while enrolled in the PAI. Should a student perceive any issue with meeting technical
standards they must notify the director of the program and/or the Office of Student Accessibility immediately.

These standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodations. Requests from students or prospective students for reasonable accommodations should be directed to the Office of Student Accessibility Services (see Chapter Five of this Handbook for more information).

Each student must be able to meet the following technical standards, with or without reasonable accommodations:

**Observation:**
- Acquire information from written documents and visualize information as presented in images from paper, film, slides or videos.
- Observe visual presentations in the classroom, lecture hall, and laboratory.
- Observe a patient accurately, at a distance and close at hand, with or without standard medical instrumentation for completion of patient examinations.
- Observe and interpret both verbal and nonverbal communications.
- Comprehend and immediately respond to auditory instructions or requests.
- Elicit information by use of senses (vision, touch, hearing, and smell) through procedures regularly required in physical examination, such as inspection, palpation, percussion, and auscultation in a consistent and accurate manner.
- Perceive pain, pressure, temperature, position, vibration, and movement that are important to the student’s ability to gather significant information needed to effectively evaluate patients.

**Communication**
- Speak and hear in order to elicit, process and exchange information with patients and other providers.
- Perceive and describe changes in mood, activity, posture, and nonverbal cues.
- Possess English language skills, including grammar, spelling and vocabulary, to communicate effectively with patients, their families, and other practitioners in both written and oral settings.
- Possess the skills of sensitivity and confidentiality in patient communication.

**Motor Skills**
- Maintain consciousness and equilibrium; have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination.
- Perform gross and fine motor movements with sufficient coordination needed to carry out palpation, percussion, auscultation in order to elicit information on patient exam.
- Manipulate and handle equipment and instruments to perform diagnostic and therapeutic maneuvers, basic laboratory tests and emergency therapeutic procedures, including but not limited to airway management, placement of intravenous catheters, cardiopulmonary resuscitation, application of pressure to control bleeding, and suturing of wounds.
- Have sufficient mobility and strength for both educational and patient care activities.
Must have the physical and mental stamina to complete both the didactic and clinical phases of the training. This includes sitting, standing, and moving between classrooms, laboratories, and hospitals.

Cognitive ability:
- Possess problem solving ability and critical thinking skills.
- Collect, measure, organize, prioritize, analyze and efficiently assimilate data in a limited time frame.
- Apply information acquired during didactic activities to clinical settings.
- Measure, synthesize and comprehend three-dimensional relationships and understand spatial relationships of structures according to standard medical care.
- Make decisions that reflect consistent and thoughtful deliberation and sound clinical judgment.
- Relate to patient in empathetic, mature, and sensitive ways.
- Read and comprehend medical literature and integrate knowledge into problem solving and patient care.

Behavior:
- Maintain calm and composed attitude in emergencies.
- Retain mental, physical and emotional integrity while functioning in educational and medical settings.
- Demonstrate compassion, motivation, integrity, flexibility and a consciousness of social values when interacting with diverse population of patients, their families and other practitioners.
- Accept criticism and modify behavior and practice as needed.
- Consistently apply ethical standards in practice and education.
- Tolerate taxing workloads, function effectively and quickly under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties.

G. Licensure Requirements

In order to qualify for licensure in Connecticut, an applicant must meet the following eligibility requirements:

- Graduated from an accredited (ARC-PA)\(^2\) physician assistant program.
- Passed the Physician Assistant National Certification Examination (PANCE) of the National Commission on Certification of Physician Assistants, Inc. (NCCPA)
- Hold current certification by the NCCPA.
- Completed no less than sixty (60) hours of didactic instruction in pharmacology for physician assistant practice in an accredited physician assistant education program or a post-graduate program for physician assistant practice.

Licensure requirements differ from state to state, please see individual state licensure requirements for states outside of Connecticut.

\(^2\) Accredited at the time of graduation.
CHAPTER TWO

ACADEMIC POLICIES OF THE PHYSICIAN ASSISTANT INSTITUTE

A. General Curriculum Information

i. Curriculum
The 28-month program is comprised of a didactic phase and clinical phase (Appendix B). The didactic phase is comprised of classroom and laboratory instruction in basic science, behavioral science and clinical medicine. The didactic phase includes the first three semesters of the curriculum. As a cohort-based educational curriculum, students should complete components of the program, in sequence, as full-time students. The clinical phase is comprised of research courses, clerkships and PANCE preparatory course. The clinical phase begins fourth semester and extends until graduation.

ii. Didactic Phase
The didactic phases is comprised of three semesters of classroom learning. Classes are generally scheduled Monday through Friday between the hours of 8:00 am and 5:00 pm, however, some classes require evening, early morning or weekend sessions. Students should understand that sessions may be added at the last minute, therefore other commitments might be impacted.

At the beginning of each course, students receive a syllabus and course outline describing the purpose of the course, format, course objectives, and required readings. Students also receive instructional learning objectives, which provide the basis for examinations and help guide studying. The curriculum is overseen by core faculty and may include University of Bridgeport basic science and health professional faculty, practicing physician assistants, physicians and providers whom have expertise in their respective specialty.

As medicine is an ever-evolving field covering a breadth of information, students are responsible for the core content (objectives) listed in each syllabus. Faculty members will determine the method of teaching and evaluation for the course they teach. Some evaluation methods will be traditional, such as written tests, and others will not. Students are expected to meet the competencies determined by each instructor, in the manner required.

To prepare students to practice as physician assistants, the course load during the didactic phase is rigorous with substantial reading assignments. Reading before each class is essential. Reviewing course topics each evening is the best preparation for written examinations. The course objectives found in the syllabus are a guide for comprehensive preparation and gaining foundational clinical knowledge. An End-of-Didactic exam must be passed in order to progress into the clinical phase.

iii. Clinical Phase
The clinical phase is comprised of the research curriculum, clinical rotations, and end of program activities. A Capstone project is the expected outcome at the culmination of the research courses. Clerkships include seven six-week rotations in internal medicine, pediatrics, obstetrics and gynecology, psychiatry, primary care, emergency medicine, surgery, and one elective. Clerkships are conducted off campus in various settings such as hospitals, private offices and clinics. The PAI has sole responsibility for obtaining clinical sites and preceptors. At no time are students required to acquire clinical experiences. Sites may be both in and out-of-state. It will be difficult to complete
the clinical phase without driving a car. Housing and transportation costs are not provided by the UB PAI.

Students are required to report to the site as instructed by their preceptors. Some rotations will require students to work during weekends, holidays, overnight, or late into the evenings. Students return to campus for “Call Back” days, which are held periodically throughout the clinical phase. Call Backs consist of oral presentations, end-of-rotation examinations, and special lectures related to clinical medicine. A separate handbook will be distributed during a clinical phase orientation at the end of the didactic phase detailing the specifics for the clinical phase.

B. Examination Policy

Each course instructor is responsible for examining each student to assess the degree to which the student has met the course objectives. While many examinations will be written, the examination format is the prerogative of the course director. The PA Program makes every effort to secure optimal testing accommodations within the parameters of our control. The following policies concern all examinations, regardless of format:

1. Coursework, assignments and presentations must be handed in on the date and time indicated by the instructor.
2. Unauthorized retention, possession, copying, distribution, disclosure, discussion or receipt of any examination questions is strictly prohibited.
3. All cell phones and smartwatches are not permitted in the classroom during exams and will need to be turned in at the start of every exam.
4. Noise canceling headphones or headphones of any type will not be allowed in the classroom during testing, you may use earplugs if needed.

C. Grading and Course Failure

i. Grading Policy

A variety of evaluation tools are used to evaluate student competency, including examinations, written and oral presentations, objective structured clinical examinations (OSCE), discussions boards, and group projects. All examinations are the property of the PAI. The type of evaluation used in each course will be delineated in the course syllabus. Although some courses may be pass/fail, most course work will be evaluated by a letter grade. The PAI letter grade system for courses is as follows:

Grade Quality Points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100)</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>(85-89.99)</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>(80-84.99)</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>(75-79.99)</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>(70-74.99)</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>(≤ 69.99)</td>
<td>0.0</td>
</tr>
<tr>
<td>P/F</td>
<td></td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Courses in this grading category are not calculated in the GPA
I  Incomplete: Courses with this letter grade indicate coursework is incomplete. The grade I is rare in the didactic phase, and is used mostly in the clinical phase when the semester does not intersect with the last days of rotations.

W  Withdrawal: Courses with this letter grade indicate the student has withdrawn from the course voluntarily or has voluntarily taken leave. Please refer to the PAI academic calendar for last dates of withdrawal.

Clinical phase will use the same scale as the didactic phase.

ii. Course Failure

PAI maintains three different types of courses: (1) all didactic phase courses except for clinical medicine (2) clinical medicine courses (MSPA 529, MSPA 530, and MSPA533) and (3) courses of the clinical phase. Failure of each course is described below:

   a. Failure in Stand-alone Courses

   Course failure in stand-alone courses (all courses in didactic phase other than Clinical Medicine courses) is defined as earning a final grade below 70% in any stand-alone course. Course failure will result in dismissal from the program. This can occur one of two ways:

   1. Earning a grade of less than 60% for the final course grade results in automatic failure of the course without opportunity to take a reassessment exam.

   2. Failing a reassessment exam (i.e. earning less than 70%), which is given to any student who earns a final course grade of 60-69%.

   Note: If the student passes the reassessment grade (i.e. earning 70% or higher), the student will receive final course grade of “C” regardless of the grade earned on the exam. However, the student will receive a letter of Academic Warning. A student will have the opportunity to take a comprehensive course reassessment exam for only two stand-alone courses during the entire curriculum.

   b. Failure in Clinical Medicine Courses (MSPA 529, MSPA 530, and MSPA533)

   Clinical Medicine courses are made up of multiple modules, representing various disciplines of medicine. A minimum grade of 70% in each module is necessary to complete the course. When a student’s grade falls below 70% as (a) a final grade in a module or (b) on a clinical medicine course final exam, the student will be offered a reassessment exam. A student will only be allowed to take up to two (2) reassessment exams during each clinical medicine course. The final grade after taking any reassessment exam will be 70%, regardless of the passing grade earned on the exam.

   By way of example, the following situations exhaust a student’s two reassessment exam opportunities:

   1. Failing one module and failing the reassessment in a single module.

   2. Failing two separate modules.
3. One failed module and failing the final exam.
4. Failing the final exam and failing the final exam reassessment.

Should a third reassessment exam be required (i.e. a student’s final grade falls below a 70% as a final modular grade or on a clinical medicine course final exam), the student shall be automatically dismissed from the clinical medicine course and thus, **shall be automatically dismissed from the program**.

Any student who successfully passes a reassessment exam will receive a letter of Academic Warning.

c. **Failure of a Clinical Phase Courses (which includes clinical rotations)**

Please see the Clinical Phase Handbook.

D. **Maintenance of Good Academic Standing and Academic Sanctions**

i. **Maintenance of Good Academic Standing**

For the PAI, the cumulative grade point average (GPA) for good academic standing is 3.00. To maintain this standard for good academic standing, PAI requires each student to satisfy the benchmarks listed below to progress through the curriculum. **Students should maintain a GPA above 3.0 in all semesters to maintain good academic standing and avoid academic sanctions.**

During the didactic phase the following will occur should the cumulative GPA fall below 3.0:

- **Semester 1:**
  - Should the cumulative GPA fall below 2.600 at the end of the first semester, the student will be **dismissed** from the program by the program director.
  - Should the cumulative GPA fall between 2.600-2.999 at the end of the first semester, the student will be given a notice of academic warning by the program director.

- **Semester 2:**
  - Should the cumulative GPA fall below 2.800 at the end of the second semester, the student will be **dismissed** from the program by the program director.
  - Should the cumulative GPA fall between 2.800-2.999 at the end of the second semester the student will be placed on academic probation by the program director.

- **Semester 3:**
  - Should the cumulative GPA fall below 3.0 for the first time at the end of the third semester, the student will be placed on academic probation by the program director. The student will enter the clinical phase on academic probation and must earn a cumulative GPA of 3.0 by the end of the first rotation block. If s/he fails to do so, s/he will be automatically dismissed.
  - If a student is on academic probation and the cumulative GPA falls below 3.0, the student will be **dismissed**.

Students are also required to complete all courses with a grade of C (≥70) or better. A final course grade below 70 after any remediation efforts, is considered a failure. **Failure of any course during any semester during the didactic phase will result in dismissal from the program.**

ii. **Academic Sanctions**
a. Academic Warning

Academic warning is a designation of substandard academic performance; it cautions the student that continued performance at this level may result in academic probation or dismissal. Academic warning is not noted on the student’s transcript but is noted in the student’s academic file that is kept in the program office. The student must meet with their academic advisor will devise a plan of remediation of difficulties.

An academic warning is issued by the program director during the didactic phase when one or more of the following occur:

- When a student earns a cumulative GPA between 2.600 and 2.999 the first semester.
- When a student earns a semester GPA below 3.0 but his/her cumulative GPA remains above 3.0.
- When a student takes an end-of-course reassessment exam in a stand-alone course or any modular or comprehensive reassessment exam in Clinical Medicine.

When a student is placed on academic probation, academic probation supersedes academic warning in all circumstances.

b. Academic Probation

Academic probation is issued by the program director when a student earns a cumulative GPA below 3.0 at the end of any semester other than the first semester. A student on academic probation will meet with his/her advisor throughout the semester of probation to make a plan for remediation of difficulties.

A student may only be on academic probation for one semester and is expected to achieve good academic standing by the end of the next semester. If a student fails to achieve good academic standing by the end of the next semester, s/he will be dismissed from the program.

Academic Probation will be removed by the program director when the student returns to good academic standing (when the cumulative GPA is 3.0 or higher). The student then must maintain good academic standing for the duration of the program. A student on probation may not serve as class representative, be a member of the Medical Challenge Bowl team or apply to participate in a program medical mission.

c. Dismissal for Academic Performance

Dismissal from the program is issued by the program director when a student does not successfully meet the PAI’s academic standards (as stated above). A student who is dismissed from the PAI for academic reasons will not be allowed to rematriculate into the program.

A student will be automatically dismissed from PAI for failing to meet any of the following criteria:

- Cumulative GPA below 2.600 at the end of the first semester of the didactic phase.
- Cumulative GPA below 2.800 at the end of the second semester of the didactic phase.
- Being placed on academic probation and subsequently earning a cumulative GPA below 3.0 for any proceeding semester.
- Course failure in a stand-alone course.
- Course failure in a Clinical Medicine course.
- Failure of the End-of Didactic Examination.
- Failure to meet the defined requirements for progression into the clinical phase.
- Failure to meet the defined requirements for graduation.

For criteria for dismissal during the clinical phase, please refer to the clinical year handbook.

E. Academic Discipline Procedures

i. Discipline for Violations of Academic Integrity Policy (E.g. Plagiarism, Cheating)

PAI follows the University’s Academic Integrity Policy, Principles and Procedures, as well as the related discipline and disciplinary procedures for academic dishonesty. Please see Chapter Two of the Key to UB, available at:
http://www.bridgeport.edu/docs/StudentLife/KeytoUB/Key_to_UB.pdf

ii. Academic Dismissal for Poor Academic Performance

If the student meets the PAI criteria for academic dismissal (defined above) the program director shall notify the student in writing that s/he is dismissed from the program (the “Decision”).

In the event that the student is not satisfied with the Decision, then the student may submit a written appeal within 10 days of receipt of the Decision to the Progress and Promotion Committee. The appeal should be submitted to the program director. The PPC is a six-member panel composed of faculty and administrators from UB and the PAI program director ex officio (the PPC is further discussed in Chapter Three).

The student’s appeal must specifically state the grounds for appeal which are limited to: (1) failure to follow UBCNM policy (e.g. GPA calculated incorrectly); or (2) extraordinary personal circumstances – determined in the absolute discretion of the PPC – defined as extraordinary, unforeseen circumstances outside of a student’s control which had a significant impact of the student’s academic performance. The student cannot appeal the grade earned in a specific class, as that is a matter properly handled through the University’s Academic Grievance Procedure.

The student’s appeal should also include: a narrative of relevant facts, explanation for his/her performance, relief sought, and any other relevant documentation, evidence, or information. Should the student believe that there is a conflict of interest with any of the members serving on the PPC, the student should address that issue in writing to the program director within three (3) business days of receipt of the Decision.

The PPC shall consider the student’s written appeal and any other documentation submitted. The PPC may request additional information (in writing or by interview) from the student, as well as any other person who may have relevant information. The PPC shall will notify the student in writing of his/her decision and the grounds therefor within 15 days following receipt of the appeal. The PPC decision is final.
F. Program Progression and Graduation Requirements

i. Progression from the Didactic to the Clinical phase

Several conditions must be met in order to progress from the didactic to the clinical phase. Failure to meet the following conditions will result in dismissal:

1. Successful completion of all didactic phase courses with a final course grade of “C” or above.
2. All incomplete grades or pending assignments must be resolved.
3. A faculty evaluation of professional behavior must be satisfactorily completed. (Appendix C)
4. Meet the standards of Section D - Maintenance of Good Academic Standing and Academic Sanctions
5. Successful completion of end-of-didactic cumulative examination with a grade of ≥70 on each component. (See below)

a. The End-of-Didactic Examinations:
The End-of-Didactic Examinations is comprised of a comprehensive written examination on (a) core medical knowledge and (b) a deconstructed OSCE. The examination will be given at the beginning of the 4th semester. The student must pass both components with a 70% or better. Failure of either or both components will necessitate remediation may result in a delay of progression to clinical rotations.

Should a student earn below a 70% on a component or both components of the End-of Didactic exam, s/he will be offered up to two more attempts to earn a passing grade. The student will only need to reassess the component which s/he earned below 70%. Should both components be reassessed, the student will have two attempts to reassess both components. Should a student achieve below a 70 on the End-of-Didactic component for the third time, s/he has failed the End-Of-Didactic Examination. **Failure of the End-of-Didactic Exam will result in dismissal from program, regardless of prior academic success.**

ii. Graduation requirements

Graduation is dependent upon the following:

1. All courses in the physician assistant curriculum, including all clinical rotations, must be successfully completed with a final grade of a 70 or better.
2. A cumulative grade point average of all programmatic courses must be at or above 3.0.
3. Meeting all patient and procedural log requirements.
4. Faculty review of professional behavior throughout the entire program. (Appendix C)
5. Successful passing of the summative examinations as defined below:

a. **Summative Exam:**
The Summative Exam is a graded, final assessment given within the last six weeks of the curriculum. It examines basic competence in the following areas:

   a. **Medical Knowledge:** Demonstrate knowledge of etiology, risk factors, signs and symptoms of a medical conditions.
b. **Affective skills**: Demonstrate effective communication to elicit and provide information; demonstrate compassionate and respectful behavior when interacting with patients.

c. **Oral and written communication**: Accurately and adequately document information regarding care; orally present a patient encounter with precision and poise.

d. **Critical thinking**: Demonstrate the ability to conduct a complaint-focused interview and physical exam; develop an accurate and detailed differential diagnosis.

e. **Patient care**: Obtain essential and accurate information; counsel and educate patients; provide education aimed at disease prevention and health maintenance; develop and implement patient management plans.

The format of the summative examination is an Objective Standardized Clinical Examination (OSCE). Students are given a chief complaint and perform a focused history and physical examination on the standardized patient. The student then orders ancillary tests for which results will be given. Interpretation of the tests is integrated into a SOAP note, which includes a differential diagnosis and plan. The final phase is oral presentation of the patient to a faculty member.

This examination is pass/fail. Failure will result in delay of graduation for at least six (6) weeks. The student will be expected to perform various remediation efforts, including assignments, quizzes, and/or participation in an online program. In the event of failure, students will take a reassessment summative exam. A student will be offered only two attempts to pass a reassessment summative exam. Reassessment exams will be in the form of an OSCE as above. Should a student fail for the third time, s/he will be dismissed from program, regardless of prior academic success.

Eligibility to sit for the Physician Assistant National Certification Examination is contingent upon program director certifying successful completion of all program requirements.

**G. Withdrawal, Leave of Absence, and Readmission**

i. **Withdrawal from PAI**
A student considering resignation from the University of Bridgeport PAI is encouraged to discuss the issue with his/her faculty advisor and Director of the PA Program prior to withdrawal. Once a decision to resign is reached, the student must submit a letter to the Director of the Program detailing the reason for withdrawal. Once a student has made the decision to voluntarily withdrawal, s/he will not be allowed to reapply.

ii. **Leave of Absence**
When a student wishes to voluntarily interrupt his/her studies, h/she must complete a “PAI Leave of Absence Form” from the PAI office. The form must be submitted to the program director. Granting a leave of absence is under the sole discretion of the program director. If a student is granted a Leave of Absence and is in good financial standing with the University, s/he is eligible for readmission. A
A student may take no more than one leave of absence during their tenure with the Physician Assistant program. A Leave of Absence or Withdrawal requires the student to complete all required paperwork from the University’s Registrar’s and Financial Aid Office.

A medical leave of absence requires medical documentation from a physician that states that the leave is necessary. Before returning to the program, the student must provide medical clearance that allows full participation in academic and clinical activities.\(^3\)

If a student voluntarily takes leave before the University’s no-penalty drop date (around 3rd week of semester) (“Drop Deadline”), his/her ongoing classes are erased from his/her record. If the student takes leave after the Drop Deadline (around 3rd week of semester) but before the “withdrawal from classes with ‘W’” deadline (around 4 weeks left in semester) (“Withdrawal Deadline”), s/he will receive the grade of “W” (withdrawal). The student may petition for a grade of “I” for leave taken after the Withdrawal Deadline (around 4 weeks left in the semester), but if unsuccessful, the student will earn the grade received in the course (A, B, C, F,).

### iii. Readmission

A student wishing to return to the University from a leave of absence must file a “PAI Request for Readmission” form (found on the UB portal) with the program director. The form must be approved by the program director, student’s advisor, and Student Financial Services. The program director may require confirmation that the condition giving rise to leave has resolved sufficiently for the student to resume studies. The Request for Readmission must be completed (with all required signatures and information) before the student is allowed to register for classes. If a student fails to register for a semester without taking a leave of absence at any time before completion of the Physician Assistant program, s/he is considered to have withdrawn from the program.

### H. Transfer Credit

The Physician Assistant Institute does not offer or permit advanced placement or waive any program prerequisite or course requirement.

### J. Tuition, Fees, and Refund Policy


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\(^3\) As a cohort-based educational curriculum, there is no opportunity to change the order of didactic phase course work. All students MUST complete the components of the program, in sequence. A student must return from a leave of absence by the start of the semester that they left. The program must be completed within 5 years from date of matriculation.
CHAPTER THREE

Disciplinary Action for Professional and Behavioral Issues

A. Rules for Student Conduct

Students in the program are required to conduct themselves in a manner compatible with the high standards of the Physician Assistant profession (Appendix C). Students are required to be familiar with and adhere to the professional and ethical standards set forth in this Handbook and Clinical Handbook, as well as the University’s student conduct requirements set forth in Chapters Two and Five of the Key to UB.

The following non-exhaustive list of prohibited professional conduct is subject to discipline, up to and including dismissal:

- Being found guilty, pleading guilty, or pleading no contest to any felony, crime involving moral turpitude, or offense affecting professional integrity.
- Engaging in unprofessional care or practice with or on patients.
- Engaging in fraudulent or unscrupulous behavior related to one’s participation in the Program or any professional activities.
- Engaging in behavior that creates safety hazards and/or disrupts the well-being of one’s peers, fellow students, faculty, supervisors, patients, or other third parties.
- Identifying oneself as a licensed PA or failing to identify oneself as a PA student.
- Violation of the Health Insurance Portability and Accountability Act (HIPPA).
- Repeated poor attendance or tardiness.
- Repeated inability to accept constructive criticism.
- Failure to follow protocol or directions of supervising physician, physician assistant or PAI faculty.
- Performing unauthorized procedures or administering services not permitted by the supervisor, the facility, or the PAI.
- Leaving the clinical setting without permission of supervising physician or physician assistant.
- Failure to report all observed unethical conduct by other members of the health profession, including other students.

Professionalism extends to behavior in the classroom. The following behaviors are unacceptable and may, certain circumstances, lead to academic sanction, up to and including dismissal:

- Disrupting class by engaging in unauthorized conversation with others during a lecture.
- Leaving the classroom during lectures without permission.
- Using technology for non-class related activities.
- Neglecting to turn off cell phones.
B. Disciplinary Hearing for Professional and Behavioral Conduct

Any member of the University community may bring charges against a student for violations of the professional, ethical, and/or behavioral requirements stated in this Handbook or the Clinical Handbook. The complainant shall submit the charges in writing to the Dean/Director of the Program.

Upon receiving the charges, the Dean/Director will review the charges and surrounding circumstances by conducting a preliminary investigation. If the Dean/Director finds that the charges merit a formal hearing, the Dean/Director will formally request a hearing by the Chairperson of the Program’s Progress and Promotion Committee (the “PPC”). The PPC is a six-member panel (composed of UB faculty and administrators from UB, as well as the PAI program director ex officio) which enforces the professional standards of the PAI.4

At least seven (7) days before the PPC hearing, the Chairman will formally notify the concerned parties of the charges, as well as the date and location of the hearing. If the Chairman determines that there is a conflict of interest with any member, s/he has the right to replace that member prior to the start of the hearing.

At the hearing, the following rules apply:

● The Chairperson shall state the charges brought against the student, and present any evidence provided to the PPC in support thereof.
● The student will have the opportunity to be heard in his/her own defense by presenting a statement (written or oral), testimony, and/or evidence.
● The student will have opportunity to hear and review all evidence brought against him or her, as well to question all appearing witnesses.
● The PPC shall have the right to question and cross examine all witnesses, and to speak openly during the hearing.
● The PPC is not bound by the rules of evidence and may consider any evidence presented for inclusion into the proceedings.
● The hearing is not subject to the rules governing a legal proceeding and the student is not entitled to legal representation. The student may have an advisor (faculty member, friend, etc.) at the hearing, but the advisor may not participate.
● Hearing minutes shall be transcribed and made available to the student upon written request to the Chairperson of the Committee.

After reviewing the evidence and the testimony, the PPC will render a written decision. A copy of the decision will be provided to the student within 14 days of the hearing at his/her University email address and/or last known address on record with the University. A student who refuses to accept a notification of dismissal loses the right to appeal the decision.

C. Appeal from PPC Disciplinary Decision

In the event that the student is not satisfied with the decision, then the student may submit a written appeal within 10 days of receipt of the decision to the Office of the Provost. The request must specifically state the grounds for appeal, including a narrative of relevant facts and any other pertinent

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4 The PPC also decides student appeals of PAI academic dismissals, as outlined in Chapter D, Section E(ii) of this Handbook.
information. The appeal must contain: a copy of the original grievance and any documents filed in support thereof, the Decision, and a statement outlining the reasons for the appeal and relief sought. The Provost may review and decide the appeal, or designate an associate or assistant Provost to review and decide the appeal. Upon considering the appeal, the Provost or his/her designee will notify the student in writing of his/her decision and the grounds therefor within 15 days following receipt of the appeal. The Office of the Provost’s decision is final.
CHAPTER FOUR
Additional PAI Policies

A. Attendance Policy

Students are expected to attend class regularly, consistent with the “Attendance Policy” as stated in Chapter II Key to UB. Attendance and punctuality is considered mandatory for all PAI activities and represents a component of professionalism. Students remain responsible for all of the work in the courses in which they are registered. Classes are generally scheduled Monday through Friday between the hours of 8:00 am and 5:00 pm, however, some classes require evening, early morning or weekend sessions. Students should understand that sessions may be added at the last minute, therefore other commitments might be impacted.

Pre-arranged absences should submit an Absentee Form to the program office at least 5 days prior to a scheduled absence. Absentee Forms (Appendix D) are located in the program office, in the student mailbox area. Please be advised that merely reporting an absence does not constitute approval. Unexpected absences or tardiness must be reported to the course instructor and the PAI secretary (203-576-2400) and Absentee Forms must be filled out as soon as possible after absence. You must notify the program as soon as possible (including reason for your absence). It is unacceptable to report an absence or tardiness of another student.

The student is responsible for obtaining all information related to any missed class time and to make up any work missed due to an absence. Instructors are not obligated to provide material to students due to an unexcused absence or to provide the opportunity to make up missed material due to an unexcused absence.

B. Dress Regulations

The PAI places a high value on professional appearance. The reasons are rooted on concern for infection control, professional impression, and cultural sensitivity. Professional appearance helps build trust and confidence in both patients and fellow health care providers. This manual describes the minimum standards of dress. We encourage students always use good judgment and project a professional appearance.

i. General Standards

- Personal hygiene- personal hygiene must be maintained
- Hair and nails- hair should be conservative, neat and clean at all times. Beards and mustaches should be short, clean and well groomed. Fingernails should be clean, short and without acrylic or bonded type material.
- Clothing- avoid dress or attire that could be potentially offensive or distracting to the public, preceptors, patients and/or faculty. Clothing must be conservative, clean and in good repair.
- Fragrance- avoid strong fragrances: perfumes or cologne. Many people are sensitive to fragrances that may cause allergies or headaches.
- Facial and oral jewelry- facial and oral jewelry is not permitted while on clinical rotation.
- Tattoos- tattoos must be covered while on rotations or any patient interaction.

ii. Classroom Attire

- General Guidelines for Men and Women:
  - No sweat pants.
  - No pajama pants.
No slippers.
No tank tops/halter tops/midriff tops.
Jeans- neat, clean, no rips, fitted.
Shirts- neat, clean, no rips, no offensive or distracting words or images
Scrubs are prohibited outside of the hospital.
No form fitting clothing/short skirt or dresses/plunging necklines or sheer blouses.
No hats.

iii. Lab attire

Appropriate attire will enable the student to adequately perform a detailed physical examination and identify anatomic landmarks necessary to distinguish normal from abnormal findings. In addition to the general guideline listed above, the following will apply:

Clothing: You may wear t-shirts and sweatpants. Women should wear sports bras and gym shorts. Men should wear gym shorts. Any concerns regarding this dress policy will be addressed on a case by case basis with the Program Director.

Breaches of the dress code will be addressed individually with the student’s advisor. Persistent breaches will be brought before the Progress and Promotions Committee.

C. Work Policy

Acceptance into the PAI at the University of Bridgeport requires a full-time commitment. It is an intense and rigorous program that is demanding. The program strongly discourages students from holding an outside job during the didactic and clinical phases. PAI responsibilities are not negotiable, and will not be altered due to student work obligations. Furthermore, working has been a cause for academic difficulty in PA programs.

Students who choose to volunteer outside of the PAI or be paid employees during the course of their PA training cannot use their affiliation with the PAI in any aspect of that employment. Any activity undertaken by the student, independent of the PAI, is not covered by the liability insurance offered for clinical work associated with physician assistant training. Students may not be required to perform clerical or administrative work for the PAI. Should such a request be made of a student, it should be reported to the program director immediately.

D. Bedside Experiences

Students may not use their UB PAI identification, or represent themselves as UB PAI students through their white jacket and insignia, for any unauthorized bedside experiences or patient encounters.

E. Student Teaching in PAI Curriculum

Some students may be particularly knowledgeable in an area of medicine or possess advanced clinical skills because of prior health care related experience. Although such expertise is commendable, PA students are not permitted to participate in the teaching of any component of the curriculum.

F. Remediation of Academic Difficulties

Students who fail to demonstrate the requisite knowledge or skills necessary to perform at an acceptable level for a course may be required to remediate those deficiencies. Remediation is a process intended to
correct a student’s academic deficiencies and includes such activities as special assignments, examinations, tutoring, assessment and development of study skills. Where appropriate, referral to the Office of Disability and Counseling may be recommended as well. Students with academic difficulty will be identified by the faculty and remedial measures will be recommended. These measures might include meeting with the course director, student advisor or program director for analysis of strengths and challenges in student’s foundational knowledge, study habits and class note keeping.

G. PAI Faculty Providing Student Health Care

No faculty member, including the Program Director and the Medical Director, are permitted to provide health care for UB PA Students. Provision of health care includes giving medical advice. PAI faculty can refer students for medical and mental health care, if needed.

H. E-Mail Policy

E-mail is the preferred mode of communication between the PAI faculty/staff and students. **All students must use their UB e-mail account, and must check this account daily.** Students should empty mailboxes to allow for regular e-mail from PAI staff and faculty. Failure to check an e-mail account is not an allowable excuse for missing a PAI event or notification. Correspondence with faculty and staff are expected to be professional and respectful.

I. Change of Name, Phone Number or Address Policy

Any student who changes his or her name, address, telephone number or social security number must immediately notify both the PAI and the University of Bridgeport Registrar. The Registrar can be found at Wahlstrom Library Garden Level (203-576-4634).

J. The Impaired Practitioner

Students are required to be familiar with and comply with laws governing the conduct of licensed physician assistants. Specifically, the State of Connecticut Department of Public Health has adopted legislation addressing the reporting of impaired physicians and physician assistants. This impairment often is due to drug and alcohol abuse, among other factors. The Legislation is available at: [https://www.cga.ct.gov/2015/fc/2015HB-06287-R000648-FC.htm](https://www.cga.ct.gov/2015/fc/2015HB-06287-R000648-FC.htm)

K. Social Media Policy

It is strictly prohibited to take photographs of patients, including in the operating room, even if the patient is not identified. Similarly, the posting of diagnostic images or any form of patient data on a social media platform including but not limited to YouTube, Facebook, iTunes, LinkedIn, Twitter or blogs is strictly prohibited.

Witnessing any violation of this policy should be immediately reported to the program director. Similarly, private postings on Facebook or any other form of social media regarding PAI personnel, including faculty and fellow students, may be subject to disciplinary action. Assume all postings are visible to the program faculty. Violation of this policy will result in consideration by the Progress and Promotion Committee which may impose discipline, up to and including dismissal from the PAI.
L. Student Advisement

Each student is assigned a faculty advisor who is available for counsel on matters concerning academic performance, professional behavior or personal issues. Formal student advisement will occur at a minimum of twice during the program. Should a student become concerned about a personal matter, s/he should contact her/his advisor or the program director. The faculty can facilitate the acquisition of counseling services offered by the UB counseling and Disability Services.

M. Class Representatives

Each year one or two students are elected by their class to serve as liaison between the cohort and PAI administration. Class representatives convey concerns or information to and from the class. This is a voluntary position; students must be in good academic standing in order to serve as class representative.

N. Director Meetings

Students will regularly meet with the Program Director to give an opportunity to share valuable information about the program. These meetings are mandatory. All students are free to suggest topics to be addressed at these meetings, and may approach the director regarding information that needs to be discussed by the class at any time. Students may discuss issues of a more personal nature with the Program Director in private at any time by appointment.
CHAPTER FIVE
UNIVERSITY POLICIES

The Physician Assistant Institute adheres to all University policies as stated in the Key to UB and the Catalog, unless otherwise stated in this Handbook. For the complete set of University policies, please refer to the current versions of the Key to UB and the Catalog. For excerpts of certain University policies, please see below:

A. Equal Opportunity and Non-Discrimination Policies

The University of Bridgeport is committed to preventing or eliminating all forms of gender-based discrimination in its education programs or activities in accordance with its commitment to Title IX of the Education Amendments of 1972. The University prohibits discrimination in admissions, educational programs and services, and employment on the basis of race, color, religious creed, age, marital status, national origin, ancestry, gender, sexual orientation, gender identity or expression, disability, genetic information, veteran status and any other basis protected by law.

B. Student Accessibility Services

The Office of Student Accessibility Services offers a private and confidential atmosphere for students to talk about their disabilities and accommodation requests. We are committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. In compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and Connecticut state laws, we provide reasonable accommodations to reduce the impact of disabilities on academic functioning or upon other life activities in the University setting. The University respects the student’s right to disclose or not to disclose a disability. However, the University is not responsible for providing services or accommodations for students who do not disclose a disability to the Office of Student Accessibility Services in a timely fashion.

The Office of Student Accessibility Services is located at Carstensen Hall, Room 115. The University of Bridgeport’s Director of Student Accessibility Services and Student 504 Coordinator is Gwaina Waulden: (203) 576-4454, email accessibilityservices@bridgeport.edu. Please see the Key to UB for further information as well as the following website: http://www.bridgeport.edu/life/student-services/accessibility-services/.

C. Sexual and Gender-based Interpersonal Violence and Harassment

The University of Bridgeport is committed to providing an environment free from gender-based discrimination and harassment. Consistent with the University’s commitment to equal opportunity and non-discrimination, the University strictly prohibits Sexual Assault, Sexual Exploitation, Dating, Relationship or Domestic Partner Violence, Stalking, Sexual or Gender-Based Harassment, or Retaliation against a person for the good faith reporting of these forms of conduct or participation in an investigation or proceeding under this Policy.

The University of Bridgeport’s Title IX Coordinator is Gwaina Waulden: phone (203) 576-4454, email: titleIX@bridgeport.edu. Please see the Key to UB for a complete version of this Policy, as well as the following website: http://www.bridgeport.edu/life/ub-cares/.
D. **Student Financial Services’ Satisfactory Academic Progress Policy**

Please see the following information regarding requisite academic progress to receive financial aid, as required by federal law:


E. **Family Education Rights and Privacy Act**

In accordance with The Family Educational Rights and Privacy Act (FERPA) of 1974 and Accreditation Standards for Physician Assistant Education, student materials, grades, records and files are considered confidential. For the University’s FERPA policy, please see the “Family Education Rights and Privacy Act” and “FERPA: Notice for Directory Information” in Chapter Six of the Key to UB.

F. **Blood Borne Pathogen Policy**

Refer to the University of Bridgeport Student Bloodborne Pathogens Exposure Control Plan, posted on your Class Canvas Portal.

G. **Health Requirements and Vaccinations**

All students must provide the Program with evidence of physical fitness including non-contagion to infectious disease. Students are required to keep a copy of their medical information readily available.

Requirements for health clearance include:

1. **Physical Examination**
   The physical examination is a part of the initial health clearance. Medical clearance must be renewed on or near the anniversary date for each year the student is enrolled in the program.

2. **Immunity from Infectious Disease**
   The titer for the following diseases are mandatory:
   - Rubeola, Mumps, Rubella
   - Diphtheria, Pertussis, Tetanus
   - Varicella
   - Hepatitis B

   The word “Immune” submitted by a PCP will not suffice for this purpose. A childhood record of vaccination (MMR, DPT, Heb B) will similarly not suffice. A verified record of previous titers will be acceptable if the titers were drawn in less than ten years. If titers show insufficient immunity, re-vaccination will be necessary.

3. **Tuberculosis**
   As there is no vaccine against tuberculosis, all students must obtain a PPD (Mantoux) annually. If the test is positive, or if previous prophylaxis or treatment for tuberculosis has occurred, a chest X-Ray will be required. Students who had a negative PPD or Quantiferon test in the past, and who subsequently test positive will be required to undergo prophylactic treatment, even if their chest x-ray is negative.
4. **Influenza vaccination**
   Influenza vaccine is now a mandatory part of the health clearance. All PA students must provide documentation of annual influenza vaccination. Similarly, clinical phase students will not be able to attend clinical rotation until vaccination has been documented.

**H. Student Health Insurance**

All students of the PAI must maintain health insurance throughout the entirety of the program. Please refer to the Chapter 1 *Key to UB*.

**I. Student Grievance Procedure**

Please refer to Chapter 6 of the *Key to UB*, available at:
http://www.bridgeport.edu/docs/StudentLife/KeytoUB/Key_to_UB.pdf

**J. Grievance Procedures Under Title IX and Title VI**

Please refer to Chapter 6 of the *Key to UB* available at:
http://www.bridgeport.edu/docs/StudentLife/KeytoUB/Key_to_UB.pdf

**K. Disability Grievance Procedure**

Please refer to Chapter 6 of the *Key to UB* available at:
http://www.bridgeport.edu/docs/StudentLife/KeytoUB/Key_to_UB.pdf
Appendix A:

University of Bridgeport

Physician Assistant Institute

Technical Standards

Completion of a degree at the University of Bridgeport PAI signifies the graduate is prepared to practice as a physician assistant by meeting the technical and academic standards. Technical standards, as distinguished from academic standards, refer to the physical, cognitive, and behavioral abilities required for participation and completion of all aspects of the curriculum and for entry into the physician assistant (PA) profession. These standards are required by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and are common to all programs.

In keeping with the philosophy and core values of the PAI, the highest priority is placed upon developing graduates who are competent, prepared physician assistants who possess skills of lifelong learning.

Additionally, these standards must be maintained throughout the student’s progress while enrolled in the PAI. Should a student perceive any issue with meeting technical standards they must notify the director of the program immediately.

These standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodations. Requests from students or prospective students for reasonable accommodations should be directed to the Office of Student Accessibility Services (see Chapters One and Five of the UBPAI Student Handbook for more information).

Each student must be able to meet the following technical standards, with or without reasonable accommodations:

Observation:
- Acquire information from written documents and to visualize information as presented in images from paper, film, slides or videos.
- Observe visual presentations in the classroom, lecture hall, and laboratory.
- Observe a patient accurately, at a distance and close at hand, with or without standard medical instrumentation for completion of patient exams.
- Observe and interpret both verbal and nonverbal communications.
- Comprehend and immediately respond to auditory instructions or requests.
- Elicit information by use of senses (vision, touch, hearing, and smell) through procedures regularly required in physical examination, such as inspection, palpation, percussion, and auscultation in a consistent and accurate manner.
- Perceive pain, pressure, temperature, position, vibration, and movement that are important to the student’s ability to gather significant information needed to effectively evaluate patients.

Communication
- Speak and hear in order to elicit, process and exchange information with patients and other providers.
- Perceive and describe changes in mood, activity, posture, and nonverbal cues.
- Possess English language skills, including grammar, spelling and vocabulary, to communicate effectively with patients, their families, and other practitioners in both written and oral settings.
- Possess the skills of sensitivity and confidentiality in patient communication.
Motor Skills

- Maintain consciousness and equilibrium; have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination.
- Perform gross and fine motor movements with sufficient coordination needed to carry out palpation, percussion, auscultation to elicit information on patient exam.
- Manipulate and handle equipment and instruments to perform diagnostic and therapeutic maneuvers, basic laboratory tests and emergency therapeutic procedures, including but not limited to airway management, placement of intravenous catheters, cardiopulmonary resuscitation, and application of pressure to control bleeding and suturing of wounds.
- Have sufficient mobility and strength for both educational and patient care activities.
- Must have the physical and mental stamina to complete both the didactic and clinical portions of the training. This includes sitting, standing, and moving between classrooms, laboratories, and hospitals.

Cognitive ability:

- Possess problem solving ability and critical thinking skills.
- Collect, measure, organize, prioritize, analyze and efficiently assimilate data in a limited time frame.
- Apply information acquired during didactic activities to clinical settings.
- Measure, synthesize and comprehend three-dimensional relationships and understand spatial relationships of structures according to standard medical care.
- Make decisions that reflect consistent and thoughtful deliberation and sound clinical judgment.
- Relate to patient in empathetic, mature, and sensitive ways.
- Read and comprehend medical literature and integrate knowledge into problem solving and patient care.

Behavior:

- Maintain calm and composed attitude in emergencies.
- Retain mental, physical and emotional integrity while functioning in educational and medical settings.
- Demonstrate compassion, motivation, integrity, flexibility and a consciousness of social values when interacting with diverse population of patients, their families and other practitioners.
- Accept criticism and modify behavior and practice as needed.
- Consistently apply ethical standards in practice and education.
- Tolerate taxing workloads, function effectively and quickly under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties

I understand and agree that successful completion of UBPAI requires satisfaction of the Technical Standards described in this document, which are also contained in the UBPAI Student Handbook. I understand and agree that these standards are required by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the accrediting body for the PAI profession. I acknowledge that these standards are not intended to deter any student with a disability recognized by law from completing this Program, and that all requests for reasonable accommodation should be directed to the Office of Student Accessibility Services.

______________________________  ______________________________  ____________
Print Name                  Signature                  Date
### Appendix B:  
**Curriculum of the Physician Assistant Institute**

| Semester 1  
(Spring) | Didactic Phase | Credits |
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<tr>
<td><strong>Semester 1</strong></td>
<td><strong>MSPA 511 Anatomy I</strong></td>
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<td><strong>MSPA 521 Physiology I</strong></td>
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<td><strong>MSPA 551 History &amp; Physical Exam I</strong></td>
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<td><strong>MSPA 529 Clinical Medicine I</strong></td>
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<td><strong>MSPA 565 Integrative Medicine &amp; Practice</strong></td>
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<td><strong>MSPA 575 Global Health &amp; Preventive Medicine</strong></td>
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| Semester 2  
(Summer) | Didactic Phase | Credits |
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<td><strong>MSPA 522 Physiology II</strong></td>
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<td></td>
<td><strong>MSPA 552 History &amp; Physical Exam II</strong></td>
<td>3</td>
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<td></td>
<td><strong>MSPA 530 Clinical Medicine II</strong></td>
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<td><strong>MSPA 534 Correlative Medicine I</strong></td>
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<td><strong>MPAS 581 Pharmacology I</strong></td>
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| Semester 3  
(Fall) | Didactic Phase | Credits |
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<td><strong>MSPA 542 Correlative Medicine II</strong></td>
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<td></td>
<td><strong>MSPA 582 Pharmacology II</strong></td>
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<td></td>
<td><strong>MSPA 591 Technical Skills</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 556 Patient Education, Nutrition &amp; Counseling</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 574 Medical Ethics &amp; Professional Practice</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(19)</td>
<td></td>
</tr>
</tbody>
</table>

| Semester 4  
(Spring) | Clinical Phase | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 4</strong></td>
<td><strong>MSPA 602 Information Literacy &amp; Medical Writing</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 671 Research Methods</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 661 Capstone I</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 651 Internal Medicine Clerkship</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(1 of any of the 8 clerkships)</td>
<td>(13)</td>
</tr>
</tbody>
</table>

| Semester 5  
(Summer) | Clinical Phase | Credits |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 5</strong></td>
<td><strong>MSPA 652 Pediatrics Clerkship</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 653 Surgery Clerkship</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 654 Emergency Medicine Clerkship</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(3 of any of the 8 clerkships)</td>
<td>(15)</td>
</tr>
</tbody>
</table>

| Semester 6  
(Fall) | Clinical Phase | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 6</strong></td>
<td><strong>MSPA 655 Obstetrics/Gynecology Clerkship</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 656 Family Medicine Clerkship</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(2 of any of the 8 clerkships)</td>
<td>(10)</td>
</tr>
</tbody>
</table>

| Semester 7  
(Spring) | Clinical Phase | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 7</strong></td>
<td><strong>MSPA 657 Psychiatry Clerkship</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 658 Elective Clerkship</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 662 Capstone Project II</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MSPA 695 Graduate Practice Logistics</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(2 of any of the 8 clerkships)</td>
<td>(10)</td>
</tr>
</tbody>
</table>

| CURRICULUM TOTAL | 105 |
Appendix C

Professional and Behavioral Evaluation: Student Self-Assessment

Evaluate yourself on the following attributes. The maximum score per attribute is 5 points.

Honest assessment will help you focus on areas that may need improvement and will give you the opportunity to compare yourself assessment to that of the faculty’s assessment.

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>POINTS 5 Pts/Attribute</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

Point Value: 5-Far Exceeds Expectations / 4-Exceed Expectations / 3-Meet Expectations / 2-Below Expectation / 1-Does Not Meet Expectations

**Work Ethic** (20)

1. Recognizes limitations.

2. Accepts responsibility for own actions.

3. Completes assignments on time.

4. Makes an effort to exceed expectations and maintain high personal standards.

**Deportment** (20)

1. Demonstrates a positive attitude.

2. Presents a professional demeanor.

3. Demonstrates respect for faculty, staff and fellow students.

4. Accepts and applies constructive feedback.

**Communication** (20)

1. Participates actively in class, labs and assignments.
2. Write ups are clear, and concise with correct grammar, spelling and medical terminology.

3. Oral presentations are clear, and concise with correct medical terminology.

4. Written and oral communication with faculty, staff and fellow students is professional and respectful.

<table>
<thead>
<tr>
<th>Time Management</th>
<th>De (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends class and all required activities</td>
<td></td>
</tr>
<tr>
<td>2. Is on time for class, labs and all required activities.</td>
<td></td>
</tr>
<tr>
<td>3. Uses time effectively.</td>
<td></td>
</tr>
<tr>
<td>4. Is able to prioritize tasks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation</th>
<th>(20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consistently takes initiative for own learning</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates flexibility.</td>
<td></td>
</tr>
<tr>
<td>3. Actively seeks outside learning experiences.</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates concern for application of knowledge to patient care.</td>
<td></td>
</tr>
</tbody>
</table>

| Total Points | /100 |
I think my strength(s) is/ are:

I think my weakness(es) is/ are:

My goals for the next term are:

Student’s Signature: Date: _______________________
Advisor’s Signature: Date: _______________________

University of Bridgeport - Physician Assistant Institute
Division of Health Sciences
Appendix D:

**Absentee Notice:**

*This form should be completed as soon as possible and submitted to the Physician Assistant Office, Room 201.*

Name: _____________________________________________________________________

Date(s) Absent: __________________________________________________________

Reason for Absence*: ____________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

*The Physician Assistant Institute reserves the right to request official medical documentation as needed.

Signature: _____________________________________________________________________

Current Date: _____________________________________________________________________

RETURN THE COMPLETED FORM TO THE PHYSICIAN ASSISTANT OFFICE ROOM 201.

**Office Use Only:**

Directr Review: Absence Excused ____________ Absence UNEXCUSED ______
Appendix E:

Acknowledgment of Student Handbook

I have received a copy of the Physician Assistant Institute Student Handbook, have read its contents, and acknowledge understanding of the materials contained therein. I have read and understand the Academic and Behavior Policies for the University of Bridgeport Physician Assistant Institute. I acknowledge my personal and professional responsibility to comply with the requirements set forth by the University of Bridgeport in the UB Key and the Physician Assistant Institute Student Handbook.

Student’s Name (print):  __________________________________________________________

Student’s Signature:  ___________________________ Date:  ______________