SCHOOL OF HEALTH PROFESSIONS
SURGICAL PHYSICIAN ASSISTANT PROGRAM
2013-2014 ACADEMIC HANDBOOK

Program Director

Date

Department Chair

Date

Harold P. Jones, PhD
Dean, School of Health Professions

Date
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INTRODUCTION

Dean’s Welcome Message

Welcome to the University of Alabama at Birmingham School of Health Professions, one of the nation’s leaders in the health care industry.

We are home to one of the largest health professions schools in the nation with more than 20 programs at the baccalaureate, master’s, and doctoral levels with nearly 2,000 undergraduate and graduate students enrolled. The School of Health Professions is part of UAB’s thriving academic health center. As one of our students, you will have the opportunity to work side-by-side with world-renowned researchers and faculty, utilize the most advanced technologies and experience the most cutting-edge approaches to clinical treatment.

All of our programs are fully accredited by their respective professional organizations, which means you will be eligible for licensure, national certification or registration, and enjoy mobility in the job market. Our first-time student pass exam rate on credentialing exams is an astounding 98 percent.

Several of our programs rank in the nation’s top 30 by U.S. News and World Report including our master’s in Health Administration ranked at number five, entry level Physical Therapy at number 19, Physician Assistant program at number 25 and Occupational Therapy at number 29. We continue to rank at the top of the list in research funding from the National Institutes of Health, and SHP is the only school in the country to house both a NIH-funded Nutrition and Obesity Research Center and a NIH Diabetes Research and Training Center.

What this means to you is that you will graduate with a degree with an esteemed reputation, job opportunities in the health care industry that will continue to grow in the next decade, and a chance for you to make a difference in your field.

Our alumni give advice to current students that’s worth repeating: be a sponge, learn your craft to be a better professional for your patients, be open minded to all future possibilities, and remember to have life balance. I look forward to seeing you grow in your respective field and watch as you become the professional we know you can be in the next few years.

Harold Jones, Ph.D.
Dean
UAB School of Health Professions
Overview of the School of Health Professions

A leader in federally funded research, the UAB School of Health Professions (SHP) is the largest academic institution of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950s as a collection of courses in various paraprofessional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the Medical School. An innovative organization designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970s, ‘80s, and ‘90s, the school’s offerings were expanded to reflect the changing and growing health care industry. As a result of those changes, SCAHR became SPAH (the School of Public and Allied Health), before becoming SCAH (the School of Community and Allied Health), and then SHRP (the School of Health Related Professions). During that time, the school added several new areas of study including the nationally ranked Nutrition Sciences program.

In 2001, Dr. Harold Jones was recruited to become the school’s dean. Through his visionary leadership and guidance the school has experienced a period of unparalleled success beginning with the school’s reorganization and physical relocation. Up to that point in time, the SHRP's programs had been housed in various locations throughout the UAB campus but during the spring of 2002, many of the classrooms, laboratories and faculty offices moved into the newly completed School of Health Professions Building (SHPB), the first such building dedicated to housing those programs since their original grouping more than 30 years before. In the summer of 2013, two additional floors were completed to provide additional office and classroom space and a new executive learning center in the SHPB.

Today, the School of Health Professions is comprised of more than 20 programs – at the baccalaureate, master's and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building, and the SHPB.

With more than 2,100 faculty, staff and students, the SHP is one of the six schools comprising the world-renowned UAB Academic Health Center. Students are exposed to vast intellectual and physical resources, state-of-the-art facilities, and progressive research during their academic and clinical education at UAB.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranking of several SHP programs in the nation's top 25
- Total research funding rapidly approaching the $11 million level
- National Institutes of Health research funding at either first or second rank for schools of its type since 1969
- Full programmatic accreditation for all eligible school programs

The School of Health Professions continues to be strong and vibrant, sponsoring health professions programs delivered by nationally-recognized faculty committed to providing “education that will change your world.”
Office of Student Success

The SHP Office of Student Success supports UAB’s mission and values with a focus on achievement, collaboration and diversity. Guided by our commitment to student achievement and dedication to excellence, the Office of Student Success provides academic counseling and advising support to all students through a number of programs including:

- Academic and professional advising and counseling
- Peer tutoring services
- ADA accommodations
- Campus resource referral
- Professional development programming

In the Office of Student Success, we understand that undergraduate and graduate studies can be challenging and we provide students with a network of services specifically designed to address those challenges and explore the many opportunities of attending an internationally renowned research university. We have created a series of seminars, available in person and on-line to assist students with:

- Test taking strategies
- Time management
- Resume preparation
- Interview skills and techniques
- Professionalism in health care

Additionally, the Office of Student Success team recognizes that with classes and labs, internships and studying, students’ in the health professions can have particularly demanding schedules. In response we have created a number of programs specifically to address our students’ limited availability:

- The OSS Information Coffee House
- OSS Brown Bag Lunch Seminars
- OSS Virtual Seminars
- OSS’s own, in-office, liaison to the UAB Office of Career Services
- The OSS Finals Week Breakfast Fiesta

The advising and professional team at the Office of Student Success is here to support individual students and student groups, contributing to the University’s strong sense of community. We have an open-door policy and encourage students to connect on a personal basis with advisors and mentors. To that end, students should feel free to drop-by, no appointment needed – but if they prefer, they can call, email or arrange a meeting with one of our advisors through the OSS website. We are here to help students make the most of their UAB experience and will assist in any way we can.

Our Goal is Student Success!

Check us out!

www.uab.edu/shp/home/about-shp/student-services
Clinical and Diagnostic Sciences Information

Welcome
The Department of Clinical and Diagnostic Sciences is comprised of academic programs essential to today’s healthcare system. Our programs provide training for future health care professionals in a variety of disciplines ranging from the diagnosis of illness and disease, the administration of advanced treatment therapies, and the performance of vital roles in surgical suites and in outpatient and inpatient healthcare settings. Graduates of our programs are well poised for a wide variety of job opportunities due to the outstanding education received at UAB.

About the Department
Comprised of seven academic programs, the Department of Clinical & Diagnostic Sciences provides training for tomorrow’s health care professionals from surgical physician assistants, genetic counselors to nuclear medicine technologists. Students receive hands-on training from renowned faculty while using the tools to prepare them for a career in the health care industry.

The accrediting agencies for programs offered by the Department include:

- Accreditation Review Committee on Education Programs for the Physician Assistant, Inc.
- Commission on Accreditation of Allied Health Education Programs in collaboration with
  - Committee on Accreditation for Respiratory Care
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology
- National Accrediting Agency for Clinical Laboratory Sciences
- American Board of Genetic Counseling
SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

Academic Calendar
All dates related to registration, payments of tuition and fees, drop/add dates, other administrative requirements, and official school holidays are recorded on the UAB Academic Calendar available at www.uab.edu/academiccalendar

Academic Honor Code (UAB)
The University expects the highest ethical and professional behaviors from the academic community. The code, including penalties for violations, is published on the UAB website at http://www.uab.edu/graduate/area-3/online-orientation/227-the-uab-academic-honor-code

The UAB Academic Honor Code

The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

Abetting is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

Cheating is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

Plagiarism means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person’s ideas.

Fabrication means presenting falsified data, citations, or quotations as genuine.

Misrepresentation is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student’s performance prior to withdrawal if the violation is substantiated.
**AskIT**

AskIT is the technology help desk for faculty, staff, and students. AskIT staff provides free support via telephone, email, or in-person. AskIT is physically located in the Center for Teaching and Learning in the Education Building, room 238. You can make contact through the website at https://ask.it.uab.edu/ or by telephone at 205-996-5555. Questions or problems can also be submitted by email to ASKIT@uab.edu. You will be asked to supply your BlazerID when you request assistance.

**Attendance**

Class attendance is expected in all SHP programs. Specific program requirements for class, laboratory, and clinical site attendance may be more stringent than those established by the University. Please refer to the program requirements elsewhere in this handbook and in individual course syllabi for program attendance policies. The UAB policy for undergraduates follows. Please note the categories of excused absences; they typically apply to both undergraduates and graduates.

**UAB Attendance and Excused Absence Policy**

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and in those instances requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

- Absences due to jury or military duty provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences of students registered with Disabilities Services for disabilities eligible for “a reasonable number of disability-related absences” provided students give their instructors notice of a disability-related absence in advance or as soon as possible.
- Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:
  - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.
  - If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.
  - Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students. In these instances, instructors must devise a system for reasonable accommodation including, for example, policies allowing for dropped exams/quizzes, make-up exams, rescheduling of student classroom presentations or early or later submission of written assignments.
Awards and Honor Societies
All students in the School are eligible for consideration for following awards or society memberships.

Alfred W. Sangster Award for Outstanding International Student – One award is made annually to an international student in recognition of academic and non-academic achievements.

Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A), and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.

Cecil Clardy Satterfield Award for Humanism in Health Care – One award is made annually to recognize an outstanding student for humanitarianism, professionalism, and commitment to health care. Nominations are coordinated by program directors, but may be made by faculty, students, patients, or preceptors.

Charles Brooks Award for Creativity – One award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student’s academic activities. Nominations are made by program directors.

Dean’s Leadership and Service Award – This award is made to a maximum of three outstanding SHP students annually, and recognizes leadership to the School, UAB, and the community. Nominations are made by program directors or faculty.

Phi Kappa Phi – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

Who’s Who Among Students in American Colleges and Universities – Membership in this national organization is open to outstanding college juniors, seniors, and graduate students. Criteria include scholarship, leadership, and service to the School and community. Applications should be submitted in spring term to the Office of Student Success.

Please refer to the program section of this handbook for awards and honors available to students in individual programs.

Background Check
By policy, SHP students are required to undergo a background check using the school’s approved vendor, CertifiedBackground, at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the background check and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the policy statement.

Blackboard Learning System
The platform used for managing instructional materials online is Blackboard Learn. Blackboard course sites can be accessed through BlazerNET or at www.uab.edu/bblearn. Students should monitor their course sites routinely for communications from faculty and to manage course assignments.
BlazerID / BlazerNET / Email

All students are assigned a unique identification, their BlazerID, which is established by the student at www.uab.edu/blazerid. BlazerNET is the official portal to the UAB information networks. The portal can be accessed from any Internet-accessible computer, on- or off-campus at https://blazernet.uab.edu/cp/home/displaylogin. Your BlazerID is required to access BlazerNET and other campus information resources, such as the UAB email accounts. Your UAB email is the official communication medium and should be monitored routinely.

Bookstores

Two bookstores are located on the UAB campus, both offering a wide variety of products and services to students, including online purchasing and shipping. Both bookstores stock UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB Barnes and Noble Bookstore
Location: Food Fair Building, 6th Avenue South and 14th Street (Relocation during HUC reconstruction)
Hours: M – Th 7:30 a.m. – 6:00 p.m.; Fri 7:30 a.m. – 5:00 p.m.; Sat 10:00 a.m. – 2:00 p.m.; Sun - Closed
Telephone: (205) 996-2665
Email: Through website Contact page  Website: http://uab.bncollege.com

Snoozy's Bookstore
Location: 1321 10th Avenue South
Hours: M – F 7:45 a.m. – 6:00 p.m.; Sat 10:00 a.m. – 2:00 p.m.; Sun - Closed
Telephone: (205) 328-2665     Fax: (205) 933-2229
Email: info@snoozysbookstore.com  Website: www.snoozysbookstore.com.

Campus Card

The UAB ONE Card is the official university identification card. It is used for personal identification, for entry to residence halls, campus events and the recreation center, for library check-out, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Students should wear the ONE card visible on a clip or lanyard while in the SHP buildings, labs, and classrooms. Additional information is available at https://campuscard.uab.edu.

Campus Map

A downloadable campus map is available at http://www.uab.edu/map/images/Campus%20Map.pdf.

Counseling Services

The Counseling and Wellness Center offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. The Center is located in the Holley-Mears Building, 924 19th Street South. For more information, call 205-934-5816 or visit http://www.uab.edu/handbook/student-services/c-counseling.

Direction Student Handbook

Disability Support Services
The UAB Office of Disability Support Services (DSS) is staffed to make UAB’s programs and services accessible to students with disabilities. Students must be registered with DSS and be assessed for type of disability and need for accommodations. It’s best to register with DSS upon application to UAB. A request for assessment and accommodations can be made at any time, but accommodations are not granted retroactively. For more information about DSS, contact the office directly or visit their website.

Disability Support Services
1701 9th Ave. South / 9th Avenue Office Bldg. / Birmingham, AL 35294
(205) 934-4205 (Voice) (205) 934-4248 (TDD)
Fax: (205) 934-8170 Email: dss@uab.edu
Website: http://www.uab.edu/handbook/student-services/c-disability

Drug Screening
By policy, SHP students are required to undergo a routine drug screen using the school’s approved vendor, CertifiedBackground, at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the drug screen and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the school and university policy statements related to drug use and substance abuse.

Emergencies
Any suspicious or threatening activity should be reported to the UAB Police Department immediately. In addition to calling via a regular telephone, more than 300 emergency blue light telephones connected directly to the police dispatcher are located throughout the campus. Police are staffed 24 hours, seven days a week.

UAB Police Numbers: 911 from a campus phone; 934-3535; 934-HELP (4357); 934-4434.

Emergency situations affecting the campus are communicated to students in several ways:

- Webpage: www.uab.edu/emergency
- University home web page (www.uab.edu)
- Cell phone messages and SMS text – register to receive these notices with the UAB Emergency Notification System (B-ALERT) via www.uab.edu/balert; text short code will be 23177 or 63079; cell phone calls will come from 205-975-8000. Store these numbers and codes in your cell as B-ALERT.
- Mass emails – uses the official xxx@uab.edu email system
- Announcements on the BlazerNET portal
- Facebook and Twitter – B-Alert integrates with these media at www.facebook.com/UABALERT and @UABALERT: www.twitter.com/uabalert
- Weather and Emergency Hotline: 205-934-2165
EQUITY AND DIVERSITY OFFICE
The mission of the UAB Office of Equity and Diversity is to “increase, retain and enhance faculty, student, and staff diversity at all levels of the University and to ensure equity.” UAB defines diversity as “the full range of human difference and potential...”. This administrative office supports faculty recruitment, provides scholarships for graduate and undergraduate students, and promotes programs to enhance the campus diversity experience. The office provides a diversity awareness training program for employees. A key component of this Office is the Commission on the Status of Women, which is charged with assuring the best possible conditions for women who work and study at UAB. Additional information is available at http://www.uab.edu/equitydiversity/. Dr. Louis Dale is the Vice President responsible for the activities of this Office.

ESCORT SERVICES
The UAB Escort /service provides students and employees with after-dark escort to or from any point on campus, including parking facilities. The escort will accompany the customer to the on-campus destination in a marked vehicle. The service is available Monday through Friday from 5:15 p.m. to 10:15 p.m. After hours calls are directed to the UAB Police department. White escort telephones are located throughout campus, or you may call 205-934-8772. Website: http://www.uab.edu/handbook/student-services/c-escort-service

FERPA
The Family Educational Rights and Privacy Act of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at the following sites: https://sa.uab.edu/enrollmentservices/ferpa/; https://sa.uab.edu/enrollmentservices/ferpa/FERPA_students.asp. If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu, or contact the SHP Office of Student Success.

FINANCIAL AID
The Office of Financial Aid provides students with resources and guidance in seeking 3rd party funding for their college expenses. Students should complete the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.gov, as the first step. The FAFSA is required to apply for school scholarship as well as loans.

Location:  Ground floor of the Lister Hill Library, University Boulevard (temporary location during reconstruction of the Hill University Center)
Hours:  8:00 a.m. – 5:00 p.m., Monday – Friday
Telephone:  (205) 934-8223
Fax:  (205) 934-8941

FOOD SERVICES
UAB offers seven meal plans for students that are billed to the student account. All students, even commuters, are required to purchase a meal plan. Up to 25% of dining fees not used by the end of the school year are converted to Blazer Bucks, which can be used to shop at campus bookstores, local restaurants, and the campus CVS. Several dining facilities that accept the meal plans are available on campus. Those closest to the SHP buildings include:
• Commons on the Green – located on the Campus Green, just south of 9th Avenue and the Campus Recreation Center. Multiple serving stations of various food options, from deli to international to homestyle, are available. Open 7 days a week, offering three meals Monday – Friday, and two meals Saturday and Sunday.

• Einstein’s Bagels – located at the plaza entrance to the Learning Resource Center. Open Monday – Thursday, 8:00 a.m. – 5:00 p.m., and Friday 8:00 a.m. – 3:00 p.m.

There are soda and snack vending machines available in the basement of the Learning Resource Center, on the 6th floor of the Webb Building. Additional information about meal plans and campus dining facilities is available at www.uab.edu/dining.

**Graduate School**

The UAB Graduate School offers doctoral programs in 37 areas, eight post-master’s specialist programs, and master’s level programs in 45 areas. Most graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at http://www.uab.edu/graduate/.

**Graduation**

SHP students are encouraged to participate in graduation exercises, held at the end of spring and fall terms. Students must apply for graduation one academic term prior to the expected graduation date. The application for degree can be found at https://www.uab.edu/students/one-stop/item/890-application-for-degree.

**Health Insurance**

All SHP students are required to have adequate health insurance. Registration holds are automatically placed on all student accounts until proof of coverage is provided. Insurance may be purchased through the university, or through another carrier. Proof of insurance coverage from another carrier results in a waiver of billing for university-sponsored insurance. This waiver process must be completed annually. Additional information is available at http://www.uab.edu/studenthealth/insurance-and-waivers.

**Health Services and Medical Clearance**

The University provides prevention, counseling, and treatment services to students through the UAB Student Health Services (SHS) clinic located at 930 20th Street South. The clinic is open from 8:00 a.m. – 5:00 p.m. Monday – Thursday and 8:00 a.m. - 4:30 p.m. on Friday, but is closed between noon and 1:00 p.m. daily. Detailed information about services and operating practices is located on the SHS website at www.uab.edu/studenthealth. Appointments may be scheduled by calling 205-934-3581.

SHP students are required to receive medical clearance at the time of program admission. A secure web-based process using CertifiedBackground, an external vendor, is used to document medical information and immunization records. Each student will have a personal account with CertifiedBackground for storage of required documents. More information is available on the SHS website at http://www.uab.edu/studenthealth/medical-clearance. An instruction sheet and access code are provided to students by programs or the Office of Student Success.
HIPAA Training
The Health Insurance Portability and Accountability Act includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at http://www.uab.edu/learningsystem. Students who do not complete the training are reported by name to the Office of Student Success for follow-up with the appropriate program director. Registration holds are placed for failure to complete the training.

Institutional Review Board for Human Use (IRB)
Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the IRB website (www.uab.edu/irb), including resources and services specifically for students. The brochure “IRB Guidance for Student Research and Class Projects” may be downloaded from this site as a PDF document.

Intellectual Property
Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. A training module defining inventor status, patent criteria, and other intellectual property issues is available at http://www.uab.edu/ethicscenter/educational-materials/rcr-materials/intellectual-property.

Libraries and Learning Resources Center
UAB’s libraries house excellent collections of books, periodical, microforms, and other media. The libraries have online remote access to catalogs and online collections. Customer services are extensive. All facilities have computers available for student use during regular hours of operation.

Birmingham Public Library
In addition to the main library facility, there are 17 branch libraries. The library holdings include print and digital media. Library services are described on the website.

Location: 2100 Park Place
Hours: M – Tu 9:00 a.m. – 8:00 p.m.; W – Sat 9:00 a.m. – 6:00 p.m.; Sun 2:00 p.m. – 6:00 p.m.
Telephone: (205) 226-3600 Website: http://www.bham.lib.al.us/

Learning Resource Center
The Learning Resource Center (LRC) comprises the electronic media center for the School of Health Professions (SHP), the School of Nursing (SON), and the Clinical Simulation and Skills Labs. Some of the services and resources available here include:
• Room reservations
• Packets of articles placed on reserve for various courses
• CD-ROMS, and DVDs for viewing in-house
• Reference books and clinical skills handbooks
• Physical assessment equipment for checkout
http://www.uab.edu/lrc/index.php
Lister Hill Library of the Health Sciences
This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold “office hours” in the Learning Resource Center weekly.

Location: 1700 University Boulevard  
Hours: M – Th 7:00 a.m. – 9:00 p.m.; Fri 7:00 a.m. – 5:00 p.m.; Sat 9:00 a.m. – 4:00 p.m.; Sun 12:00 p.m. – 8:00 p.m.  
Telephone: (205) 934-2230  
Website: www.uab.edu/lister/  
SHP library liaison is Susan C. Smith, MPA, MLIS, a reference librarian at the Lister Hill Library. She can be contacted by email at susanc@uab.edu, or by phone at 205-934-2230.

Mervyn H. Sterne Library
A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences.

Location: 913 13th Street South  
Hours: M – Th 7:30 a.m. – 2:00 a.m.; Fri 7:30 a.m. – 7:00 p.m. Sat 9:00 a.m. – 5:00 p.m.; Sun 1:00 p.m. – 2:00 a.m.  
Telephone: (205) 934-6364 (Reference) (205) 934-4338 (User Services)  
Website: www.mhsl.uab.edu

Reynolds Historical Library
A collection of rare and important books, manuscripts and artifacts in the medical sciences. The Reynolds historical collection is located on the top floor of the Lister Hill Library.

OneStop Student Services
If you have questions or need assistance with an academic or administrative process, the UAB OneStop is where to go! Advisers will help you solve your problem or do the legwork for you if another UAB resource is needed. OneStop is located in the Residence Life Center, 2nd floor meeting room. You may contact the OneStop office by phone or email at 205-934-4300; 855-UAB-1STP (toll-free); onestop@uab.edu. Additional information is available at http://www.uab.edu/onestop.

Parking
Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South. The office is open Monday – Friday from 7:30 a.m. – 4:30 p.m. Parking is allocated on a first-come, first-served basis. Commuter student lots are designated as Lot 15, Deck 12, and Deck 16. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. Additional information is available at http://www.uab.edu/parking/.

Patient Care Partnership
Students in health professions programs learn general information about the health care industry as well as knowledge and skills specific to their chosen profession. The American Hospital Association (AHA) (www.aha.org) is an excellent resource for industry information. One role fulfilled by the AHA is that of patient advocate. The Patient Care Partnership brochure (link below) outlines rights and responsibilities of patients during hospital stays.  
Plagiarism and Turn-it-In
Plagiarism is academic misconduct that will result in a grade of zero on the plagiarized assignment and may result in dismissal from the School of Health Professions and the University (see DIRECTION Student Handbook or SHP Grievance Procedures for Violations of Academic Standards). All papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. Please note that all documents submitted to Turnitin.com are added to their database of papers that is used to screen future assignments for plagiarism.

Recreation Center
The campus Recreation Center, located on University Boulevard at 15th Street, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track. Check the website at http://www.uab.edu/campusrecreation for information about hours and services.

Scholarships
Many programs in the School have scholarships available to students currently enrolled in those programs. Please see the program section of this handbook for that information. The following scholarships are available to students enrolled in any program in the School.

Dean’s National Alumni Society Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student. One student per program is nominated by the program director for consideration by the School’s Scholarship Committee.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for baccalaureate students with GPA 3.0 or above and unmet financial need. Students apply to the UAB Office of Student Financial Aid. Awards are made by the University General Scholarship Committee.

Lettie Pate Whitehead Foundation Scholarship – Funding for Christian women students from selected states (AL, FL, GA, LA, MS, NC, SC, TN) enrolled in SHP programs. Award amounts are variable and are based on unmet financial need. Students apply to Mr. Bernard Harris in the SHP Office of Student Success.

Matthew F. McNulty Jr. Health Services Emergency Loan – Students enrolled in any SHP program may apply for this low interest loan to address emergencies. Loan amounts are variable based on need. Students apply to Mr. Bernard Harris in the Office of Student Success.

SHP General Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement, and unmet financial need. Program directors apply for funding on behalf of qualified students. Awards up to $4500 over the length of the student’s duration in the program are made by the School’s Scholarship Committee.

Social Media
Social media such as Facebook and Twitter are useful communication tools, but health professions students should use these forums judiciously. In addition to the School’s official sites listed below, individual programs and student organizations may have networking sites.
The School’s Academic Affairs Committee published the following guidelines related to use of social media:

**UAB School of Health Professions**

**Guidelines for Social Networking**

The Academic Affairs Committee proposes the following for social networking vehicles. Online communities like Facebook, MySpace, Flickr and Twitter provide opportunities for faculty, staff, and students to share and explore interests that enrich the higher education learning experience. However, using these mediums with discretion is advised. UAB online community members are expected to act with honesty, integrity, and respect for the rights, privileges, privacy, sensibilities, and property of others.

**Professional Use**

Only UAB employees authorized by their departments may use social networking Web sites to conduct University business. The authorized employee/position will serve as the point of contact for the web site. In keeping with University policy ¹, the authorized employee may post on a social network profile: the University’s name, school, department, and/or unit information, a University email address or University telephone number for contact purposes, or post official department information, resources, calendars, and events. The employee should use care that any personal opinions or opposition to the University either by direct statement or perception not be published.

**General Use**

The following guidelines are strongly suggested:
1. Use networking sites legally and appropriately. Consider your personal obligation as a citizen of the university. Use proper conduct in your posts regarding the university and your colleagues/fellow students.
2. Consider the use of a student, staff or faculty member to monitor any departmental social pages. All parties need to understand the guidelines presented.
3. Remember, you cannot ensure who does and does not have access to your information. Any text or photo placed online is available to anyone in the world – even if you limit access to your site.
4. Information that you post online may continue to stay on the World Wide Web even after you erase or delete that information from your profiles or blog. Do not post anything that could reflect negatively on you, your family, your friends, and the university.
5. Do not post any confidential or sensitive information online.
6. By agreeing to the terms of use, online communities have your permission to republish your content worldwide and share information with advertisers, third parties, law enforcement, and others.
7. You are legally responsible for your posts on the social networking sites. Be discreet, respectful, and as accurate/factual as you can be in any comments or content you posted online.
8. Potential employers, admissions officers, and scholarship committees often search social networking sites to screen candidates. Your profile will be a part of how others know you.

Tuition and Fees
Tuition and fees for the University are published annually under the “Current Students” tab of the UAB website. There are two tuition rates: Alabama resident (in-state) and Non-resident (out-of-state). Currently, non-resident students who register for online course sections pay resident tuition for all lecture-based courses. Non-resident tuition is charged for clinical practicums, independent study courses, and project courses.

SHP programs may have specific fees attached to courses or laboratories. These fees will be addressed in the program section of this handbook. Questions about program-specific fees should be addressed with your program director. Current standard tuition and fees for the School, and links to program cost estimations, are posted at http://www.uab.edu/shp/home/admissions-tuition/tuition/tuition-fees.

Payment deadlines for each semester are published on the official academic calendar and on the UAB website at http://www.uab.edu/whentopay/. Please note that failure to meet payment deadlines can result in administrative withdrawal from courses.

Tuition and fees may be paid through BlazerNET (tutorial available at http://www.uab.edu/images/stuaff/pdf/Making_a_payment_in_BlazerNET.pdf).

Weather
Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. Severe weather precautions are published at http://www.uab.edu/emergency/severe-weather/precautions. Other information sources include:

- Webpage: www.uab.edu/emergency
- B-ALERT system: Register to email, cell phone, and text notices with the UAB Emergency Notification System via www.uab.edu/balert;
- Hotline: 205-934-2165
- WBHM Radio (90.3 FM): Announcements about University closings or delayed openings are made on the UAB radio station.

Withdrawal from Course / Program
Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and/or program director. Most programs in the School are full-time and the curriculums are specifically sequenced. Withdrawal from a course may put you at risk for being required to wait for a full year before resuming courses in the program. Course withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Program withdrawal should be made in writing to the program director. Please refer to the program section of this handbook for additional information.
SECTION 2 – POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN

With the exceptions noted below, students admitted to programs in the School of Health Professions will complete a routine drug screen and criminal background check using the vendor(s) with whom the School has a current agreement for those services. These screens should be completed prior to the conclusion of the voluntary add/drop period of the first term of enrollment. A second routine drug screen and criminal background check using the approved school vendor, or a vendor required by the assigned clinical facility, will be completed prior to placement in a clinical rotation. Any required additional screens, and those desired for waived programs, will be at the discretion of the program. School-negotiated fees for these screens will be the responsibility of the student. If either the criminal background check and/or drug screen is unfavorable, the student may not be able to complete degree requirements and therefore not be able to graduate from the program.

Programs Waived from the Policy:
- Master of Science in Health Administration – International Track
- Master of Science in Health Administration – Executive Track
- Master of Science in Occupational Therapy – Post-professional Track
- Graduate Certificate in Low Vision Rehabilitation – Occupational Therapy

Procedure for Criminal Background Check and Drug Screen:

1. Program directors (or designees) provide all accepted students with the Student Instructions form (attached), the Consent to Release of CBC Results form (attached), and the Consent to Release Drug Screen Results form (attached).
2. Students sign and return the consent forms, which are placed in the student’s program file.
3. Students go to the designated website, request the specified background check and drug screen, and pay for the service.
4. Program directors access the secure website to view a student’s background check and drug screen results.
5. Program directors discuss with individual students the implications of any information in their background report or drug screen that might prevent them from being placed in a clinical rotation or that would make them ineligible for professional certification. If such information exists, the student must acknowledge in writing his or her decision to continue in the program’s didactic phase with the understanding that a degree cannot be awarded without completion of required clinical practice.
6. Prior to clinical placement, program directors (or designees) provide students with the Student Instructions form to request a repeat background check and drug screen. If the vendor is specified by the clinical site, instructions are provided to the program director and/or the student by the preceptor.
7. Students go to the designated website, request the specified background check and drug screen, and pay for the service.
8. Program directors access the secure website to view a student’s background check and drug screen results.
9. Program directors discuss with individual students the implications of any information in the background report that might prevent them being placed in a clinical rotation.
10. Program directors (or designees) provide students with necessary contact information to release background check and drug results to their assigned clinical preceptor.
11. Should any clinical site require drug testing or a background check beyond those specified by the School, the student will follow the facility’s procedures for those screens.
UAB School of Health Professions  
Consent to Drug Testing and Release of Drug Test Results

For and in consideration of my participation in clinical education experiences, I understand that I will be required to submit to drug testing as a prerequisite to my assignment to a clinical site. I hereby consent to be tested for drugs and consent to the release of any such drug test results to my Program Director; and the subsequent release of such drug test results to the clinical site to which I am assigned.

I understand that any clinical site to which I am assigned has the right to require additional drug testing as a condition of my placement. I hereby consent to any facility-required drug testing and consent to the release of such drug test results to my Program Director.

________________________________________________________________________  ____________________________________________________________________
Student’s Signature                          Date

________________________________________________________________________
Signature of parent/ legal guardian
(required only if student is under 19)
UAB School of Health Professions
Consent to Criminal Background Check and Release of Results

For and in consideration of my participation in clinical education experiences, I understand that I will be required to submit to a criminal background check as a prerequisite to my assignment to a clinical site. I hereby consent to have a criminal background check and consent to the release of the results to my Program Director, and the subsequent release of the results to the clinical site to which I am assigned.

I understand that any clinical site to which I am assigned has the right to require additional background checks as a condition of my placement. I hereby consent to any facility-required background check and consent to the release of the results of the check to my Program Director.

____________________________________________  ___________________________
Student’s Signature     Date

____________________________________________
Signature of parent/ legal guardian
(required only if student is under 19)
Student Instructions

CertifiedBackground.com

Background Checks Are Required
This school requires that each student purchase a background check through CertifiedBackground.com.

What is CertifiedBackground.com?
CertifiedBackground.com is a background check service that allows you to purchase your own background check. The results of a background check are posted to the CertifiedBackground.com website in a secure, tamper-proof environment, where the student, as well as the school can view the results.

How do I order my background check? IT'S EASY!
1. Go to www.CertifiedBackground.com and click on “Students”.
2. In the Package Code box, enter the package code listed below.

Your Package Code is:
AH01
GRIEVANCE PROCEDURES FOR VIOLATIONS OF ACADEMIC STANDARDS
http://www.uab.edu/shp/home/images/PDF/grievance%20procedures.pdf

SHP HEALTH IMMUNIZATION CHECK
http://www.uab.edu/shp/home/admissions-tuition/health-immunization-check

IMPAIRMENT AND SUBSTANCE ABUSE

PLAGIARISM
http://www.uab.edu/shp/home/images/PDF/Plagiarism_Policy.pdf
Please note that all papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. All documents submitted to Turnitin.com are added to their database of papers used to screen future assignments for plagiarism.

UAB POLICIES

AIDS AND HIV INFECTION
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=252

ALCOHOLIC BEVERAGES, USE AND CONSUMPTION
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=71

ATTENDANCE / ABSENCE (UNDERGRADUATE)
http://catalog.uab.edu/undergraduate/academicstudentresources/progresstowardadegree/#enrollment

BODY FLUID EXPOSURE
http://www.uab.edu/studenthealth/emergencies/blood-a-body-fluid-exposure

   UAB Blood/Body Fluid Exposure Guidelines

   Updated 8-24-2012

This guideline outlines recommended actions following any blood/body fluid exposure to a UAB enrolled student or visiting scholar. For purposes of these guidelines, “student” is defined as “any student enrolled in UAB in a clinical, research, or classroom setting.” A “visiting scholar” is any student, graduate student, post-doctoral student, instructor, or practitioner participating in UAB clinical, research, or classroom activities for a short-term period.

Students and scholars may be exposed to blood/body fluids in the course of their clinical and/or research duties at a UAB facility or at a non-UAB facility where a student is involved in a practical experience for credit at UAB. As all blood and body fluids are considered infectious, regardless of the perceived status of the source individual, all students and scholars must follow OSHA guidelines for universal precautions to prevent contact with blood or body fluids in classroom settings and clinical rotation sites. This includes use of gloves, eyewear, and protective clothing, as well as proper care of sharp objects and other precautionary
measures. These guidelines are printed on UAB Medicine safety cards; students should keep a safety card with them and consult it in the event of exposure.

An “exposure” is generally defined as a percutaneous injury (e.g., a needle stick or cut with a sharp object) or contact of mucous membrane or non-intact skin with blood, tissue, or body fluids, whether or not there is visible blood.

In the case of any needlestick injury or other accidental blood/body fluid exposure, students and scholars should immediately take appropriate measures as follows:

- **Remove and properly dispose of all contaminated personal protective equipment.** Wash the exposed area thoroughly with soap and running water. Use antibacterial soap if possible. If blood/body fluid is splashed in the eye or on a mucous membrane, flush the affected area with running water for 15 minutes.
- **Report all exposures to a preceptor or clinical supervisor.**
- **Request that an incident report be filed at the host institution (if applicable) and at UAB.**
- **Gather the following information:**
  - a) Hepatitis and HIV status of the source patient. If a source patient’s serological status is unknown, the student, scholar, or preceptor/clinical supervisor should contact the source patient’s attending physician and request that the physician obtain a specimen for serologic testing. Recommended testing of the source patient includes a **Rapid HIV, HBsAg, and HCV antibody.** Be sure that the hosting institution draws labs from the source patient.
  - b) Baseline serologic evaluation of the student or scholar, including the following:
    - HBV history and vaccination status
    - HCV history
    - Serology for **HBsAg and HBsAb, HIV Antibody, and HCV Antibody**

After taking appropriate immediate measures as outlined above, students or scholars should seek further evaluation and care based on where the incident occurred:

For exposures occurring **on the UAB campus** (UAB Hospital, Kirklin Clinic, UAB outpatient clinics, classrooms, research labs):

- During the day (7:00 a.m. to 5:00 p.m.) go to UAB Employee Health, UAB Spain Wallace 123 (extension 205-934-3675).
- After 5:00 p.m. and on weekends and holidays, call Hospital Paging (205-934-3411) and ask the operator to page the needlestick team member on call, who should then page the needlestick team.
- Continue to communicate with Employee Health regarding all follow-up care.

For exposures occurring **at a non-UAB hospital or clinic:**

- Inquire about the institution’s exposure policy. If the hosting institution or physician’s office offers to provide medical care and recommended testing, have an initial evaluation and follow-up performed there.
- If the hosting institution refuses to provide medical care and recommended testing, report to a local emergency room for initial treatment.
- If the hosting facility provides initial treatment, but refuses to provide long-term follow-up care, gather all serologic results from post-exposure, including the patient’s lab work, and notify UAB Employee Health. UAB Employee Health will provide the long-term follow-up care at no charge.
All students or scholars in a clinical, classroom, and/or research placement will be covered for costs incurred in assessing and/or treating potential or actual exposures. This includes costs incurred for any appropriate services rendered (e.g., ER evaluation, including but not limited to lab work, post-exposure prophylactic therapy, immunizations provided onsite or at follow-up at UAB Employee Health), whether on campus or at a non-UAB hospital or clinic.

For treatment costs incurred outside of a UAB facility, please forward all invoices and/or proof of payment to:

UAB Hospital Employee Health
Suite SW123
619 19th Street South
Birmingham, AL 35249
Phone: 205-934-3675
Fax: 205-975-6900

For questions, UAB Employee Health may be reached by phone at 205-934-3675 during normal business hours or by email at employeehealth@uabmc.edu. This e-mail address is being protected from spambots. You need JavaScript enabled to view it.

**Computer and Network Resources (Acceptable Use)**
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=4

**Computer Software Copying and Use**

**Drug Free Campus (General Policy)**
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=71

Drug-free Campus Policy for Students -Attachment A
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=632

Drug-free Campus Policy for Students -Attachment B
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=626

Drug-Free Campus/Workplace Policy-Attachment B.1
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=627

Drug-free Campus Policy for Students -Attachment C
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=628

**Equal Opportunity and Discriminatory Harassment**
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=52

**Ethical Standards in Research and Other Scholarly Activities**
http://sppublic.ad.uab.edu/policies/Pages/LibraryDetail.aspx?pID=263&
CDS Policies

Academic Progress

Academic Progress Review is implemented to promote, assist, and maintain student performance. The main purpose is to provide feedback to students regarding their performance and to identify areas of strength and/or weakness in performance or behavior.

Generally speaking, program faculty and/or the program director may academically counsel students on a semester-by-semester basis to assess progress in the curriculum and to provide students counseling regarding deficiencies as needed. These meetings may be documented and the student may be required to sign the documentation of the academic progress sessions with associated notes placed in the students file.

In cases regarding deficiencies, suggestions and/or action plans may be developed in conjunction with the student so as to provide a plan for reversing the deficiencies by a specified timeframe. Such suggestions and/or action plans will be documented and signed (by both faculty and the student) and will be placed in the students file. If a student does not comply with the suggestions and/or action plan and/or does not meet the deadlines as specified, the student may be dismissed from the program.

Attendance and Excused Absences

CDS Attendance Policy

Attendance is mandatory for all classes, lectures, labs, program-related seminars, clinical practice, internships, etc. Absences are either excused or unexcused and both require timely notification to the course instructor. Students who are absent during clinical practice or an internship must notify both the program clinical practice coordinator/internship coordinator and the clinical practice instructor/clinical internship instructor as soon as possible. Time missed during clinical practice or the internship must be made up and this may result in a delay in graduation. Below is a list of excused absences recognized by the Department of Clinical and Diagnostic Sciences and UAB.
• Absences due to jury or military duty, provided that official documentation has been provided to 
the instructor in a timely manner in advance.
• Absences of students registered with Disabilities Services for disabilities eligible for “a reasonable 
number of disability-related absences” provided students give their instructors notice of a disability-
related absence in advance or as soon as possible.
• Absences due to participation in university-sponsored activities when the student is representing 
the university in an official capacity and as a critical participant, provided that the procedures 
below have been followed:
  • Before the end of the add/drop period, students must provide their instructor a schedule of 
anticipated excused absences in or with a letter explaining the nature of the expected absences 
from the director of the unit or department sponsoring the activity.
  • If a change in the absence schedule occurs, students are responsible for providing their 
instructors with advance notification from the sponsoring unit or department.
• Absences due to other extenuating circumstances that instructors deem excused. Such classification 
is at the discretion of the instructor and is predicated upon consistent treatment of all students.
• Absences due to religious observations provided that students give faculty written notice prior to 
the drop/add deadline of the term.

In instances resulting in unavoidable absence(s), a student is expected to inform the program office and 
the affected course instructor in advance of the planned absence. For unforeseen events (car accident or 
breakdown, injury), the student is expected to notify the program office at the earliest possible time.

Make-up of missed class information or assignments is the student's responsibility. Make-up of class 
activities and projects is at the discretion of the course faculty – refer to individual course syllabi for 
more detailed attendance policies pertaining to the course.

*NOTE: The program cannot guarantee that all work missed for an excused absence can be made up. Some 
activities (including laboratories) due to their complex, time intensive, and/or cost intensive nature will 
not be able to be made up. Similarly, when students arrive to laboratories late they risk missing important 
information/directions that may adversely affect their grade. Instructors are not obligated to repeat directions 
for students when they are tardy.

Attendance Infractions
For each unexcused absence, there will be a 1% overall grade reduction for that course or lab per absence. 
Two tardies will equal one unexcused absence. A tardy is considered being more than 10 minutes late to 
class. Faculty may choose to include attendance and timeliness in grading criteria and may implement a 
more restrictive attendance policy. The attendance policy for each course will be described in all course 
syllabi. The Department of Clinical and Diagnostic Sciences also reserves the right to institute an attendance 
policy for official program/department activities.
Consensual Romantic Relationships

In addition to the University Policy on Consensual Romantic Relationships, the SPA Program discourages developing consensual romantic relationships with fellow classmates.

COURSE EXAMINATIONS
In each course, examinations are given and are of a written, oral, practical, or clinical format. The frequency, scoring, weighing of questions and passing score of each examination will be announced by the instructor for that course.

Unit exams will be given only on the date announced in class. The only excuses that will allow for a make-up exam are: being hospitalized or sick; being in court or jail; or death of an immediate family member. In each instance, the excuse must be verified by a note from a physician, judge, law enforcement officer, or member of the clergy as is appropriate for the occasion.

DATA PROTECTION AND SECURITY

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

Clothing:
• Clothing should be clean, neat, in good repair, and appropriate for the profession.
• Casual or athletic wear such as sweat suits or warm-up pants are not acceptable.
• Shorts are not acceptable.
• Skirt length shall be no shorter than two inches above the top of the knee and may not be tight fitting.
• Undergarments shall be worn and shall not be visible, even when in stretching or bending positions.
• Shoes shall be appropriate for the work environment and compliant with professional attire. Flip flops are not appropriate.
• Caps or head coverings are not acceptable unless they are for religious purposes or are part of a uniform.
• Sunshades (or hand-tinted, non-prescription glasses) shall not be worn unless they are required for medical purposes.
• Identification badges shall be worn at all times.

Grooming:
Piercings
• Facial and/or body adornments are not permitted other than in the ear lobe.
• No more than two pairs of earrings may be worn. Earrings will be no longer than one inch in diameter or length.

Hair
• Hair should be clean and neat.
• Hair may not be dyed unnatural colors and/or have patterns.
• Hair ornaments should be moderate and in good taste.
• Hair should be well-groomed, closely trimmed beards, sideburns, and mustaches are allowed.
Daily Hygiene

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

In addition to these basic guidelines, students are expected to follow any additional provisions of a facilities dress code while in clinical practice.

Dress Code Infractions:

Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make-up the missed work.

*Note- The above Dress Code is a minimum standard set forth by the Department of Clinical and Diagnostic Sciences. Each program and/or course within CDS has the liberty to set forth and enforce a stricter dress code. Similarly, clinics also have their own dress codes that must be followed precisely.

Food and Drink in the Classroom

Food or drinks in laboratories is prohibited. Food and drink in classrooms is allowed at the discretion of faculty.

Grading Policy

In each CDS course, the instructor will announce the grading criteria and publish it in the course syllabus. The following policy relating to the I (incomplete) grade or deferred credit supplements the School of Health Professions’ policy.

Incomplete & Deferred Credit Policy

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

Infection Control

Because students are working with patients having low immunities, the clinical supervisor reserves the right to send any student to UAB Student Health Services if the need arises. The clinical supervisor will call UAB Student Health Services and request that the student be sent off duty if he/she has an infection of any kind. The student must then acquire a doctor’s written permission to return to clinical education. Students are required to adhere to the policy of the clinical affiliate for working with patients with local infections or infectious diseases. Students are required to inquire about this policy at the beginning of rotation through a clinical affiliate.

Liability Insurance

Liability insurance is provided by the University for all students registered for clinical education courses. The coverage protects students in any assigned clinical site to which they are assigned as a student.
Non-Academic Student Conduct
https://www.uab.edu/students/current-student-life/item/817-non-academic-student-conduct

Non-Resident Tuition Policy

Pregnancy Policy
All students are encouraged to inform the program director immediately in writing once pregnancy has been confirmed. If students choose not to inform the program of their pregnancy, the program will not consider them pregnant and cannot exercise options that could protect the fetus.

For students who voluntarily disclose pregnancy the program director will discuss factors to be considered in cases of pregnancy with the student based on acceptable professional guidelines.

A student is offered three alternatives after the consultation with the program director. These are:

1. Immediate withdrawal in good standing from the program. Readmission to the program after the pregnancy will be in accordance with the Readmit Policy.
2. Continuation in the program after being given specific instruction regarding safety practices, safety monitoring, and specific clinical and laboratory assignments.
3. Continuation in the program with additional safety monitoring but without modification of assignments.

The student must be able to progress in her educational experiences, both clinical and academic. If the student cannot, she will be strongly advised to withdraw as in alternative number 1.

If there are any questions regarding any aspect of the above statements, please call the Program Director.
Program Overview
University of Alabama at Birmingham
Master of Science in Physician Assistant Studies

Physician Assistants (PAs) are valuable members of a multidisciplinary healthcare team. The profession was established in 1965 to help physicians provide healthcare services to underserved and rural populations. While the profession remains committed to its historical mission, PAs are now employed in almost all healthcare settings.

PAs are healthcare professionals licensed to practice medicine under the supervision of a physician. Individual state laws define the scope of practice and prescribing authority of physician assistants. In general, most states authorize PAs to prescribe non-controlled substances and perform any task delegated to them by a supervising physician. To be eligible for licensure, PAs must graduate from an Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) accredited physician assistant program and pass the Physician Assistant National Certification Examination (PANCE).

The physician assistant, functioning under the supervision of the physician, is expected to perform appropriately delegated tasks autonomously. Yet, the physician assistant will always remain under the guidance and counsel of a physician.

Accreditation:
The program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

Degree Conferred:
Diploma- The Master of Science in Physician Assistant Studies (MSPAS) degree is awarded by the University of Alabama at Birmingham.

Professional Certification:
Graduates are eligible to apply for the certification examination sponsored by the National Commission on Certification of Physician Assistants.

Length of Study:
27 months

Term of Enrollment:
Fall semester

Surgical Physician Assistant Program Mission: The mission of the University of Alabama at Birmingham Surgical Physician Assistant Program is to provide qualified individuals with the knowledge, skills, and judgment needed to assist physicians in the care of patients in surgical and medical settings.

The University of Alabama at Birmingham (UAB) is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, religion, national origin, sex, age, sexual orientation, disability or veteran status.
Organizations of the Program
The Accreditation Review Committee on Education for the Physician Assistant (ARC-PA) accredits the Surgical Physician Assistant Program as an entry-level physician assistant educational program. It is a Masters of Science in Physician Assistant Studies Program within the UAB Graduate School. The program is housed within the Department Clinical Diagnostic Sciences, School of Health Professions, at the University of Alabama at Birmingham.

School of Health Professions
Dean: Harold P. Jones, Ph.D.

Department of Clinical and Diagnostic Sciences
Chair: Janelle M. Chiasera, Ph.D.

Surgical Physician Assistant Program
Program Director: Patricia Jennings, DrPH, PA-C
Medical Director: Donald Reiff, M.D.
Associate Medical Director: John Baddley, MD

Program Faculty
Medical Director: Donald Reiff, MD
Dr. Reiff is a graduate of the Georgetown University School of Medicine in Washington, DC. He completed his surgery fellowship at UAB. In addition to serving as the Medical Director for the UAB Surgical PA program, he is also the Medical Director of Department of Surgery in Trauma, Burns and Critical Care at UAB.

Associate Medical Director: John Baddley, MD
Dr. Baddley is a graduate of Louisiana State University of Medicine in New Orleans, Louisiana. He completed his infectious disease fellowship at the University of Alabama at Birmingham. Currently, Dr. Baddley serves as the Section Chief of Infectious Diseases at the Veterans Administration Medical Center in Birmingham and is an Assistant Professor in the Department of Internal Medicine, Division of Infectious Diseases at UAB.

Associate Program Director & Clinical Coordinator: Paul Harrelson, MPAS, PA-C
Assistant Professor, Paul Harrelson, holds a Master’s degree in Physician Assistant Studies from the University of Nebraska, and is a graduate of the Bowman Gray School of Medicine Physician Assistant Program at Wake Forest University. Prior to joining the faculty he worked as a Physician Assistant specializing in pain management.

Assistant Professor: Kara L. Caruthers, MSPAS, PA-C
Ms. Caruthers joined the faculty of the Surgical Physician Assistant Program in February 2010. She holds a Master of Science in physician assistant studies from UAB (2009) and a Master of Science in molecular, cellular, and systemic physiology with a Certificate in anatomy from Southern Illinois University Carbondale (2005). Prior to enrolling in the SPA Program at UAB, she was an anatomy instructor at Southern Illinois University School of Medicine. She is working clinically in the Emergency Medicine Department at UAB Hospital and is pursuing a doctoral degree in physiology.
Assistant Professor & Director of Admissions: William R. Drace, MAEd, PA-C
Assistant Professor, William “Bill” Drace, is a graduate of the UAB Surgical Physician Assistant Program. He practiced as a surgical PA in cardiac surgery for 25 years during which time Mr. Drace served as a preceptor for the SPA program. Following his retirement from cardiac surgery Mr. Drace joined the UAB SPA faculty full-time and completed a master’s degree in education in October 2005.

Associate Professor: Chad Epps, MD
Chad Epps, MD is an Associate Professor and Director of Simulation. Dr. Epps has extensive experience working in human simulation and the development of simulation curricula for education and assessment of a variety of healthcare professionals. He holds many professional memberships including the American Society of Anesthesiologists and Society for Simulation in Healthcare. Dr. Epps received his B.S. in Biology from Augusta College and M.D. from the Medical College of Georgia. He completed an internship in Internal Medicine at the University of Florida before moving to New York City to continue his training in Anesthesiology at The Mount Sinai Medical Center. After residency, Dr. Epps served as a fellow in Human Simulation at Mount Sinai’s Human Emulation Education and Evaluation Lab for Patient Safety and Professionalism (HELPs) Center

Assistant Professor & Academic Coordinator: Kristopher Maday, M.A. PA-C
Kristopher Maday joined the faculty in 2011. He received his Bachelor’s degree in Kinesiology from the University of Maryland in 2002 and his Master’s degree from the University of Alabama at Birmingham Surgical Physician Assistant Program in 2007. Upon graduating, he accepted a position as one of the first five physician assistants with the Department of Trauma, Burns, and Surgical Critical Care at UAB Hospital to staff the Trauma/Burn Intensive Care Unit. During his tenure, he became certified in Advanced Trauma Life Support (ATLS), Advanced Burn Life Support (ABLS), and Fundamentals of Critical Care Support (FCCS). In 2010, he became nationally board certified as a Nutritional Support Clinician (CNSC). He is an active member of American Academy of Physician Assistants, Alabama Society of Physician Assistants, Eastern Association for the Surgery of Trauma, Society of Critical Care Medicine, and the American Society of Parenteral and Enteral Nutrition. He practices clinically with the Pegasus Emergency Medicine Group in the Emergency Department at Cullman Regional Medical Center.

Assistant Professor & Clinical Coordinator: Stephanie McGilvray, MMSc, PA-C
Ms. McGilvray joined the faculty of the Surgical Physician Assistant Program in February, 2012. She holds a Master of Medical Science Degree in Physician Assistant from Emory University (2000). She also holds a Master of Education in Exercise Technology from the University of South Alabama (1995) and a Bachelors of Science in Athletic Training from Troy University (1994). Ms. McGilvray's prior work experience as a physician assistant include working in the UAB Trauma and Burn ICU and working for Alabama Sports Medicine. Prior to becoming a physician assistant, Ms. McGilvray worked as an athletic trainer for HealthSouth developing their outreach program in the Auburn area. She also has served on the Board for the Alabama Society of Physician Assistants and is currently serving on a Reimbursement Work Group for the American Academy of Physician Assistants. She currently works clinically as a physician assistant for Pegasus Emergency Medicine Group.

Assistant Professor & Director of Program Evaluation: Kelley Swatzell, MPH
Ms. Swatzell holds a Bachelor’s degree in Psychology-Sociology (UAB) and a Master’s in Public Health with a concentration in Maternal and Child Health (UAB). She is a member of the Delta Omega National Honors Society (Public Health), and taught integrated public health science at the UAB School of Public Health prior to joining the faculty at the UAB Surgical Physician Assistant Program. She is also the Director of Evaluation and Outcomes for the UAB Surgical Physician Assistant Program and the Department of Clinical and Diagnostic Sciences. Professor Swatzell is completing a doctorate degree in public health.
**Assistant Professor: John Hurt MPAS, PA-C**  
Mr. Hurt is a 1999 graduate of (UBA) with a B.S. in Biology/Chemistry. He graduated from the UAB Surgical Physician Assistant Program in 2002 and practiced clinically in cardiovascular surgery from 2002-2004. In 2004 he began working in colorectal surgery and in 2010 he became the lead PA in the Emergency Department at Coosa Valley Hospital. Mr. Hurt was awarded Preceptor of the Year in 2011 from the UAB SPA Program. He will complete his Master’s Degree in Physician Assistant Studies from the University of Nebraska in August 2013. Mr. Hurt joined the UAB SPA faculty in May 2013 and continues to work clinically in the Emergency Department one day a week.

**Administrative Staff**  
The Department of Clinical & Diagnostic Sciences has a centralized support staff that supports all CDS programs. Students with questions should see the receptionist in SHPB 430.

**Code of Ethics**

**Physician Assistant Code of Ethics**

American Academy of Physician Assistant

PAs are trained and educated similarly to physicians, and therefore share similar diagnostic and therapeutic reasoning. Physician-PA practice can be described as delegated autonomy. Physicians delegate duties to PAs, and within those range of duties, PAs use autonomous decision-making for patient care. This team model is an efficient way to provide high-quality medical care. In rural areas, the PA may be the only healthcare provider on-site, collaborating with a physician elsewhere through telecommunication.

The physician assistant profession has revised its Code of Ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has changed. Economic pressures of the health care system, social pressures of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations.

Four main bioethical principles broadly guide the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice.

Physician assistants are expected to behave both legally and morally. They should know and understand the laws governing their practice.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere- possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies.

PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

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

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

PA Role and Responsibilities
• PA practice flows out of a unique relationship that involves the PA, the physician, and the patient.
• The individual patient–PA relationship is based on mutual respect and an agreement to work together regarding medical care. In addition, PAs practice medicine with physician supervision; therefore, the care that a PA provides is an extension of the care of the supervising physician.
• The principal value of the physician assistant profession is to respect the health, safety, welfare, and dignity of all human beings. This concept is the foundation of the patient–PA relationship.
• PAs have an ethical obligation to see that each of their patients receives appropriate care.
• PAs should be sensitive to the beliefs and expectations of the patient.
• PAs should recognize that each patient is unique and has an ethical right to self determination.
• While PAs are not expected to ignore their own personal values, scientific or ethical standards, or the law, they should not allow their personal beliefs to restrict patient access to care.
• A PA has an ethical duty to offer each patient the full range of information on relevant options for their health care.
• If personal moral, religious, or ethical beliefs prevent a PA from offering the full range of treatments available or care the patient desires, the PA has an ethical duty to refer a patient to another qualified provider. That referral should not restrict a patient’s access to care.
• PAs are obligated to care for patients in emergency situations and to responsibly transfer patients if they cannot care for them.

Cost containment
• PAs should always act in the best interests of their patients and as advocates when necessary.
• PAs should actively resist policies that restrict free exchange of medical information. For example, a PA should not withhold information about treatment options simply because the option is not covered by insurance.
• PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient’s best interests.

The PA and Diversity
• PAs should respect the culture, values, beliefs, and expectations of the patient.
• PAs should not discriminate against classes or categories of patients in the delivery of needed health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic or national origin, political beliefs, nature of illness, disability, socioeconomic status, or sexual orientation.

Initiation and Discontinuation of Care
• In the absence of a preexisting patient–PA relationship, the PA is under no ethical obligation to care for a person unless no other provider is available.
• A PA is morally bound to provide care in emergency situations and to arrange proper follow-up.
PAs should keep in mind that contracts with health insurance plans might define a legal obligation to provide care to certain patients.

- A PA and supervising physician may discontinue their professional relationship with an established patient as long as proper procedures are followed.
- The PA and physician should provide the patient with adequate notice, offer to transfer records, and arrange for continuity of care if the patient has an ongoing medical condition.
- Discontinuation of the professional relationship should be undertaken only after a serious attempt has been made to clarify and understand the expectations and concerns of all involved parties.
- If the patient decides to terminate the relationship, they are entitled to access appropriate information contained within their medical record.

**Informed Consent**

- PAs have a duty to protect and foster an individual patient’s free and informed choices. At a minimum, this should include providing the patient with information about the nature of the medical condition, the objectives of the proposed treatment, treatment options, possible outcomes, and the risks involved.
- PAs should be committed to the concept of shared decision making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.
- In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision making. PAs should also understand consent laws pertaining to emancipated or mature minors.
- When the person giving consent is a patient’s surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient’s best interests and personal preferences, if known.
- If the PA believes the surrogate’s choices do not reflect the patient’s wishes or best interests, the PA should work to resolve the conflict.

**Confidentiality**

- PAs should maintain confidentiality. By maintaining confidentiality, PAs respect patient privacy and help to prevent discrimination based on medical conditions.
- In cases of adolescent patients, family support is important but should be balanced with the patient’s need for confidentiality and the PA’s obligation to respect their emerging autonomy.
- Adolescents may not be of age to make independent decisions about their health, but providers should respect that they soon will be. To the extent they can, PAs should allow these emerging adults to participate as fully as possible in decisions about their care.
- It is important that PAs be familiar with and understand the laws and regulations in their jurisdictions that relate to the confidentiality rights of adolescent patients.
- Any communication about a patient conducted in a manner that violates confidentiality is unethical. Because written, electronic, and verbal information may be intercepted or overheard, the PA should always be aware of anyone who might be monitoring communication about a patient.
- PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Computerized record keeping and electronic data transmission present unique challenges that can make the maintenance of patient confidentiality difficult.
- PAs should advocate for policies and procedures that secure the confidentiality of patient information.
The Patient and the Medical Record

- In keeping with HIPPA regulations, PAs have an obligation to keep information in the patient’s medical record confidential. Information should be released only with the written permission of the patient or the patient’s legally authorized representative. Specific exceptions to this general rule may exist, e.g., workers compensation, communicable disease, HIV, knife/gunshot wounds, abuse, substance abuse.
- It is important that a PA be familiar with and understand the laws and regulations in his or her jurisdiction that relate to the release of information.
- Ethically and legally, a patient has a right to know the information contained in his or her medical record. While the chart is legally the property of the practice or the institution, the information in the chart is the property of the patient.
- PAs should know the laws and facilitate patient access to the information.

Disclosure

- A PA should disclose to his or her supervising physician information about errors made in the course of caring for a patient. The supervising physician and PA should disclose the error to the patient if such information is significant to the patient’s interests and well being. Errors do not always constitute improper, negligent, or unethical behavior, but failure to disclose them may.

Care of Family Members and Co-workers

- Treating oneself, co-workers, close friends, family members, or students whom the PA supervises or teaches may be unethical or create conflicts of interest.
- PAs should be aware that their judgment might be less than objective in cases involving friends, family members, students, and colleagues and that providing “curbside” care might sway the individual from establishing an ongoing relationship with a provider.
- If it becomes necessary to treat a family member or close associate, a formal patient-provider relationship should be established, and the PA should consider transferring the patient’s care to another provider as soon as it is practical.
- There may be exceptions to this guideline, for example, when a PA runs an employee health center or works in occupational medicine. Even in those situations, the PA should be sure they do not provide informal treatment, but provide appropriate medical care in a formally established patient-provider relationship.

Genetic Testing

- PAs should be informed about the benefits and risks of genetic tests.
- Testing should be undertaken only after proper informed consent is obtained.
- If a PA orders or conducts the tests, he/she should ensure that appropriate pre and post-test counseling is provided.
- PAs should be sure that patients understand the potential consequences of undergoing genetic tests including the impact on patients themselves, possible implications for other family members, and potential use of the information by insurance companies or others who might have access to the information.
- Because of the potential for discrimination by insurers, employers, or others, PAs should be particularly aware of the need for confidentiality concerning genetic test results.

Reproductive Decision Making

- Patients have a right to access the full range of reproductive health care services, including fertility treatments, contraception, sterilization, and abortion.
- PAs have an ethical obligation to provide balanced and unbiased clinical information about
reproductive health care.

- When a PA's personal values conflict with providing full disclosure or providing certain services such as sterilization or abortion, the PA may refer the patient to a qualified provider who is willing to discuss all treatment options and perform those services.

End of Life

- Among the ethical principles that are fundamental to providing compassionate care at the end of life, the most essential is recognizing that dying is a personal experience and part of the life cycle.
- PAs should provide patients with the opportunity to plan for end of life care. Advanced directives, living wills, durable power of attorney, and organ donation should be discussed during routine patient visits.
- PAs should assure terminally-ill patients that their dignity is a priority and that relief of physical and mental suffering is paramount.
- PAs should exhibit non-judgmental attitudes and should assure their terminally-ill patients that they will not be abandoned.
- To the extent possible, patient or surrogate preferences should be honored, using the most appropriate measures consistent with their choices, including alternative and non-traditional treatments.
- PAs should explain palliative and hospice care and facilitate patient access to those services.
- End of life care should include assessment and management of psychological, social, and spiritual or religious needs.
- While respecting patients’ wishes, PAs must also weigh their ethical responsibility to withhold futile treatments and to help patients understand such medical decisions.
- PAs should involve the physician in all near-death planning.
- PAs should only withdraw life support with the supervising physician's agreement and in accordance with the policies of the health care institution.

Conflict of Interest

- PAs should place service to patients before personal material gain and should avoid undue influence on their clinical judgment, e.g. financial incentives, pharmaceutical or other industry gifts, and business arrangements involving referrals.
- PAs should disclose any actual or potential conflict of interest to their patients.
- Acceptance of gifts, trips, hospitality, or other items is discouraged.

Professional Identity

- PAs should not misrepresent directly or indirectly, their skills, training, professional credentials, or identity.
- PAs should uphold the dignity of the PA profession and accept its ethical values.

Competency

- PAs should commit themselves to providing competent medical care and extend to each patient the full measure of their professional ability as dedicated, empathetic health care providers.
- PAs should also strive to maintain and increase the quality of their health care knowledge, cultural sensitivity, and cultural competence through individual study and continuing education.

Sexual Relationships

- It is unethical for PAs to become sexually involved with patients.
- It also may be unethical for PAs to become sexually involved with former patients or key third parties. Key third parties are individuals who have influence over the patient, including spouses.
or partners, parents, guardians, or surrogates.

**Gender Discrimination and Sexual Harassment**
- It is unethical for PAs to engage in or condone any form of gender discrimination. It is unethical for PAs to engage in or condone any form of sexual harassment, defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
  - Such conduct has the purpose or effect of interfering with an individual’s work or academic performance or creates an intimidating, hostile or offensive work or academic environment, or
  - Accepting or rejecting such conduct may be perceived to affect professional decisions concerning an individual, or
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s training or professional position.

**Team Practice**
- PAs should be committed to working collegially with other members of the health care team to ensure integrated, well-managed, and effective care of patients.
- PAs should strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

**Illegal and Unethical Conduct**
- PAs should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession.
- PAs should report illegal or unethical conduct by health care professionals to the appropriate authorities.

**Impairment**
- PAs have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. “Impaired” means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol.
- PAs should be able to recognize impairment in physician supervisors, PAs, and other health care providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

**PA–Physician Relationship**
- Supervision should include ongoing communication between the physician and the PA regarding patient care.
- The PA should consult the supervising physician whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another health care professional.

**Complementary and Alternative Medicine**
- When a patient asks about an alternative therapy, the PA has an ethical obligation to gain a basic understanding of the alternative therapy being considered or being used and how the treatment will affect the patient.
- If the treatment has the potential to harm the patient, the PA should work diligently to dissuade the patient from using it, advise other treatment, and perhaps consider transferring the patient to
another provider.

**Workplace Actions**
- PAs may face difficult personal decisions to withhold medical services when workplace actions (e.g., strikes, sick-outs, slowdowns, etc.) occur.
- The potential harm to patients should be carefully weighed against the potential improvements to working conditions and patient care that could result.
- In general, PAs should individually and collectively work to find alternatives to such actions in addressing workplace concerns.

**PAs as Educators**
- PAs have a responsibility to share knowledge and information with patients, other health professionals, students, and the public.
- The ethical duty to teach includes effective communication with patients so they have the information necessary to participate in their health care and wellness.

**PAs and Research**
- The most important ethical principle in research is honesty. This includes ensuring informed consent, following treatment protocols, and accurately reporting findings.
- Fraud and dishonesty in research should be reported so the appropriate authorities can take action.
- PAs involved in research must be aware of potential conflicts of interest.
- The patient's welfare takes precedence over the desired research outcome.
- Any conflict of interest should be disclosed.
- In scientific writing, PAs should report information honestly and accurately. Sources of funding for the research must be included in the published reports.
- Plagiarism is unethical--Incorporating the words of others, either verbatim or by paraphrasing, without appropriate attribution is unethical and may have legal consequences.
- When submitting a document for publication, any previous publication of any portion of the document must be fully disclosed.

**PAs as Expert Witnesses**
- The PA expert witness should testify to what he or she believes to be the truth. The PA’s review of medical facts should be thorough, fair, and impartial.
- The PA expert witness should be fairly compensated for time spent preparing, appearing, and testifying.
- The PA should not accept a contingency fee based on the outcome of a case in which testimony is given or derive personal, financial, or professional favor in addition to compensation.

**Lawfulness**
- PAs have the dual duty to respect the law and to work for positive change to laws that will enhance the health and well being of the community.

**Executions**
- PAs should not participate in executions because to do so would violate the ethical principle of beneficence.

**Access to Care / Resource Allocation**
- PAs have a responsibility to use health care resources in an appropriate and efficient manner so that all patients have access to needed health care.
Resource allocation should be based on societal needs and policies, not the circumstances of an individual patient–PA encounter.

PAs participating in policy decisions about resource allocation should consider medical need, cost-effectiveness, efficacy, and equitable distribution of benefits and burdens in society.

**Community Well Being**
- PAs should work for the health, well being, and the best interest of both the patient and the community.
- Conflict between an individual patient’s best interest and the common good is not always easily resolved. In general, PAs should be committed to upholding and enhancing community values, be aware of the needs of the community, and use the knowledge and experience acquired as professionals to improve the community.

**Conclusion**
The American Academy of Physician Assistants recognizes its responsibility to aid the PA profession as it strives to provide high quality, accessible health care. The ultimate goal is to honor patients and earn their trust while providing the best and most appropriate care possible. At the same time, PAs must understand their personal values and beliefs and recognize the ways in which those values and beliefs can impact the care they provide.

**Admission Requirements**
Admission in good academic standing to the Surgical PA Program requires the following:
- Baccalaureate degree from a regionally accredited college/university
- Completion of The Graduate Record Examination (GRE)
- A minimum undergraduate cumulative GPA of 3.0 (A= 4.0)
- A minimum cumulative GPA of 3.0 in the Program’s prerequisite courses, including a minimum grade of C in each course
- The ability to meet the Program’s Technical Standards
- Interview with the faculty
- Satisfactory health screening by the UAB Medical Center Student Health Service
- Successful completion of a drug screening and criminal background check.
- Although prior clinical experience is not required for admission, it is given preference during the student selection process.

- Completion of the following prerequisite courses:
  - 6 semester hours of Biology (for science majors)
  - 3-4 semester hours of Microbiology (lab preferred but not required)
  - 3-4 semester hours of Human Anatomy
  - 3-4 semester hours of Human Physiology
  - 8-9 semester hours of General Chemistry
  - 3-4 semester hours of Statistics (upper level population-based statistics preferred)
  - 9 semester hours of Psychology (general, developmental, and abnormal)

**Advanced Placement Policy**
Advanced placement is not permitted by the SPA Program. No student may omit or waive any of the required clinical year rotations.
Credit for Prior Learning Experiences
The program does not grant advanced placement nor is credit given for prior experiential learning. Credit is not offered for prior experiential learning or courses provided by another physician assistant program.

Admission with Contingencies
A student who has not completed either a baccalaureate degree or the full complement of pre-requisites courses at the time of application and selection may be provisionally admitted to the Program contingent on completion of these courses by the first day of the fall semester of classes. Failure to do so will result in a revoking of the admission offer to student and/or dismissal from the Surgical PA Program and the Graduate School.
The surgical physician assistant (SPA) program is a self-contained, graduate program that is quite intense. The UAB SPA program **DOES NOT** follow the UAB academic schedule.

During the interview process and orientation, students were told that they should plan to attend classes from 8am – 6pm Monday through Friday for the first 4 semesters. The class schedule for each semester may be less intense; however, the program asks students to utilize any extra out of class time for self-directed study.

The program feels that it is necessary to give students the longest break possible between semesters so they can “recharge” for the next semester. When planning the didactic curriculum, the program utilizes “dead days” and weather days to conduct final examinations to allow for this long break. The final schedule for each class will be posted in the course syllabus, found in the course shell, on the first day of class for the semester.

Students attend classes on the UAB campus during the first 4 semesters of enrollment. This didactic phase of the curriculum consists of both biological sciences and clinically related courses. All courses are required and must be completed successfully prior to beginning the clinical phase of training.

### Didactic Phase (4 Semesters)

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PA 604         Pharmacology II                                                           3

Fall (18 Hours)                      SEM HRS

PA 617         Applied Behavioral Medicine                                            2
PA 607         Clinical Medicine II                                                6
PA 612         History & Physical Examination II                                    3
PA 618         Risk Management                                                    1
PA 620         Literature Evaluation                                              2
PA 609         Surgical Diseases II                                                3
PA 634         Simulation Laboratory                                              1

Didactic Course Pre-requisites

Students should be aware that the Surgical PA Program has a set (lock step) course schedule for each semester. This means that enrollment in each semester's PA courses requires successful completion of the preceding semester's courses. It also means that because of the Program's inability to teach courses out of their established sequence, students who fail to successfully complete a course will have to withdraw from the Program until the course is taught again in the following year. Courses that require prerequisite course completion include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 604 Pharmacology II</td>
<td>PA 603 Pharmacology I</td>
</tr>
<tr>
<td>PA 613 Surgical Techniques I</td>
<td>PA 601 Human Gross Anatomy</td>
</tr>
<tr>
<td>PA 614 Operating Room Techniques</td>
<td>PA 613 Surgical Techniques I</td>
</tr>
<tr>
<td>PA 608 Intro to Surgical Disease I</td>
<td>PA 601 Human Gross Anatomy</td>
</tr>
<tr>
<td>PA 609 Into to Surgical Disease II</td>
<td>PA 608 Intro to Surgical Disease I</td>
</tr>
<tr>
<td>PA 612 H &amp; Physical Diagnosis II</td>
<td>PA 611 H &amp; P Physical Diagnosis I</td>
</tr>
<tr>
<td>PA 606 Clinical Medicine I</td>
<td>PA 601, PA 602, PA 605, PA 610</td>
</tr>
<tr>
<td>PA 607 Clinical Medicine II</td>
<td>PA 606 Clinical Medicine I</td>
</tr>
<tr>
<td>PA 698 Master’s Project</td>
<td>PA 619 Fundamentals of Clinical Research</td>
</tr>
<tr>
<td></td>
<td>PA 620 Literature Evaluation</td>
</tr>
</tbody>
</table>

Objectives

Didactic Year Objectives

Upon completion of the didactic year, surgical physician assistant students will be able to
perform the following tasks and functions at the level of a surgical physician assistant:

- Demonstrate knowledge of human anatomy, physiology, and pathology of disease.
- Demonstrate proficiency in performing a complete history and physical examination.
- Demonstrate knowledge of the evaluation and management of common diseases and disorders encountered in general medicine, pediatrics, obstetrics and gynecology, and psychiatry.
- Demonstrate knowledge of the evaluation and management of common diseases and disorders encountered in general surgery, cardio-thoracic surgery, plastic surgery, neurosurgery, pediatric surgery, and orthopedic surgery.
- Demonstrate proficiency in the basic skills necessary to function as surgical physician assistants, including knot tying, suturing, minor invasive procedures, first assisting, catheterization, and wound care.
- Demonstrate knowledge of medical literature databases, literature searches, clinical research designs, basic medical statistics, and interpretation of medical literature.
- Demonstrate an ability to order and interpret laboratory tests, x-rays, electrocardiograms, and other diagnostic studies in primary care medicine and surgery.
- Demonstrate proficiency in CPR and ACLS management of acutely ill patients.
- Demonstrate knowledge of infection control, universal precautions, quality assurance, and safety issues utilized in hospital settings.
- Demonstrate knowledge of the history of the PA profession, medical malpractice, enabling legislation, medical practice guidelines, medical ethics, and professional behavior.
- Demonstrate knowledge of professional behavior, and an appropriate level of sensitivity to socioeconomic and human rights issues, including appropriate management of patients irrespective of religion, race, gender, disability, socioeconomic level, and sexual preference.
- Demonstrate knowledge of PA professional limitations.
- Demonstrate a commitment to life-long professional growth and medical education.

**Clinical Phase (3 Semesters)**
<table>
<thead>
<tr>
<th>Spring/Summer/Fall</th>
<th>SEM HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Seminar</td>
<td>8</td>
</tr>
<tr>
<td>Clinical Service*</td>
<td>48</td>
</tr>
<tr>
<td>Master’s Project</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students complete 12, four-week rotations for a total of 48 hours of clinical service during the clinical year.

**Clinical Year Prerequisites**
To enter the clinical year, students must have obtained the following:

- Earned a grade of C (70%) or better in all didactic coursework. Incomplete grades must be resolved prior to the beginning of the clinical year.
- Maintained enrollment in a comprehensive health insurance program.
- Completed all required immunizations and testing for rubeola, diphtheria, tetanus, Hepatitis B. A negative test for TB must be documented – either a negative PPD or a negative chest x-ray.
- Procured a functional beeper for purposes of keeping the program office informed of their location throughout the clinical year.

**Clinical Year Courses**
The surgical physician assistant program is a self-contained, graduate program that is quite intense. When planning the clinical rotation schedule, we plan 4 week rotations and these rotations sometimes cross over academic schedule holidays, weather days, and study days. To maximize the students’ experience during their clinical rotation, we feel it necessary to complete the entire rotation without disruption. Furthermore, our testing schedule occurs at the end of the clinical rotation and may not fit into the university’s academic calendar of final examination week. The students were notified of this schedule in November 2011, in the clinical manual and again at the beginning of each semester in the syllabus.

During the clinical year, students are enrolled during the spring, summer, and fall semesters. The clinical year consists of 48 weeks of clinical rotations. Each rotation is awarded four semester hours of academic credit. Additionally, students are required to complete three didactic courses during the clinical year that serve as a supplement to clinical activities. Senior Seminar courses PA 638 and PA 639 are each awarded 3 semester hours of academic credit. In the final semester Senior Seminar course PA 640 is awarded 2 semester hours and PA 698 Master's Project is awarded 1 hour.

**Required General Rotations**
Four-week rotations are required in each of the following disciplines--emergency medicine, outpatient medicine, inpatient medicine, obstetrics and gynecology, psychiatry/geriatrics, pediatric and surgical rotation.

**Options**
Three options exist to supplement the required general rotations: Surgery, Trauma, and Primary Care.
The option you choose in September (preceding your clinical year) will determine your remaining five rotations.

**Graduate Projects**

**PA Master's Project - PA 698**

This course runs concurrently with the students’ clinical year rotations. Students will have chosen a project of study/research as a component of PA 620 during their last didactic semester. Each student will be assigned to a SPA Program faculty with whom he/she will work closely in designing, researching, writing, and presenting his/her final paper as a culminating academic achievement. Other advisors may be assigned if the student chooses a topic better mentored by a faculty member in another department or school. The purpose of the Master’s Project is to have the student demonstrate “satisfactory” ability to analyze and synthesize scientific information and contextual learning in a focused area of medicine. (1 credit). Prerequisites: successful completion of PA 619 and PA 620.

**Graduation Requirements**

Graduation from the Surgical Physician Assistant Program requires the following:

- Completion of all courses in the Surgical PA curriculum with a grade of “C” or better.
- Achievement of an overall GPA of 3.0 or better in the Surgical PA Program’s required courses.
- Achievement of a grade of “C” or better in the Summative Examination given at the conclusion of the Surgical PA Program.
- Demonstration of a satisfactory level of professional behavior during the 27 month curriculum.
- Completion of all financial and administrative obligations to the University of Alabama at Birmingham.

**Assessments and Evaluations**

The Surgical PA Program utilizes the following grading scale:

- A = Superior Performance
- B = Adequate Performance
- C = Minimally adequate performance
- F = Unsatisfactory performance

*The Program does not award a D grade*

**Student Goals and Responsibilities**

**Goals of the Didactic Curriculum**

- Students will obtain a thorough knowledge of physiology, anatomy, neuroanatomy, pathology, and pharmacology.
- Students will become proficient at taking a complete medical and surgical history and performing a complete physical examination.
- Students will obtain a knowledge of the evaluation and management of common disorders in general
medicine, pediatrics, obstetrics and gynecology, and psychiatry.

- Students will obtain a knowledge of the evaluation and management of common disorders in general surgery, cardio-thoracic surgery, plastic surgery, neurosurgery, pediatric surgery, and orthopedic surgery.
- Students will become proficient in the technical skill necessary to function as surgical physician assistants including knot tying, suturing, minor invasive procedures, first assisting, catherization, and wound care.
- Students will become familiar with medical literature databases and literature searches, clinical research designs, basic medical statistics, and interpretation of medical literature.
- Students will become CPR and ACLS certified and capable of assessing and managing the acutely ill patient and interpreting 12 lead electrocardiogram and rhythm strips.
- Students will obtain a thorough knowledge of infection control, universal precautions, and safety issues in the hospital setting.
- Students will become familiar with medical malpractice issues, enabling legislation, practice guidelines, medical ethics, and appropriate professional behavior.

Goals of the Clinical Curriculum

- Students will become proficient at obtaining and recording patient assessments, including performing a complete medical history and physical exam, and writing progress notes, pre-operative and post-operative assessments, and discharge summaries.
- Students will develop a high level of competency in the technical skills needed to perform as a surgical and primary care medical physician assistant.
- Students will demonstrate the ability to manage common medical problems by developing a differential diagnosis, ordering and interpreting diagnostic evaluations, developing treatment plans, counseling patients, and making appropriate referrals.
- Students will demonstrate appropriate professional behavior, including the demonstration of a courteous and caring attitude toward patients, family and staff, and an ability to function as a cooperative member of the healthcare team.
- Students will demonstrate an understanding and adherence to the legal limitations of the role of a physician assistant.

Student Responsibilities to the Program

- To be an active participant in all learning activities and to seek out additional learning opportunities when appropriate.
- To assist fellow students, faculty, and preceptors by freely sharing personal knowledge and skills.
- To take responsibility for realizing your full potential as a student and medical professional.
- To develop a cooperative and constructive relationship with program faculty, students, clinical preceptors, and patients.
- To maintain the highest standards of personal behavior and ethical conduct.
• To schedule sufficient time for preparation for the Physician Assistant National Certifying Examination (PANCE).
• To follow all policies and procedures as outlined in syllabi, memos, and the program didactic year manual.
• To notify the program in a timely manner of any problem that has the potential of interfering with academic performance or functioning in didactic and clinical settings.
• To abide by the Physician Assistant Code of Ethics

Program Responsibilities to the Student

• To provide the highest quality PA education to all students enrolled in the Program.
• To meet or exceed all educational standards defined by the Accreditation Review Commission on Education for the Physician Assistant.
• To review and upgrade the quality of education that the Program provides to students through a program of ongoing and comprehensive self-assessment and improvement.
• To recruit, maintain, and support the highest quality faculty and preceptors for purposes of providing students with the highest quality education.
• To properly orient, counsel, and educate students throughout the entire curriculum without regard to the student’s age, religion, race, color, sex, national origin, sexual orientation, or disability that is unrelated to academic performance.
• To maintain malpractice coverage for all students enrolled in the program.
• To comply with SHP and Graduate School policies regarding student evaluation, remediation, and dismissal.

Probation and Dismissal
Students who receive a grade below a “C” in any required course within the didactic curriculum will be dismissed from the CDS program. Assignment of grades in the didactic curriculum is the responsibility of the individual instructor, and appeal of the grade can be made according to the grade appeal process (refer to the Grievance Procedures for Violations of Academic Standards). The Program Director’s decision will be final. If the Program Director is the course instructor, appeal can be made to the Department Chair. This decision will be final.

Students admitted in good academic standing who fail to obtain a minimum 3.0 GPA during any semester will be placed on probation. These students must re-establish good academic standing by bringing their overall GPA to at least 3.0 within two subsequent semesters or they will be permanently dismissed from the School of Health Professions and the UAB Graduate School.

Professional Conduct
The Department of Clinical & Diagnostic Sciences expects that all students:

1. Attend Class.
2. Be on-time for all commitments (class, clinics, appointments, etc).
3. Thoughtfully complete and submit all assignments by the due date.
4. Use proper grammar in written and oral assignments.
5. Use proper grammar and email etiquette in all emails to faculty, clinics, classmates, etc. Do not use “text speak”.
6. Present an appearance that is not distracting to others and reflects a professional image as defined in the CDS Dress Code.
7. Are courteous in the use of electronic devices: pagers, cell phones, laptops. Your device should be on silent/vibrate when in lecture, lab, and clinic.
8. Treat individuals with respect. Comply with applicable laws, regulations, and policies.
9. Profanity is not allowed at any time.
10. Use confidential information responsibly and do not violate a patient’s rights.
11. Acknowledge and appropriately manage conflicts of interest.
12. Conduct and present yourself in such a manner that reflects the high professional standard set forth by the Department of Clinical and Diagnostic Sciences and the School of Health Professions.

Remediation and Readmission
Didactic year students will be eligible for personal leave in the event of individual illness, death or severe illness in an immediate family member, jury duty, military duty, or a similar personal crisis resulting in more than three consecutive days of absence. With the exception of personal illness, students must obtain prior written approval for personal leave from the Surgical PA Program and the course instructor. The following rules apply to personal leave, remediation, and withdrawal from the Program:

1. Students may be granted up to one week of personal leave.

2. Absences greater than one week require Remediation or Withdrawal from the Program.

3. Remediation should be completed within the same semester. If this is not possible, an “I” will be reported to indicate that the student has performed satisfactory in the course but, due to unforeseen circumstances, has been unable to finish all course requirements. Students who receive an “I” for a course should note that in many instances, the student will not be allowed to register for the following semester’s courses because many courses in the didactic curriculum have pre-requisites that require successful completion of the previous semester’s courses. Students should also note that because of the limited resources of the program, many courses cannot be repeated until the following year when they are normally scheduled. Students are referred to this manual’s section on “Didactic Course Pre-requisites” for a listing of course pre-requisites.

4. Students who return after Remediation or Withdrawal and readmission to the Program will have to demonstrate continued proficiency in the courses they have previously completed in the Program. In most cases, this will be accomplished by sitting-in on these courses and passing a comprehensive exam with a grade of 70% or better. Exam content and timing will be determined by the course instructor.

5. Remediation Policy for Didactic Year Courses (with the exceptions of anatomy, PA 601, and the final examination) - Failure to obtain at least 70% on any examination or assignment will necessitate a make-up examination or assignment. Prior to taking the make-up examination or assignment, students must meet with the course or section instructor to review the material and identify areas of weakness. The make-up examination or assignment must be taken within 2 weeks of the initial examination/assignment. Successful completion of the make-up examination/assignment is by achieving a score >70%. However, regardless of the score greater than 70% obtained on the make-up examination/assignment, a score of 70% will be used to calculate the final letter grade for the course.
6. Remediation during the Clinical Year will occur if a student fails a rotation or an end-of-rotation exam. In both instances, the student will have to repeat and pass the rotation or the end-of-rotation exam before being allowed to continue in the clinical year. Failure of the end-of-rotation exam a second time will necessitate a repeat of the rotation. Failure of a rotation twice will result in dismissal from the Program. If a student exhibits a wide range of clinical deficiencies during any rotation, the student will be withdrawn from the rotation and required to complete a 4-week course titled “Special Topics.” The student must pass this intensive review course conducted by the PA faculty in order to return to clinical rotations.

7. To be re-admitted after Dismissal from the Surgical PA Program, students will have to present convincing evidence to the faculty and the Graduate School that the reason for the dismissal has been completely resolved and the student is now likely to perform at the level required by the Surgical PA Program and the Graduate School. Readmission will only occur after a year of absence from the Surgical PA Program. The student will be required to register as a new student and complete the entire curriculum from the beginning.

**STUDENT RECORDS POLICY**

The Department of Clinical and Diagnostic Sciences defers to the official UAB Student Records Policy found in, *Direction*, the student handbook as well as the Graduate School Student Handbook.

**COMPETENCIES**

*Physician Assistant Education Association’s (PAEA) List of Required PA Competencies*

**Medical Knowledge**

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

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

Interpersonal & Communication Skills
Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients’ families, physicians, professional associates, and the health care system. Physician assistant are expected to:

• Create and sustain a therapeutic and ethically sound relationship with patients
• Use effective listening, nonverbal, explanatory, explanatory, questioning, and writing skills to elicit and provide information
• Appropriately adapt communication style and messages to the context of the individual patient interaction
• Work effectively with physician and other health care professionals as a member or leader of a health care team or other professional group
• Apply an understanding of human behavior
• Demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety
• Accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purpose

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

• Work effectively with physicians and other health care professionals to provide patient centered care
• Demonstrate caring and respectful behaviors when interacting with patients and their families
• Gather essential and accurate information about their patients
• Make informed decisions about diagnosis and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
• Develop and carry out patient management plans
• Counsel and educate patients and their families
• Completely perform medical and surgical procedures considered essential in the area of practice
• Provide health care services and education aimed at preventing health problems or maintaining health.

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

• Understanding of legal and regulatory requirements, as well as the appropriate role of the physician
assistant

- Professional relationships with physician supervisors and other health care providers
- Respect, compassion, and integrity
- Responsiveness to the needs of patients and society
- Accountability to patient, society, and the profession
- Commitment to excellence and on-going professional development
- Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- Sensitivity and responsiveness to patients’ culture, age, gender, and disabilities
- Self-reflection, critical curiosity and initiative

Practice-Based Learning

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

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

Systems-Based Practice

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

- Use information technology to support patient care decisions and patient education
- Effectively interact with different types of medical practice and delivery systems
- Understand the funding sources and payment systems that provide coverage for patient care
- Practice cost-effective health care and resource allocation that does not compromise quality of care
- Advocate for quality patient care and assist patients in dealing with systems complexities
- Partner with supervising physicians, health care managers and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- Use information technology to support patient care decisions and patient education
- Apply medical information and clinical data systems to provide more effective, efficient patient
care
• Utilize the systems responsible for the appropriate payment of services

**Essential Requirements**
Fundamental tasks, behaviors, and abilities necessary to successfully complete the academic and clinical requirements of the program and to satisfy licensure/certification requirements. Students requesting disability accommodations must do so by filing a disability accommodation request in writing with the academic program office.

**UAB SPA Technical Performance Standards**
Students should be aware that the Surgical PA Program requires that all students demonstrate the technical skills needed to complete the entire Surgical PA Program curriculum. These skills include the ability to think critically, communicate effectively, utilize computerized information technology, and possess the visual, auditory, and motor skills needed to evaluate and treat patients effectively. A full description of these technical skills is referenced below.

Students who are not able to demonstrate these technical skills will be subject to dismissal from the Program until such time that they can demonstrate technical skill proficiency. A reasonable attempt will be made by the Program to accommodate students with disabilities, as required by the Federal Disabilities Act.

**Technical Standards**

**Technical (Performance) Standards**
In order to ensure that patients receive the best medical care possible, the faculty of the UAB SPA program has identified certain skills and professional behaviors that are required for successful completion of the program. These skills and behaviors are required to perform a variety of activities within the curriculum and also to function clinically as a physician assistant. Therefore, all students in the SPA Program must be able to demonstrate these skills and professional behaviors, including students with disabilities when reasonable accommodations are made by the program.

**Minimum Technical (Performance) Standards include:**

**Critical Thinking:** Students must possess the intellectual capabilities required to complete the full curriculum and achieve the level of competence delineated by the faculty. Critical thinking requires the intellectual ability to measure, calculate, synthesize and analyze a large and complex volume of medical and surgical information. Students in the program must also be able to perform applicable demonstrations and experiments in the medical sciences.

**Computer Technology Skills:** Students must be able to utilize computerized information technology to access and manage on-line medical information, participate in computerized testing as required by the curriculum, conduct research, prepare multimedia presentations, and participate in the management of computerized patient records and assessments.

**Communication Skills:** Students must be able to speak clearly and effectively in order to elicit and relay medical information. They must also be able to communicate effectively and legibly in writing.
Visual Ability: Students must have the visual acuity needed to evaluate a patient during a physical exam and perform a wide range of technical procedures involved in the practice of medicine and surgery.

Hearing and Tactile Ability: Students must have the motor and sensory functions needed to elicit information from patients by palpation, auscultation, and percussion, as well as perform a wide range of technical procedures involved in the practice of medicine and surgery.

Motor and Fine Skills: Students must be able to execute the physical movements required to maneuver in small places, calibrate and use equipment, position and move patients, and perform the technical procedures involved in the practice of medicine and surgery.

Interpersonal Ability: Students must possess a wide range of interpersonal skills, including (1) the emotional health required for management of high stress situations while maintaining their full intellectual abilities; (2) the ability to exercise good judgment; (3) the ability to complete all assigned patient care responsibilities; (4) the ability to manage time (show up on time, begin and complete tasks on time); (5) the ability to develop a mature, sensitive and effective relationship with medical colleagues, clinical and administrative staff, patients, and families; (6) the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and diffuse conflict; and (7) the ability to recognize your own emotional state and the emotional states of others and engage with people in a way that draws them to you.

REGISTRATION
It is each student’s responsibility to be registered for the appropriate courses. No one will be able to attend classes or clinical sites without being properly registered. Students can register via the web or in person at the Office of the Registrar in Hill University Center.

Web Registration
Students may register via web any time after their assigned time up but prior to the last working day before classes begin. BlazerNET is available 24/7, but the Add/Drop function within Registration Tools will end when the open registration period closes. Students experiencing difficulty with BlazerNET should call the Registrar’s Office at 934-8222 or email registrar@uab.edu.

Follow these steps to register using BlazerNET:
1. Access BlazerNET with your web browser.
2. Log in with your BlazerID and strong password.
3. Click on the Student Resources tab.
4. View the Registration Tools channel. Select either Look Up Classes to gather CRNs or Add or Drop Classes if you already have the course reference numbers.
5. Register for the appropriate courses by either clicking the checkbox to the left of the course on the Look Up Classes screen, or by submitting the CRNs in the blocks on the Add or Drop Classes page.
6. Please make sure that your course schedule states “Web Registered” and that you can view all of your classes on the Student Detail Schedule page. A BlazerNET Registration Guide is available on the Student Resources tab if you need more assistance.

If you have any problems with registering, please call 934-8222 or stop by the Registrar’s Office at 1605 11th Ave. So. Please come prepared with the appropriate signatures, if necessary.
In-Person Registration
Registration should be completed online through BlazerNET. If you have special circumstances and need to register in person, please call the Registrar’s Office at 934-8222 or email registrar@uab.edu or stop by the Registrar’s office at 1605 11th Ave. So..

Late Registration (Add/Drop Classes)
Starting with the first day of regular classes, a late registration fee will be charged. If you begin registration during the late registration period, additional steps are necessary.

Registration Dates for 2013-2014

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Registration</td>
<td>April 8 - August 25</td>
<td>November 4-January 5</td>
<td>April 7-May 4</td>
</tr>
<tr>
<td>First Day of Class</td>
<td>August 26</td>
<td>January 6</td>
<td>May 5</td>
</tr>
<tr>
<td>Late Registration</td>
<td>August 26 - September 3</td>
<td>January 6-January 13</td>
<td>May 5-May 12</td>
</tr>
<tr>
<td>Last Day to Add/Drop</td>
<td>September 3</td>
<td>January 13</td>
<td>May 12</td>
</tr>
</tbody>
</table>

Classroom and Lab Supplies
Students are required to purchase medical equipment for use during the curriculum. If students cannot afford this equipment, the program will make an effort to loan a range of instruments, such as stethoscope, ophthalmoscope, scissors, hemostats, and needle holders. Student will be liable for the cost of replacing these instruments if they are lost or stolen.

Scholarships and Loans
All students enrolled at UAB are eligible to apply for financial aid. To be considered, a completed application must be on file at least 45 days before the beginning of the term in which financial assistance is requested. Because many financial aid programs have limited funding, students are advised to contact the UAB financial aid office and complete the application process by May 1st for fall semester aid. More information is available by contacting UAB Office of Financial Aid, Room 317, Hill University Center* 1400 University Boulevard, Birmingham, Alabama 35234-1150, telephone # 205-934-8223. (*the Financial Aid Office will be located on the ground floor of the Lister Hill Library during construction of the new Hill University Center)

Students should note that scholarships and loans do not change the total amount of money students are eligible to receive. Loan and scholarship money simply exchanges unsubsidized money (loans) for subsidized money (scholarship or free money), thus reducing how much money students have to pay back following completion of their education.
Federal Scholarships and Loans
Some of the educational loans and grants available from the federal government can be found on this website: [http://studentaid.ed.gov/PORTALSWebApp/students/english/studentloans.jsp](http://studentaid.ed.gov/PORTALSWebApp/students/english/studentloans.jsp)

Please consult the UAB Financial Aid Office website for more information regarding student loans: [http://www.uab.edu/handbook/student-services/c-financialaid](http://www.uab.edu/handbook/student-services/c-financialaid)

SPA Scholarships

Albert E. Purser Scholarship: A $1000 scholarship for first or second year students with financial need who are native and permanent residents of Alabama. kcaruthe@uab.edu

Scholarship for Disadvantaged Students: The objective of this HRSA sponsored scholarship is to increase diversity in the physician assistant (PA) workforce by increasing the number of disadvantaged students in the PA program within the School of Health Professions (SHP) at the University of Alabama at Birmingham (UAB). The scholarship funds will be utilized for tuition and fees only, and recipients of the scholarships will be selected on HRSA disadvantaged definitions, prior academic achievement, Graduate Records Exam scores, and documents financial need. kcaruthe@uab.edu

Academic Common Market
The Academic Common Market is an interstate agreement among selected southern states for sharing academic programs at both the baccalaureate and graduate levels. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis. Contact your state coordinator for more information: [www.sreb.org](http://www.sreb.org)

**RESOURCES**

American Academy of Physician Assistants Information Center
950 North Washington St.
Alexandria, VA 22314-1552
[www.aapa.org](http://www.aapa.org)

Physician Assistant Education Association
300 N. Washington Street; Suite 710
Alexandria, VA 22314-2544
(703) 548-5538
[www.paeaonline.org](http://www.paeaonline.org)
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