


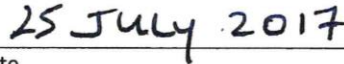
Clinical and Diagnostic Sciences Physician Assistant Studies Program 2017-2018

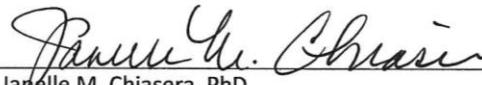



STUDENT HANDBOOK

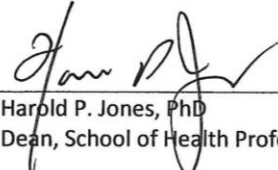
UAB SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF CLINICAL AND DIAGNOSTIC SCIENCES
PHYSICIAN ASSISTANT STUDIES PROGRAM
2017-2018 ACADEMIC HANDBOOK


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Date


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INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions (SHP), 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 25 programs at the baccalaureate, master's, and doctoral levels with over 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 advanced technologies and experience cutting-edge approaches to clinical treatment.

We understand that healthcare needs are constantly changing. That is why we continue to add innovative programs such as Biotechnology, Genetic Counseling, our one-of-a-kind Low Vision Rehabilitation graduate certificate, Healthcare Quality and Safety, Ph.D. in Rehabilitation Science, and a Master's in Biomedical and Health Sciences, which can be completed within eleven months. Our newest program is Health Physics, and we have many other well-established curriculums.

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

All of our programs with rankings preside among the nation's top 25 of the *U.S. News and World Report*. We continue to be rated 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 an NIH-funded Nutrition and Obesity Research Center and an NIH Diabetes Research and Training Center.

Graduating from SHP means you will have acquired an esteemed degree, enjoy choosing among a host of job options in healthcare, an industry that continues to grow rapidly, and be well-prepared to make a difference in your field.

Our alumni give advice to current students that is worth repeating: 'be a sponge, learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance'. I look forward to seeing you grow in your respective field and watching you become the professional we know you can be.

Harold P. Jones, PhD
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 nationally ranked programs. What began in the 1950's as a collection of courses in various para-professional 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 facility 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 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAH). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including the consistently nationally ranked program in Nutrition Sciences.

Dr. Harold Jones became the school's dean in 2001. Through his visionary leadership and guidance the school is experiencing unparalleled success. Up until that time, the SHRP's programs were housed in various locations throughout the UAB campus. However, in the spring of 2002, many of the classrooms, laboratories and faculty offices moved to the newly completed School of Health Professions Building (SHPB). This was the first building dedicated to housing health related programs since their original grouping more than 30 years prior.

Today, the school is the School of Health Professions, and is comprised of more than 25 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 School of Health Professions Building (SHPB).

With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25
- Research funding is over \$14 million and growing
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969

OFFICE FOR STUDENT RECRUITMENT, ENGAGEMENT AND SUCCESS (OSRES)

The SHP Office for Student Recruitment, Engagement and Success (OSRES) supports UAB's mission and values with a focus on achievement, collaboration and diversity. It furthers the School of Health Professions' mission to be a leader shaping the future of healthcare by recruiting the best and brightest to SHP; developing students to impact the campus and communities; and graduating tomorrow's healthcare leaders. Guided by these commitments, the OSRES provides support to all students through a number of programs including the following:

- Academic Coaching
- Tutoring and Supplemental Instruction
- Campus Resource Referral
- Management of school-wide Scholarships in SHP

The OSRES also coordinates the School of Health Professions Student Affairs Committee (SAC.) SAC is responsible for student activities, services, programs, organizations, policies and procedures consistent with the university's non-academic conduct policies. Subcommittees of SAC include the following:

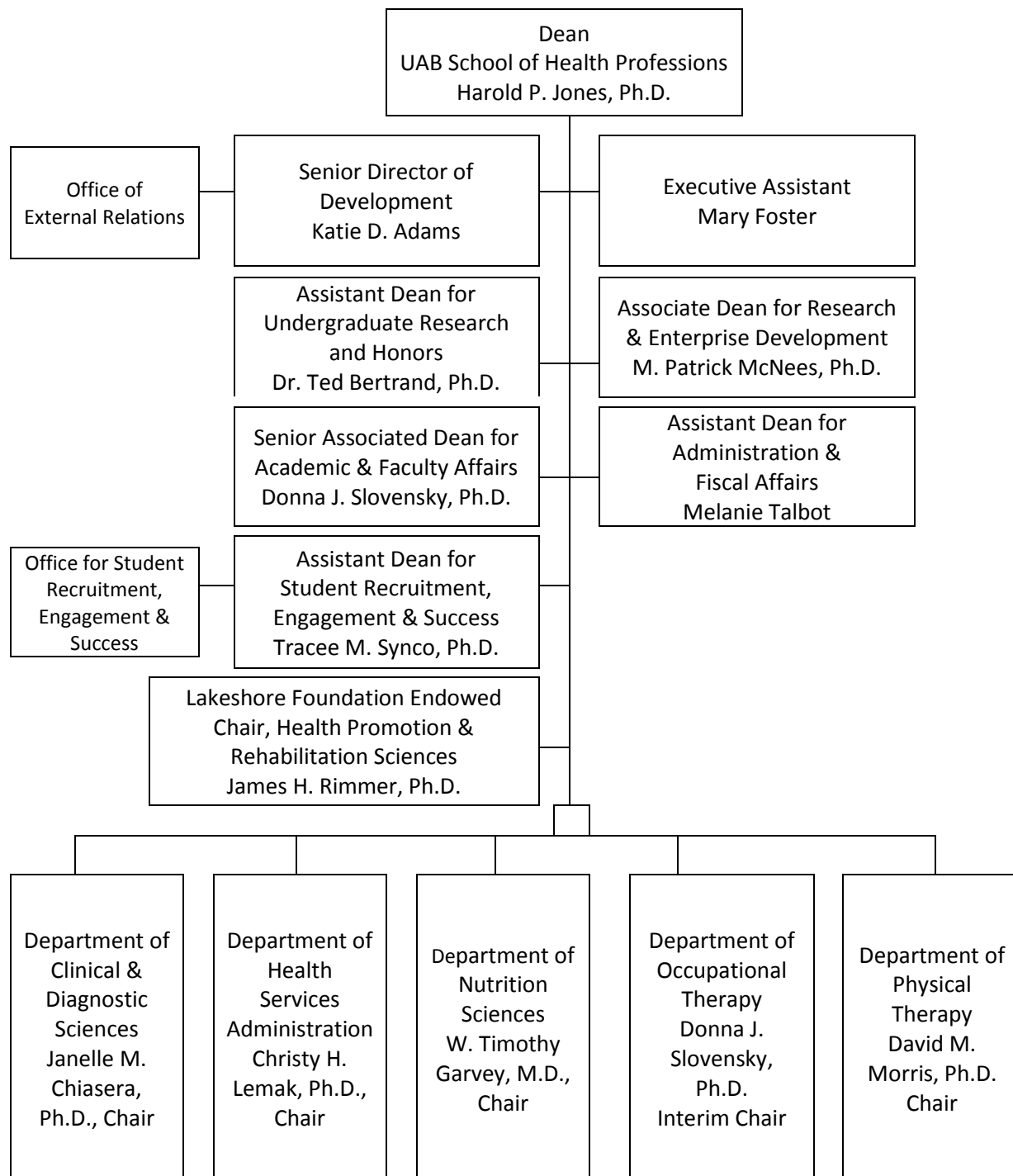
- Homecoming
- Orientation
- Student Activities
- Non Academic Misconduct/ Breaches in Professional Behaviors

Additionally, the OSRES team recognizes that with classes and labs, internships, and studying, students have particularly demanding schedules. In response, we bring resources to you and serve as liaison between SHP and university departments across student services.

The team at OSRES is here to support students. We have an open-door policy and encourage students to connect. Students should feel free to drop-by, no appointment needed; call, email or schedule a meeting. We are here to help students in the School of Health Professions make the most of their UAB experience.

OSRES - Location: SHPB 230 Telephone: 205-934-4195 or 205-934-4194 Email: shp@uab.edu

SCHOOL OF HEALTH PROFESSIONS ORGANIZATIONAL CHART - 2017-2018



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 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.

For more information go to: www.uab.edu/students/one-stop/policies/academic-honor-code

AskIT

AskIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email, or in-person. You will be asked to supply your BlazerID when you request assistance.

Phone: (205) 996-5555 Email: askit@uab.edu Website: https://uabprod.service-now.com/ess_portal/home.do

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB policy for undergraduates follows.

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 of Health Professions are eligible for consideration for following awards or society memberships.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of his or her 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.
- Cecile Clardy Satterfield Award for Humanism in Health Care – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care. Nominations are coordinated by program directors, but may also be made by faculty, students, patients, or preceptors.
- Charles Brooks Award for Creativity – This 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 – Presented to a maximum of three outstanding SHP students annually, this award 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.

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

BACKGROUND CHECK

SHP students are required by policy, to undergo a background check using the school's approved vendor, CastleBranch www.castlebranch.com, 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 are provided to students by their programs. Please refer to the policy section of this handbook for the policy statement.

BLAZERID / BLAZERNET / EMAIL

BLAZERID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazerid. Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information and announcements. UAB student email is provided through Microsoft Office 365, a cloud based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

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: 1400 University Blvd, 35233

Hours: M – F 9:00 a.m. – 5:00 p.m.; Sat 7:00 a.m. – 6:30 p.m.; Sun --Closed

Telephone: (205) 996-2665 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 ONECARD

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at www.uab.edu/onecard.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and manage course assignments.

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 Student Health and Wellness Center at 1714 9th Ave. South. For more information, call 205-934-5816 or www.uab.edu/studenthealth/counseling

STUDENT ADVOCACY, RIGHTS AND CONDUCT (SARC)

Student Advocacy, Rights and Conduct (SARC) is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development. The UAB student conduct code may be accessed online:

<http://www.uab.edu/students/sarc/services/student-conduct-code>

DISABILITY SUPPORT SERVICES (DSS)

"DSS provides an accessible university experience through collaboration with UAB partners. These partnerships create a campus where individuals with disabilities have equal access to programs, activities, and opportunities by identifying and removing barriers, providing individualized services, and facilitating accommodations."

"DSS serves as the university-appointed office charged with providing institution-wide advisement, consultation, and training on disability-related topics which include legal and regulatory compliance, universal design, and disability scholarship."

To apply for accommodations contact DSS. **Note:** *You must have your Blazer ID and password.*

Telephone: (205) 934-4205 or (205) 934-4248 (TDD) Fax: (205) 934-8170

Email: dss@uab.edu Website: www.uab.edu/students/disability/

DRUG SCREENING

By policy, SHP students are required to undergo a routine drug screen using the school's approved vendor, CastleBranch www.castlebranch.com, 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. The Office for Student Recruitment, Engagement and Success (OSRES) manages the procedures and compliance for the school. If you have questions, contact them at (205) 934-4194 or shp@uab.edu or visit room 230 in the School of Health Professions Building. For more information visit: <http://www.uab.edu/shp/home/about-shp/student-services>

EMERGENCIES

Report suspicious or threatening activity to the UAB Police Department immediately. Law officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

UAB Police: Dial 911 *from a campus phone* or call: 934-3535; 934-HELP (4357); or 934-4434

Emergencies affecting campus are communicated via the following:

Weather & Emergency Hotline: (205) 934-2165 • University home web page: www.uab.edu

• Webpage: www.uab.edu/emergency

• Announcements on BlazerNET

- Twitter@UABALERT: www.twitter.com/uabalert • facebook.com/UABALERT
- Cell phone messages and SMS text – register for B-ALERT notices via www.uab.edu/balert

DIVERSITY, EQUITY AND INCLUSION (DEI)

The mission of DEI is to “... champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel.” Inspired by “... what we value, what we learn from research and what we teach and share with the world.” DEI’s goal is “... to inspire our people to take a courageous step to inspire equity and inclusive excellence throughout our state, nation and world, every day.” Dr. Paulette Patterson Dilworth is the Vice President responsible for the activities of this office. Information: <http://www.uab.edu/dei/>

FERPA

The Family Educational Rights and Privacy Act (FERPA) 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/>; If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu, or contact the SHP Office for Student Recruitment, Engagement and Success.

FINANCIAL AID

Located at 1700 University Blvd., Lister Hill Library, Room G20. Hours of Operation are from 8:00 am to 5:00 pm Monday thru Friday. Phone: (205) 934-8223; Fax: (205) 975-6168. Additional information can be located on the website www.uab.edu/students/paying-for-UAB.

FOOD SERVICES

Dining facilities available on campus, closest to the SHP buildings include:

- Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center
- Einstein’s Bagels – located at the plaza entrance to the Learning Resource Center. Hours vary per semester.

Vending machines are located in the basement of the Learning Resource Center and 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, post-master’s specialist programs, and master’s level programs. 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 www.uab.edu/graduate/.

GRADUATION

All students must complete an application for degree six months prior to graduating. For more information and important deadlines please go to www.uab.edu/commencement/degree-applications. SHP holds a special commencement ceremony for graduates in the professional masters programs in the spring and fall semesters. The SHP ceremonies are scheduled on the Friday afternoon prior to the

university commencement ceremonies being held the next morning on Saturday. The University holds commencement every semester. Check the commencement website for the most current information: <http://www.uab.edu/commencement/>

STUDENT HEALTH AND WELLNESS

The University provides prevention, counseling, and treatment services to students through the UAB Student Health and Wellness located at 1714 9th Avenue South. The clinic is open from 8:00 a.m. – 5:00 p.m. Monday – 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.

MEDICAL CLEARANCE

SHP students are required to receive medical clearance at the time of program admission. UAB Student Health and Wellness utilizes a secure web-based process for the storage of required documents accessed through BlazerNET. More information is available at the Student Health and Wellness website: www.uab.edu/students/health/medical-clearance/immunizations.

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 www.uab.edu/learningsystem. Compliance with the training requirement is monitored monthly. Students who have not completed the training are reported to the Office for Student Recruitment, Engagement, and Success for follow-up with the appropriate program director.

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

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. Training materials defining inventor status, patent criteria, and other intellectual property issues is available at www.uab.edu/research/administration/offices/OSP/Pages/Training.aspx.

LACTATION CENTERS

Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. Locations of the centers are available at www.uab.edu/women/resources/campus-lactation-centers.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. Have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation.

Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing and innovative learning environment. It provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom and testing labs. Web: <http://www.uab.edu/lrc/>

Located: 1714 9th Avenue S. Phone: (205) 934-5146 Email: shplrc@uab.edu

Hours: Monday – Thursday 7:00 am – 8 pm; Friday 7 am – 5:30 pm; closed weekends

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 Phone: (205) 934-2230

Website: www.uab.edu/lister/

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 Website: www.mhsl.uab.edu

Phone: (205) 934-6364 (Reference) (205) 934-4338 (User Services)

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 Hill Student Center 1400 University Blvd. You may contact the OneStop office by phone or email at (205) 934-4300; 855-UAB-1STP; (855) 822-1787.

onestop@uab.edu. Additional information is available at 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. – 5:00 p.m. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. Additional information is available at 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.

www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html.

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in dismissal from the School of Health Professions and UAB (see 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. 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 at 1501 University Blvd, Birmingham, AL 35294, 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 for information about hours and services at www.uab.edu/campusrecreation.

SCHOLARSHIPS: BLAZER SCHOLARSHIP MANAGEMENT AND RESOURCE TOOL (B-SMART)

The OSRES manages the School of Health Professions' scholarship offerings and will send reminders to students when applications are open. Visit B Smart and start an application to automatically be considered for scholarship opportunities in SHP.

OSRES manages the following:

National Alumni Society Dean's Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for students enrolled in SHP programs with GPA 3.0 or above and unmet financial need. Student must be a resident of the state of Alabama at the time of enrollment.

Lettie Pate Whitehead Foundation Scholarship – Funding for female 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.

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.

SHP Dean's Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement, and unmet financial need.

Sandra Dunning Huechtler Endowed Memorial Award – Funding for students enrolled in SHP program with GPA 3.0 or above and unmet financial need.

You must visit B-SMART <http://www.uab.edu/students/paying-for-college/> to apply.

Many programs in SHP also have scholarships available to currently enrolled students. Please see the program section of this handbook for that information.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The School's official sites are the following:

- Twitter: https://twitter.com/uab_shp
- Vimeo: <http://vimeo.com/uabshp>
- Facebook: www.facebook.com/UABSHP
- LinkedIn: www.linkedin.com/groups?gid=3596638
- YouTube: www.youtube.com/uabshp
- Website: www.uab.edu/shp

The School's Academic Affairs Committee published the following guidelines:

The Academic Affairs Committee proposes the following for social networking vehicles. Online communities like provide opportunities to share and explore interests that enrich the higher education learning experience. However, use them with discretion. UAB social media users are expected to act with honesty, integrity, and respect for 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 policy¹, 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. They may be paid through BlazerNET. 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. Non-resident tuition is charged for on-site courses such as: clinical practicums, independent study courses, and project courses.

SHP programs have specific fees attached to programs, courses or laboratories. These fees are addressed in the program section of this handbook. Current standard tuition and fees for the School are posted at www.uab.edu/shp/home/admissions-tuition/tuition.

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

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 www.uab.edu/emergency/preparedness. Other information sources include:

<ul style="list-style-type: none">• Webpage: www.uab.edu/emergency	<ul style="list-style-type: none">• B-ALERT system: www.uab.edu/balert
<ul style="list-style-type: none">• Hotline: (205)- 934-2165	<ul style="list-style-type: none">• WBHM Radio (90.3 FM)

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 curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. Please refer to the handbook for additional information.

Check the Academic Calendar for deadlines: <https://www.uab.edu/students/academics/academic-calendar>

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN

www.uab.edu/shp/home/images/PDF/SHP_Background_and_Drug_Screen_Policy05_2012.pdf

GRIEVANCE PROCEDURES FOR VIOLATIONS OF ACADEMIC STANDARDS

www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf

IMPAIRMENT AND SUBSTANCE ABUSE

www.uab.edu/shp/home/images/PDF/shp%20substance%20abuse%20policy.pdf

PLAGIARISM

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

CLASSROOM BEHAVIORS

ATTENDANCE / ABSENCE (UNDERGRADUATE)

<http://catalog.uab.edu/undergraduate/progresstowarddegree/#enrollmenttext>

HEALTH

AIDS AND HIV INFECTION

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000252.aspx

BODY FLUID EXPOSURE

www.uab.edu/humanresources/home/employeehealth/reportingexposures

IMMUNIZATIONS

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000086.aspx

SUBSTANCE USE/ABUSE

ALCOHOLIC BEVERAGES, USE AND CONSUMPTION

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000071.aspx

DRUG FREE CAMPUS (GENERAL POLICY)

www.uab.edu/policies/content/Pages/UAB--POL-0000046.aspx

Drug-free Campus Policy for Students (Attachments)

Attachment A - www.uab.edu/policies/content/Pages/UAB--GDL-0000632.aspx

Attachment B - www.uab.edu/policies/content/Pages/UAB--GDL-0000626.aspx

Attachment B.1 - www.uab.edu/policies/content/Pages/UAB-AD-GDL-0000627.aspx

Attachment C - www.uab.edu/policies/content/Pages/UAB--GDL-0000628.aspx

NONSMOKING

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000110.aspx

TECHNOLOGY GUIDELINES

COMPUTER AND NETWORK RESOURCES (ACCEPTABLE USE)

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000004.aspx

COMPUTER SOFTWARE COPYING AND USE

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000028.aspx

INCLUSIVENESS

EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT

www.uab.edu/policies/content/Pages/UAB-BT-POL-0000052.aspx

RESEARCH AND SCHOLARLY ACTIVITIES

ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000263.aspx

PATENT (INTELLECTUAL PROPERTY)

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000115.aspx

FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS

www.uab.edu/policies/content/Pages/UAB-HR-POL-0000257.aspx

Note: Additional university policies may be located by searching the UAB Policies and Procedures Library available online at www.uab.edu/policies/Pages/default.aspx.

SECTION 3 – DEPARTMENTAL POLICIES

DEPARTMENT OF CLINICAL AND DIAGNOSTIC SCIENCES (CDS)

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 multiple academic programs, the Department of Clinical & Diagnostic Sciences provides training for tomorrow's health care professionals from physician assistants and 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 health care.

CDS Professional Development Program

Professional success after graduation requires many skills beyond the discipline specific technical skills that each student will master during their program. The CDS Professional Development Program is designed to provide students with a strong foundation in a variety of non-technical skills such as interpersonal communication and team based care. The program also provides practical instruction in areas such as professional networking and interviewing to enable students to be successful job candidates upon graduation. Each student will be provided with detailed information about the Professional Development Program activities and assignments.

Accreditation Information

The accrediting agencies for programs offered by the Department include:

Program	Accreditation
Physician Assistant Studies (PAS)	Accreditation Review Committee for Physician Assistant, Inc. (ARC-PA) http://www.arc-pa.org/
Nuclear Medicine Technology (NMT)	Joint Review Committee for Nuclear Medicine Technology (JRCNMT) http://jrcnmt.org/
Clinical Laboratory Sciences (CLS)	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) http://www.naacls.org/
Genetic Counseling (GC)	Accreditation Council for Genetic Counseling (ACGC) http://www.gceducation.org

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 student's 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 student's 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 associated course instructor in advance of the planned absence. For unforeseen events (car accident or breakdown, injury), the student is expected to notify the program and course instructor 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

<http://www.uab.edu/policies/content/Pages/UAB-HR-POL-0000254.aspx>

DATA PROTECTION AND SECURITY

<http://www.uab.edu/policies/content/Pages/UAB-IT-POL-0000038.aspx>

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 and Wellness 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

<http://catalog.uab.edu/undergraduate/progresstowarddegree/#conductcomplaintstext>

NON-RESIDENT TUITION POLICY

<http://www.uab.edu/shp/cds/images/PDF/Policies/shpnon-residenttuitionpolicy.pdf>

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 one.

If there are any questions regarding any aspect of the above statements, please call the Program Director.

SECTION 4 – PROGRAM INFORMATION

PROGRAM OVERVIEW

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 controlled and 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

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

ORGANIZATION OF THE PROGRAM

The Accreditation Review Committee on Education for the Physician Assistant (ARC-PA) accredits the 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 of Clinical and Diagnostic Sciences (CDS), School of Health Professions (SHP), at The University of Alabama at Birmingham.

School of Health Professions

Dean: Harold P. Jones, PhD

Department of Clinical and Diagnostic Sciences

Chair: Janelle M. Chiasera, PhD

Physician Assistant Studies Program

Program Director: James R. Kilgore, PhD, PA-C

Medical Director: Donald Reiff, MD

Associate Medical Director: John Baddley, MD, MSPH

PROGRAM FACULTY



James R. Kilgore, PhD, PA-C

Program Director and Assistant Professor

Department of Clinical & Diagnostic Sciences
1716 9th Avenue South, SHPB 482
Birmingham, AL 35294
(205) 934-9124
jrkilgo@uab.edu

Dr. Kilgore is a 1976 graduate of The University of Alabama in Birmingham. He is a 1981 graduate of the Emory University School of Medicine Physician Associate program. He has a Master of Science degree in Physician Assistant studies and a PhD in Health Care Administration. Dr. Kilgore has served in numerous positions within the Alabama Society of Physician Assistants, including President and at the American Academy of Physician Assistants as a BOD member, numerous committee chairs, Political Action Committee Chair, and as a member of the Physician Assistant Foundation serving as the President during 2011-12 and 2012-13. Dr. Kilgore has a long career in clinical medicine and research, including working in diverse areas such as Nephrology, Internal Medicine, Emergency Medicine, and Family Practice. He has participated in the development and testing of several well-known pharmacological and vaccine products. In his spare time he is an avid pilot and is currently a Search/Rescue pilot for CAP USAF Auxiliary.



Paul Harrelson, MPAS, PA-C

Associate Program Director, Clinical Coordinator and Assistant Professor

Department of Clinical & Diagnostic Sciences
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pharrelson@uab.edu

Mr. Harrelson, Assistant Professor, 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. He currently works part-time in general surgery, and prior to joining the faculty, worked as a Physician Assistant specializing in pain management. He is the President of the Alabama Society of Physician Assistants.



Donald Reiff, MD

Medical Director

Department of Clinical & Diagnostic Sciences
Kracke Building, KB 110
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dreiff@uab.edu

Dr. Reiff is a graduate of Georgetown University School of Medicine in Washington, DC. He completed his residency in General surgery at The University of Alabama at Birmingham in 2003, and currently serves as the Associate Medical Director of the Trauma/Burn Intensive Care Unit at UAB University Hospital. He is a Professor in the Department of Surgery at UAB.



John Baddley, MD, MSPH

Associate Medical Director and Associate Professor

Department of Clinical & Diagnostic Sciences
Tinsley Harrison, THT 229
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jbaddley@uab.edu

Dr. Baddley attended medical school at Louisiana State University School of Medicine. He did his residency in Internal Medicine at the LSU Medical Center and a fellowship in Infectious Diseases at UAB. He also completed a Master's of Science in Public Health with a focus in epidemiology at UAB. Dr. Baddley is a Professor of Medicine and Infectious Diseases in the Division of Infectious Diseases at The University of Alabama at Birmingham. He is also Chief of Infectious Diseases at Birmingham VA Medical Center. Dr. Baddley's research interests include the epidemiology, diagnosis and treatment of fungal infections, transplant infectious diseases, and hospital infection control. Dr. Baddley serves as a clinical preceptor and is the Associate Medical Director for the UAB PA Program.



M. Tosi Gilford, MD

Director of Academics and Assistant Professor

Department of Clinical & Diagnostic Sciences
1716 9th Avenue South, SHPB 481
Birmingham, AL 35294
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tgilford@uab.edu

Dr. Tosi Gilford joined the faculty of UAB Physician Assistant Studies Program in March of 2015. She is a Family Practice physician who is originally from Los Angeles, CA. She completed her undergraduate studies at California State University Dominguez Hills in Carson, CA; receiving a BS in Public Administration with a Health Services concentration. She received a second BS degree in Health Sciences, as well as a Physician Assistant Certificate from Charles R. Drew University of Medicine & Science Physician Assistant Program in Los Angeles, CA. After graduating from PA school, she moved to Birmingham, AL, where she practiced for one year as an Internal Medicine PA-C at Princeton Baptist Medical Center. She then went on to further her education and received a Doctorate of Medicine from Windsor University School of Medicine, and completed her Family Medicine residency at The University of Alabama at Birmingham - Selma Family Medicine Program. Prior to joining us at UAB, she practiced as a medical consultant for the state of Alabama at Disability Determination Services. Dr. Gilford participates in various community service projects surrounding the Birmingham area to help encourage and assist children and families living in underserved communities. To support this endeavor, she recently started practicing clinically at the Alabama Regional Medical Services (ARMS) in Ensley, AL, where she provides healthcare to underserved and homeless patients in the community.



Kara L. Caruthers, MSPAS, PA-C

Assistant Professor

Department of Clinical & Diagnostic Sciences
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(205) 934-7539
kcaruthe@uab.edu

Ms. Caruthers, Assistant Professor and Co-Director of the Biomedical and Health Sciences program, 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 works clinically in the UAB Urgent Care.



William "Bill" R. Drace, MAEd, PA-C

Director of Admissions and Assistant Professor

Department of Clinical & Diagnostic Sciences

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Birmingham, AL 35294

(205) 934-3781

bdrace@uab.edu

Mr. Drace, Assistant Professor, joined the faculty in October of 2003. He graduated from UAB's Surgical Physician Assistant program in 1978. He completed a Master's degree in Education from the University of Phoenix. Mr. Drace's extensive surgical background began as a Navy Corpsman and Operating Room Technician. Prior to accepting this faculty position, Mr. Drace worked with a Birmingham, Alabama based Cardiothoracic Surgical Practice for twenty-five years. Mr. Drace precepted Senior Physician Assistant Students from UAB from 1998 - 2003. It was this interaction that motivated him to accept a full-time faculty position. Mr. Drace brings a wealth of clinical and technical skills to the program.



John Hurt MPAS, PA-C

Assistant Professor

Department of Clinical & Diagnostic Sciences

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Mr. John Hurt graduated from The University of Alabama Birmingham where he obtained a BS in Biology/Chemistry in 1999. He attended the UAB Physician Assistant Program from 2000-2002 earning a second bachelor's degree in Physician Assistant studies. He later completed his Master's of Science in Physician Assistant Studies from the University of Nebraska in 2013. He has practiced clinically in cardiovascular surgery, cardiology, inpatient medicine and GI surgery as well as emergency medicine. Mr. Hurt was recognized as the Preceptor of the Year in 2011 from the UAB Physician Assistant Program and in May 2013 accepted a full time faculty position in our Physician Assistant Studies Program. He continues to work clinically in the UAB Urgent Care one day a week, teaching our first and second year students. His interests include emergency medicine, surgical disease, surgical techniques, as well as primary care. He loves Auburn football and spending time with his wife and two boys playing football, fishing, catching bugs, hunting, and exploring the outdoors.



Wei Li, PhD
Associate Professor

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Dr. Wei Li is an Associate Professor in the Physician Assistant Studies Program, at The University of Alabama at Birmingham. He has more than 10 years working experience on educating medical professionals. In his career of medical education, he has been teaching a variety of subjects, including anatomy, clinical medicine, evidence based medicine, general biology, genomics, physiology, pathology, and patient evaluation. He has been not only teaching both undergraduate and graduate levels, but also performing pedagogy and student learning outcome research. In addition, he has been serving as an active reviewer or editor for several professional journals: Journal of Alzheimer's Disease, Journal of Diabetes, Journal of Brain Imaging and Behavior, and The American Journal of the Medical Sciences. In his spare time, Dr. Li enjoys spending time with his family, watching sports, and outdoor activities.



Stephanie McGilvray, MMSc, PA-C
Clinical Coordinator and Assistant Professor

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Ms. McGilvray joined the faculty of the Surgical Physician Assistant Program in February, 2012. She holds a Master's of Medical Science Degree in Physician Assistant from Emory University (2000). She also holds a Master's of Education in Exercise Technology from the University of South Alabama (1995) and a Bachelor 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 currently works clinically as a physician assistant for UAB.



Kelley Swatzell, DrPH, MPH

Associate Professor and Director of Program Evaluation

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Dr. Swatzell, Assistant Professor, is the Director of Evaluation and Outcomes Research of the UAB Physician Assistant Studies Program and the Department of Clinical and Diagnostic Sciences. She holds a Bachelor's degree in Psychology and a Master's in Public Health with a concentration in Maternal and Child Health. She earned her Doctorate in Public Health in December 2014. Her dissertation research was on perinatal outcomes of non-medically indicated early term deliveries. She is a member of the Delta Omega National Honors Society in Public Health and the Phi Alpha National Honors Society in Physician Assistant Education. She taught integrated public health science at the UAB School of Public Health prior to joining the faculty at the UAB Physician Assistant Studies Program. She teaches research methods, statistics, scientific presentations and behavioral sciences for the UAB PA Program and the Department of Clinical and Diagnostic Sciences.



Neena Xavier, MD

Assistant Professor

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Dr. Xavier attended medical school at Vanderbilt University School of Medicine. She did her residency at Vanderbilt Medical Center and fellowship in Endocrinology, Lipids, and Metabolism at Washington University in St. Louis. She is currently double board certified in Internal Medicine and Endocrinology through the ABIM. Prior to joining the PA faculty, she worked as an adult Endocrinologist in the St. Vincent's Health Systems. Her interests include women's health issues and diabetes management in underserved populations. She enjoys spending time with her husband and son, traveling to different regions in the world, restaurant shopping, and choreographing Indian dances.

Administrative Staff

The Department of Clinical & Diagnostic Sciences has a centralized staff team that supports all CDS programs. For student questions, please contact the CDS Receptionist:

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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, non-maleficence, 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 to the health, safety, welfare, and dignity of all human beings.
- PAs uphold the tenets of patient autonomy, beneficence, non-maleficence, 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 wellbeing. 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 wellbeing 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, wellbeing, 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 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)
 - 6 semester hours of Psychology (general, developmental or abnormal)

Advanced Placement Policy

Advanced placement is not permitted by the PA 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 PA Program and the Graduate School.

CURRICULUM

The physician assistant (PA) studies program is a self-contained graduate program that follows the UAB academic schedule.

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)

Fall (15 Hours)		SEM HRS
CDS 501	Professional Skills I	0
PA 615	Introduction to the Profession	1
PA 601	Human Gross Anatomy	4
PA 602	Medical Physiology	4
PA 610	Clinical Laboratory Medicine	3
PA 605	Pathology	3

Spring (19 Hours)		SEM HRS
CDS 502	Professional Skills II	0
PA 606	Clinical Medicine I	6
PA 611	History & Physical Examination I	3
PA 603	Pharmacology I	3
PA 616	Electrocardiography	1
PA 608	Surgical Diseases I	3
PA 613	Surgical Techniques	3

Summer (14 Hours)		SEM HRS
CDS 535	Medical Genetics Life Span	1
CDS 503/504	Professional Skills III/IV	1
PA 614	Operating Room Techniques	2
PA 618	Risk Management	1
PA 619	Fund Clinical Research	3
HCM 530	Healthcare Delivery and Reimbursement	3
PA 604	Pharmacology II	3

Fall (17 Hours)		SEM HRS
PA 617	Applied Behavioral Medicine	3
PA 635	Special Populations in Medicine	2
PA 620	Literature Evaluation	2
PA 609	Surgical Diseases II	3
PA 634	Simulation Laboratory	1
PA 607	Clinical Medicine II	6

Didactic Course Prerequisites

Students should be aware that the 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 be decelerated and will have to withdraw from the Program until the course is taught again in the following year. Students are only allowed to repeat and replace 2 course grades per UAB Graduate School Policy. Courses that require prerequisite course completion include:

<u>Course</u>	<u>Prerequisite Course Completion</u>
PA 604 Pharmacology II	PA 603 Pharmacology I
PA 613 Surgical Techniques I	PA 601 Human Gross Anatomy
PA 614 Operating Room Techniques	PA 613 Surgical Techniques I
PA 608 Intro to Surgical Disease I	PA 601 Human Gross Anatomy
PA 609 Intro to Surgical Disease II	PA 608 Intro to Surgical Disease I
PA 606 Clinical Medicine I	PA 601, PA 602, PA 605, PA 610
PA 607 Clinical Medicine II	PA 606 Clinical Medicine I
PA 620 Literature Evaluation	PA 619 Fundamentals of Clinical Research
PA 698 Master's Project	PA 620 Literature Evaluation

OBJECTIVES

Didactic Year Objectives

Upon completion of the didactic year, physician assistant students will be able to perform the following tasks and functions at the level of a 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 a proficiency in the basic skills necessary to function as a physician assistant, 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)

Spring/Summer/Fall	SEM HRS
Senior Seminar	5
Clinical Service*	46
Master's Project	1

*Students complete 11, four-week rotations, plus 1 two-week rotation for a total of 46 hours of clinical service during the clinical year.

CLINICAL YEAR PREREQUISITES

To enter the clinical year, students must have obtained the following:

- A minimum of a 'C' in all PA didactic courses and an overall 3.0 GPA in the PA Program Course Work. No graduate school course work other than that in the PA Program will be considered and factored into the GPA. 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.
- Must have a current BLS and ACLS certification that does not expire until after graduation.

CLINICAL YEAR COURSES

The physician assistant studies program is a self-contained graduate program. To maximize the students' experience during their clinical rotation, we feel it necessary to complete the entire rotation without disruption.

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, pediatrics, and a general surgery 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 two 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. 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 Physician Assistant Studies Program requires the following:

- Completion of all courses in the PA curriculum with a grade of "C" or better.
- Achievement of an overall GPA of 3.0 or better in the PA Program's required courses.
- Achievement of a grade of "C" or better in the Summative Examination given at the conclusion of the 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 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 knowledge of the evaluation and management of common disorders in general medicine, pediatrics, obstetrics and gynecology, and psychiatry.
- Students will obtain 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 physician assistants, including knot tying, suturing, minor invasive procedures, first assisting, catheterization, 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.

DECELERATION, PROBATION, DISMISSAL AND WITHDRAWAL

The PA program requires that students maintain an overall "B" average (GPA > 3.0) to continue in the program. PA students who do not maintain an overall "B" average will be placed on probation by the Graduate School. The program may elect to decelerate a student within the program with specific plans for the student to continue within the program (remediation plan).

A student who receives a grade of an "F" in one program-specific course, will be required to repeat that course the next time it is officially offered and will not be able to take any courses for which that course is a prerequisite (including clinical practice) until the course is successfully completed. Only one course in the student's curriculum may be repeated in this manner and only one repeat of the course will be allowed. If the student receives a grade of an "F" when the course is repeated, they will be dismissed from the program.

If a student receives more than one “F” at any time in the curriculum, they will be dismissed from the program, regardless of the student's overall GPA. An official letter notifying the student of their dismissal will be sent to the student from the program director and a copy will become part of the student file.

Deceleration

Students who receive a grade below a “C” in any required course within the didactic curriculum within the PA Program will be decelerated. The program director, in conjunction with the student, will draft a deceleration plan to include successful completion of current and future work along with new graduation date. The deceleration plan will be signed by the student in a face to face meeting. A copy of the deceleration plan will become part of the student file.

Students are only allowed to repeat and replace 2 course grades per UAB Graduate School Policy. Assignment of grades in the didactic curriculum is the responsibility of the individual instructor. 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.

Probation

Students admitted in good academic standing who fail to achieve a minimum overall 3.0 GPA for the PA Program 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. Students who do not accomplish this level of performance may be dismissed from the program.

Dismissal

Students may be dismissed from the program for academic and/or nonacademic misconduct. An official letter notifying the student of their dismissal will be sent to the student from the program director and a copy will become part of the student file.

Academic misconduct is defined as failure to bring their overall GPA to the 3.0 requirement, abetting, cheating, plagiarism, fabrication or misrepresentation.

Nonacademic misconduct is defined as sexual misconduct, inappropriate behavior, disruption of University or classroom activities or professional misconduct.

Withdrawal

A student who wishes to voluntarily withdraw from the Physician Assistant Studies Program must have approval by the program director before the withdrawal is officially made. The student must submit a written statement, in the form of an official business letter, of their intent to withdraw from the program, including an effective date of their withdrawal and must schedule a face-to-face or phone meeting with the program director to discuss the withdrawal. Once approval by the program director the official UAB withdrawal is made by the student through UAB One Stop Student services, <https://www.uab.edu/students/one-stop/>

Students should refer to the Institutional Refund policy for refunds on tuition and fees. The institutional refund policy may be found at the following website: <http://www.uab.edu/policies/content/Pages/UAB-FA-POL-0000091.aspx>

Those who withdraw for medical reasons may appeal to the Provost to grant an exception to the refund policy. More details regarding the exceptions may be found at the following website:

<http://www.uab.edu/students/one-stop/policies/exceptions-to-academic-policy/academic-policy-appeal>

NOTE: Failure to attend class does not constitute a formal withdrawal.

PROFESSIONAL CONDUCT

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

1. Attend class and be attentive, engaged and respectful.
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, and 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.

LEAVE POLICY

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 PA Program Director and the course instructor. Students requesting a leave of absence must meet with the Program Director to discuss the leave. Students must complete a “Request for Leave of Absence” form and when meeting with the Program Director develop a draft leave plan signed by both parties. A copy of the signed LOA form and the signed leave plan will become part of the student file.

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 satisfactorily 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 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 deceleration to the Program will have to demonstrate continued proficiency in the courses they have previously completed in the Program. This may 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: during the didactic year, failure to obtain at least 70% on any examination or assignment will necessitate a meeting between the student and the course or section instructor to review the material that was missed and to identify any areas of weakness. The failed grade will be recorded in the grade book.

The expectation is for the student to meet with the course or section instructor within 1 week of a failed examination or assignment. Once the course or section instructor identifies areas of weakness, additional assignments will be given to the student with the expectation that they meet with the course or section instructor a second time. During this meeting, the student is expected to demonstrate competency of the material in an oral conversation format. This demonstration will not be graded but it will be noted that the student met with the course or section instructor.

Students who earn a final course grade of 60 – 69% will be allowed to take a competency exam within 2 weeks after the course ends (this may necessitate an “I” (incomplete) in the course). The competency examination content will be at the discretion of the course instructor. If a student receives a grade of 70 or higher on the competency exam, he/she will then receive the lowest possible passing grade for the course (i.e., 70 = C). Only one competency examination per course will be given.

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 may 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 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 PA Program and the Graduate School. The student will be required to register as a new student and may be required to complete the entire curriculum from the beginning.

STUDENT RECORDS POLICY

The Department of Clinical and Diagnostic Sciences defers to the School of Health Professions Student Records Policy.

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 diagnosis
- 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 assistants are expected to:

- Create and sustain a therapeutic and ethically sound relationship with patients
- Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
- Appropriately adapt communication style and messages to the context of the individual patient interaction
- Work effectively with 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
- Apply information technology to manage information, access on-line medical information and support their own education
- Facilitate the learning of students and/or other health care professionals
- Recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others

Systems-Based Practice

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of, and responsiveness to, the larger system of health care 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 are 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 Office of Disability Support Services.

TECHNICAL STANDARDS

UAB PA Technical (Performance) Standards

Students should be aware that the PA Program requires that all students demonstrate the technical skills needed to complete the entire 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 may be dismissed 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.

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.

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 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 contact the Registrar’s Office.

In-Person Registration

Registration should be completed online through BlazerNET. If you have special circumstances and need to register in person, please contact the Registrar’s Office.

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.

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 Office, Lister Hill Library, Room G40, 1700 University Boulevard, (205) 934-8223.

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: <https://studentaid.ed.gov/sa/types/loans>

National Health Service Corps (NHSC)

Information can be found at: <http://nhsc.hrsa.gov/>.

Indian Health Service (IHS)

Information can be found at: <http://www.ihs.gov/>.

Military

Check with appropriate military website for more information on their scholarship programs.

Please consult the UAB Financial Aid Office website for more information regarding student loans:

<https://www.uab.edu/students/paying-for-college/financial-aid>

PA Scholarships

Albert E. Purser Scholarship: A \$1,000 scholarship for first or second year students with financial need who are native and permanent residents of Alabama. 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.

RESOURCES

American Academy of Physician Assistants Information Center
950 North Washington St.
Alexandria, VA 22314-1552
www.aapa.org

Physician Assistant Education Association
300 N. Washington Street; Suite 710
Alexandria, VA 22314-2544
(703) 548-5538
www.paeaonline.org
info@PAEAonline.org

Alabama Society of Physician Assistants
P.O. Box 1900
Montgomery, AL 36102-1900
(334) 315-6112
www.myaspa.org