



Brooks College of Health Professions

Master of Physician Assistant Studies Program

Student Handbook

2024-2025

Mission

The Master of Physician Assistant Studies program at Trine University will provide an outstanding educational experience that produces PA graduates capable of delivering safe, appropriate, effective, and cost-efficient medical care in a variety of clinical settings, while also preparing them to succeed, lead, and serve.

The University reserves the right to change and to make exceptions to the provisions of this handbook at any time and to apply any change or to make an exception applicable to any student without regard to date of admission application or date of enrollment.

This handbook is neither a contract nor an offer to enter into a contract.

Accreditation: [MPAS Trine website](#)

Approved by:

Date:

MPAS Program Faculty

01/16/2024

Director of Accreditation &
Compliance

01/16/2024

Dean, College of Health
Professions

01/16/2024

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Trine MPAS Faculty and Staff

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Trine University MPAS program
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Program Overview

1.0 HISTORY

Our Proud History

The University was founded in 1884 as Tri-State College, the institution is a private, non-denominational, baccalaureate, masters, and doctoral degree-granting institution. Students choose the University for its commitment to quality, personalized education, and the competitive

scholarships and financial aid programs offered. The institution currently enrolls students at its main campus and regional centers. The University is known for its dedication to providing students with a rigorous, work-ready education that emphasizes leadership development and practical skills. The institution offers programs in over 35 academic areas through seven schools: Allen School of Engineering & Computing, Ketner School of Business, Jannen School of Arts and Sciences, Franks School of Education, Rinker-Ross School of Health Sciences, Brooks College of Health Professions, and the College of Graduate and Professional Studies. The University offers graduate studies in Business, Engineering, Criminal Justice, Nursing, Occupational Therapy, Physician Assistant, and Physical Therapy.

In 2008, the University became Trine University, named in honor of alumnus, philanthropists, and Board of Trustee members Drs. Ralph and Sherri Trine. For more information on the history of Trine University, please see the [Trine University Course Catalog](#)

In August 2014, Trine University opened the Rinker-Ross School of Health Sciences in Fort Wayne, Indiana. The Education Center is home to Trine's first doctoral program, the Doctor of Physical Therapy.

A Journey of Excellence: The Masters of Physician Assistant Program

The Master of Physician Assistant Studies Program (MPAS) began as a visionary initiative by Dr. Earl Brooks and the Board of Trustees in 2016. Their goal was to enhance the offerings of the School of Health Sciences at Trine University by adding a Master of Physician Assistant Studies to the existing Doctor of Physical Therapy Program.

With dedication and hard work from our initial team, we proudly achieved Provisional Accreditation in March 2018. The first cohort of passionate students enrolled in August of that same year and graduated in December 2020, boasting an impressive 96% first-time PANCE pass rate.

The second cohort, which began in August 2019, faced the unprecedented challenges of the COVID-19 pandemic. Thanks to the relentless efforts of the directors, faculty, and staff, we swiftly adapted to a hybrid clinical rotation and virtual didactic curriculum. This innovative approach ensured that our students continued their education seamlessly. This cohort graduated on time in December 2021, achieving a remarkable 100% first-time PANCE pass rate.

Success and Growth: Trine University's MPAS Program

Since 2020, each cohort of the Master of Physician Assistant Studies (MPAS) program has successfully passed the PANCE, demonstrating our commitment to excellence. Under the leadership of the new Dean, who is also a physician assistant, we have expanded our faculty and staff to meet the growing needs of our program. In July of 2024 the Brooks College of Health Professions moved into a state-of-the-art building in Fort Wayne. This ensures that our students receive the highest quality education and support throughout their journey at Trine University.

The program has continued to evolve and improve, marked by several exciting milestones:

- Establishment of the Brooks College of Health Professions
- Assignment of a Dean for the College, also a PA
- Relocation to a brand-new state-of-the-art building in collaboration with one of the largest health systems in Northeast Indiana

The dedicated faculty and staff remain committed to continuously enhancing our curriculum with valuable input from our students. Faculty are working diligently towards achieving Continuing Accreditation within the next 1-2 years.

Join faculty in celebrating our journey of excellence and becoming a part of our thriving community at the Master of Physician Assistant Program at Trine University.

Accreditation Status: Trine University

Trine University is accredited by the [Higher Learning Commission](#), a regional accreditation agency recognized by the U.S. Department of Education.

Accreditation Status – MPAS Program

The Trine University Master of Physician Assistant Studies (MPAS) program is accredited by the [Accreditation Review Commission on Education for the Physician Assistant \(ARC-PA\)](#), a regional accreditation agency recognized by the U.S. Department of Education.

At its 2023M meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Trine University Master of Physician Assistant Studies Program sponsored by Trine University on Accreditation-Probation status until its next review in 2025M.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at: <https://www.arc-pa.org/accreditation-history-trine-university/>

Filing a Complaint about the Program to ARC-PA

Physician assistant studies education programs in the United States are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), which works in conjunction with the American Academy of PAs (AAPA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may submit a complaint regarding the Trine University MPAS Program to the ARC-PA which has a mechanism to consider formal complaints about PA education programs that allege a

program is not in compliance with one or more of ARC-PA's evaluative criteria or has violated any of its expectations related to academic integrity.

The ARC-PA will:

- Investigate complaints regarding a MPAS Program only if the complaint contains facts or allegations that, if substantiated, may indicate that the program is not following established ARC-PA policies or does not comply with the Standards.
- Only consider written and signed complaints.
- Not take any action based on an anonymous complaint.
- Handle all investigations confidentially.
- Not intervene on behalf of an individual complainant regarding program or institutional issues.
- Not mediate or determine the results of disputes between students or faculty and the PA program or institution; this must be handled at the university level.

Concerns may be sent by mail to the attention of the Executive Director, ARC-PA at:
 Accreditation Review Commission on Education for the Physician Assistant, Inc.
 Attention: Executive Director
 3325 Paddocks Parkway
 Suite 345
 Suwanee, Georgia 30024

Alternatively, a complaint can be sent by [email](#) to the Executive Director.

For further information, visit: <http://www.arc-pa.org/wp-content/uploads/2020/06/Concerns-about-Program-Compliance-with-Policies-or-Standards.pdf>. Mission and Vision (A2.05a, B1.01)

In support of the University's mission and vision and the College of Health Profession's mission and vision, the Master of Physician Assistant Studies program further defines the commitment to excellence.

	Mission	Vision
Trine University	Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve.	Trine University will be recognized as a premier private university, characterized as engaged, dynamic, growing and adding value.
Brooks College of Health Professions	The College of Health Professions at Trine University, by providing high quality, professionally focused and formative undergraduate and graduate science learning opportunities, enables its students, graduates, and faculty to make a positive	The College of Health Professions at Trine University will be recognized as a premier provider of undergraduate and graduate science education, adding value to the lives of its graduates and community.

	impact on the community through service, leadership, and scholarship.	
Master of Physician Assistant Studies	The Master of Physician Assistant Studies (MPAS) program at Trine University will provide an outstanding educational experience that produces PA graduates capable of delivering safe, appropriate, effective, and cost-efficient medical care in a variety of clinical settings, while also preparing them to succeed, lead, and serve.	The Master of Physician Assistant Studies (MPAS) program at Trine University will provide a dynamic and engaging medical education to students using a combination of traditional and case-based learning experiences with emphases on professionalism, interprofessional collaborative practice, and safe, appropriate, effective, and cost-efficient medical care.

The program’s mission and vision statements are posted online at: <https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/goals.aspx>

Program Goals (C1.01g)

- The Trine University MPAS Program aspires to meet the following [goals](#) (C1.01g):
1. Recruit, matriculate, and support highly qualified and diverse student body.
 2. Promote a culture of diversity, equity, and inclusion for students, faculty, and staff.
 3. Provide student clinical education opportunities that prepare them to practice and serve in diverse settings and medically underserved populations.
 4. Prepare graduates with the knowledge, skills, and attitudes needed to be integral members of an interprofessional healthcare team.

Admissions and Enrollment

Admissions criteria (A3.13d)

The admissions criteria for the Trine MPAS program is published on the program’s website. See [MPAS Admission Requirements](#). The program also publishes answers to [Frequently Asked Questions](#), including those related to program admissions and enrollment.

Prospective students can apply to the MPAS Program via the Centralized Application Service for Physician Assistants (CASPA). Applicants must submit their applications online through the [CASPA](#) portal, along with all required documentation as specified.

Transfer Credit

The Trine MPAS program does not accept credits from graduate programs, nor does the Program permit credit by examination. Students must begin with the first semester and complete the full Trine University MPAS curriculum.

Enrollment

After an acceptance offer is sent, a \$500 non-refundable tuition deposit is required within two weeks to secure the applicant's accepted seat. A second \$500 deposit is due two weeks after the first deadline. Failure to provide these deposits will result in forfeiture of the applicant's seat.

Prior to the first day of classes, students are required to complete the enrollment checklist in [Complio](#).

Failure to meet all the pre-enrollment criteria may result in forfeiture of the student's seat in the program.

These costs are not reflected in the tuition, fees, and expenses and are the responsibility of the student.

Tuition, Fees, and Expenses

Trine tuition payments are due by the start of the semester. The Trine MPAS tuition costs are available on the website at <https://www.trine.edu/academics/colleges-schools/health-professions/admission-aid/cost.aspx>.

Student Laptop Specifications

All students are recommended to get computers with the following specifications:

- i5 Intel Processor (or faster)
- At least 8GB of RAM, 802.11 AC dual band wireless adapter or better
- At least 128GB of storage
- Dell computers are recommended Windows OS

Student can use Mac OS but Trine IT is unable to help with those devices.

Technical Standards (A3.13e)

The MPAS Program at Trine University trains students to become entry-level Physician Assistants (PAs) for various healthcare settings. This intensive program mirrors the physical and intellectual demands of the PA profession, requiring students to meet specific physical, emotional, intellectual, and communication standards.

Technical standards outline the essential psychomotor, cognitive, and affective skills needed for admission, continuation, and graduation. Students must understand and assess their ability to perform these tasks, with or without reasonable accommodations per the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Compliance with these standards must be affirmed upon enrollment and maintained throughout the program. For more information, visit the Trine University website. <https://www.trine.edu/about/titleix/index.aspx>

Psychomotor Skills

An individual must possess the gross and fine motor skills needed to meet the responsibilities of an MPAS student in a wide variety of educational and clinical settings. Specific aptitudes include:

- Able to perform the motor movements required to provide general and emergency care to all patients. These demands include reasonable endurance, strength, equilibrium, and precision
- Have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, diagnostic maneuvers, and procedures in a safe and effective manner
- Able to maneuver within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for long periods of time
- Have sufficient coordination to move about patient care environments, and sufficient dexterity to use common medical instruments.
- Able to arrange for transportation between educational and clinical settings.

Observation

Observation, an essential component of evaluation and assessment for a MPAS student, requires:

- Functional use of vision, hearing and somatic sensation including the ability to perceive position, pressure, movement, weight, and vibration.
- The ability to demonstrate the following observational skills: examination of non-verbal patient and family communication, skin integrity, radiographic findings, graphic representations of data, changes in body position/movement, gauges on medical instruments, and to perform inspection, auscultation and palpation techniques during the physical examination.
- The ability to, in the classroom, independently observe and participate in laboratory dissection of cadavers, the microscopic analysis of tissues, and lecture and laboratory demonstrations in all courses.

Communication

The MPAS student must demonstrate effective forms of communication in order to:

- Elicit information.
- Describe changes in mood, activity, and posture.
- Assess non-verbal communications.

- Effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team in an attentive and sensitive manner.

Intellectual, Conceptual, and Integrative Abilities

To effectively solve problems, a MPAS student must demonstrate the ability to:

- Measure, calculate, reason, analyze, integrate, and synthesize information promptly.
- Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- Synthesize knowledge and integrate relevant aspects of the patient history and examination findings.
- Understand diagnostic testing and treatment regimens to develop an accurate diagnosis.
- Determine an effective treatment plan within reasonable time constraints imposed by the needs of the patient, the facility, and the standards of care.

Affective, Behavioral, and Social Capabilities

An MPAS student must possess empathy, compassion, integrity, honesty, concern for others, good interpersonal skills, interest, commitment, and motivation. A student must possess adequate mental and emotional health necessary for:

- The full utilization of his/her intellectual abilities.
- The exercise of good judgment.
- Academic honesty.
- Maintenance of patient confidentiality.
- The prompt completion of all responsibilities that are attendant to the care of patients and course assignments.
- The development of mature, sensitive, and effective relationships with patients and others.
- Tolerating taxing workloads.
- Functioning effectively under stress.
- Adapting to changing environments.
- Displaying flexibility.
- Learn to function in the face of uncertainties inherent in clinical situations.
- Accept and reflect upon appropriate suggestions and criticisms and, if necessary, respond by modifying personal behaviors.
- Conduct him/herself at all times in a manner consistent with the American Academy of Physician Assistants "[Guidelines for Ethical Conduct of the Physician Assistant Profession](#)".

Program Overview

Program Description

The Master of Physician Assistant Studies (MPAS) Program at Trine University is a seven-semester program designed to prepare students to succeed, lead and serve their communities as physician assistants. This program emphasizes lifelong learning, professional development, and personal growth while upholding the highest moral and ethical standards.

Located at the new Brooks College of Health Professions, the MPAS program offers state-of-the-art facilities, including a physical assessment laboratory, emergency and operating room suites, hosting advanced classroom technology, and simulation center.

The program aligns with Trine University's undergraduate fall schedule for its four-semester didactic phase. The three-semester clinical phase starts in January and continues until graduation in December.

Learning Outcomes (Competencies) (A3.12g, B1.01b, B1.03, B4.03)

The Trine University Master of Physician Assistant Studies Program has established academic standards and goals for student learning which provide a critical foundation for curriculum development, guideposts for classroom instruction, and a framework for assessment.

1. Knowledge Domain

- 1.1 Possess a sound knowledge of current and evolving biomedical and clinical sciences, behavioral sciences, and population health, and integrate and apply it to the medical care, health promotion, and disease prevention services offered (B1.01c, B2.02, B2.03, B2.11, B2.15).
- 1.2 Participate in lifelong learning to continually improve clinical knowledge, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities (B2.05, B2.09).
- 1.3 Possess sufficient knowledge of the medicolegal, regulatory, billing/coding, reimbursement, and patient safety issues inherent to medical practice (B2.14, B2.16, B2.17).
- 1.4 Possess the knowledge and abilities to critically evaluate the medical literature, conduct or participate in limited research projects, and evaluate clinical environments and processes for quality, efficacy, compliance, patient safety, risk management, or other important outcomes that may impact patient care (B2.12, B2.13, B2.16).

2. Clinical Skills Domain

- 2.1 Accurately and efficiently perform medical histories and physical examinations across the lifespan that are appropriate and relevant to the clinical situation and setting (B2.07).
- 2.2 Appropriately order and correctly interpret laboratory, imaging, ECG, and other diagnostic studies commonly performed in clinical settings (B2.07).
- 2.3 Skillfully perform diagnostic and therapeutic procedures most commonly performed by PAs (B2.07).

3. Clinical Reasoning and Problem-Solving Abilities Domain

- 3.1 Effectively and efficiently utilize information from the health history, physical examination, laboratory tests and other diagnostic procedures to distinguish between expected vs. abnormal findings, to formulate reasonable differential diagnoses, and to narrow the differential diagnosis list to a presumptive diagnosis in a logical, efficient, and cost-effective manner (B2.07).
- 3.2 Recommend pharmacologic and non-pharmacologic therapeutic options that are most efficacious and evidence-based while also considering patient preferences and concerns, and the impacts of social, economic, and spiritual factors on health and wellness (B2.02, B2.06, B2.13).
- 3.3 Provide appropriate medical care in emergent, acute, chronic, rehabilitative, palliative, and end-of-life settings (B2.08, B2.11).
- 3.4 Assess patient outcomes to evaluate the accuracy of diagnoses, the effectiveness of therapeutic interventions, patient compliance, and other factors that potentially impact patient care (B2.07, B2.12).

4. Technical Skills Domain

- 4.1 Effectively utilize both electronic and non-digital medical records to document findings, access clinical information, write prescriptions and orders, and make referrals (B2.02, B2.07, B2.14).
- 4.2 Utilize technologies and other resources to effectively search, interpret, and appraise the medical literature for answers to clinical questions and evidence-based practices, and integrate and apply newly acquired knowledge into patient care (B2.13).

5. Interpersonal & Communication Skills Domain

- 5.1 Document and communicate medical, legal, financial, or other relevant information to other members of the healthcare team in an accurate, logical, concise, and understandable manner (B2.04, B2.10, B2.17).
- 5.2 Demonstrate appropriate and effective auditory, verbal, non-verbal, written, and electronic communication skills when dealing with patients, families, caregivers, staff, colleagues, supervising physicians, administrators, and other healthcare professionals (B2.04, B2.10).
- 5.3 Demonstrate appropriate sensitivity, empathy, compassion, and respect when dealing with diverse patient populations to promote and sustain therapeutically and ethically sound relationships (B2.06, B2.11, B2.12, B2.18).

6. Professional Behaviors Domain

- 6.1 Abide by, and uphold, the principles espoused in the American Academy of Physician Assistant's "[Guidelines to the Ethical Conduct of the Physician Assistant Profession](#)" (B2.18, B2.19).
- 6.2 Demonstrate and model professional behavior, most especially in interactions with patients, families, staff, colleagues, and superiors (B2.18, B2.19).
- 6.3 Abide by legal and regulatory requirements pertaining to the PA profession and clinical practice settings (B2.18, B2.19).

Curriculum Outline (A3.15b)

Academic Calendar (D1.04h)

During the didactic phase, students follow Trine University's [Undergraduate Academic Calendar](#), unless specified otherwise by the College of Health Professions. During the clinical year, students are expected to follow the schedule of their assigned clinical site.

The Master of Physician Assistant Studies (MPAS) Program at Trine University is a seven-semester program designed to prepare students for success, leadership, and community service in the PA profession. Students must enroll full-time, follow a prescribed sequence of courses, and graduate together as a cohort.

Didactic Phase

The didactic phase of the Master of Physician Assistant Studies (MPAS) Program takes place over the course of four semesters. Although primarily campus-based, students occasionally need to travel to clinical application obligations, including local interprofessional education activities.

Interprofessional Education (B2.10)

The Trine University MPAS Program participates in the [Fort Wayne Area Interprofessional Education Consortium \(FWAIPEC\)](#). The consortium includes graduate-level medical education institutions and represents programs with family medicine residents, medical students, PA students, graduate-level nursing students (nurse practitioners and Master of Science in Nursing), physical therapy students, occupational therapy students, and pharmacy students. The consortium meets several times each academic year as a collaborative effort to introduce the students to the team concept of health care, strengthen patient outcomes and add value to the community. The consortium offers the opportunity for a multi-disciplinary approach to patient care and problem-solving. These formal activities sponsored by FWAIPEC and other IPE opportunities with the consortium members provide the students with the foundation to develop a healthy team approach to patient care. Students are required to participate in those programs as assigned by the MPAS faculty.

Clinical Phase

The clinical phase of the Master of Physician Assistant Studies (MPAS) program runs over the course of three semesters with nine clinical rotations organized in five-week blocks. During the clinical phase, the students will follow the schedule published by the Director of Clinical Education (DCE). Students are not eligible for experiential phase courses until they have successfully completed all didactic phase courses. The Supervised Clinical Practice Experiences (SCPE) sequence is individualized for each student. This phase also includes two other courses each semester – Senior Seminar and Graduate Project.

The MPAS program must ensure that students meet program requirements for the clinical phase, and, as such, the program will assign the clinical practice experiences. The program reserves the right to assign rotations and supplemental activities to make certain students meet requirements.

Clinical Education

Clinical Education Overview

The physician assistant student (PA-S) shall be considered the extension of his/her specific preceptor and is permitted to perform tasks delegated to him/her by the preceptor. The PA-S is to be an active learner in all aspects of patient care, from documenting in the medical record to performing bedside or in-office procedures.

Liability Insurance

Trine University provides liability insurance to all PA students during the program. The policy covers students on assigned clinical rotations but does not cover them during any outside duties.

Pre-rotation preparation

Prior to the student's arrival at the assigned clinical education site, the student is responsible for:

- Providing current Clinical Requirements/Required Documentation to the DCE as requested.
- Reviewing information pertinent to the assigned clinical site.
- Reviewing the policies of Trine University and program policies as stated in the MPAS Student Handbook Guide to the Clinical Phase section and related course syllabi.
- Completing pertinent student personal data information for the preceptor.
- Contact the clinical site two weeks before the start of the clinical education experience to determine information regarding location, parking, clinic hours, dress code, etc.
- Preceptors should be contacted in their preferred method.
- Students must provide up-to-date health information, including verification of health insurance, immunizations, and background checks. Additionally, they must complete all required health screens, drug screens, and orientations as required by Trine University and the clinical site in a timely manner. These requirements may include:
 - OSHA training
 - HIPAA training
 - CPR/BLS certification
 - ACLS certification
 - Procedural skills
 - PALS certification
 - Rotation Guidelines

While at the assigned supervised clinical education site, the student is responsible for the following:

- Following site-specific, as well as program policies, procedures, and requirements.
- Adhering to Trine University and program policies as stated in the MPAS Student Handbook, Clinical Handbook, and related course syllabi.
 - Providing proper identification while on clinical rotations. This includes a Trine ID badge and white lab coat, along with any identification required by the site.
 - Introducing yourself to patients, family members, and other healthcare providers as a Trine University PA Student.
 - Obtain verbal consent from patients to actively engage in learning opportunities for patients encountering.
- Phones must be silenced during clinical rotations, and smartphones, smart watches, etc., require approval from the clinical site before they can be used.
- Students should not seek medical care through their preceptor but rather from their primary care provider or emergency room.
- Return any electronic devices given to you during clinical rotation, in the manner in which you received them, to the site manager or clinical preceptor.
- Reporting to the program if the supervising physician is on vacation for longer than two days.

Chaperones

For personal exams and procedures, students should have a chaperone present.

- Minors: A parent or guardian must be present for encounters involving minors.
- GU Exams: A family member, staff member, or another appropriate person should be present during genital, rectal, or pelvic exams.

- **Safety:** If a patient is potentially violent, a preceptor, staff member, or site security should be present. Students should position themselves between the patient and the door for safety. If a student feels unsafe during any patient encounter or in the clinical environment, they should contact the DCE immediately.

Preceptors

Preceptors are licensed healthcare providers who facilitate students' on-site clinical education. The program primarily utilizes physicians and PAs as preceptors. Through clinical contractual agreements, preceptors commit to maintaining certain standards of behavior and professional conduct.

Clinical Rotation Supervision and Responsibilities

While on clinical rotation, the student must be appropriately supervised at all times. During the clinical year, the Trine MPAS student should never be solely responsible for patient care.

Students are not permitted to:

- Write, phone in, or electronically submit prescriptions.
- Administer medications without preceptor approval and supervision.
- Admit, treat, discharge, or perform procedures on patients not seen by the preceptor.
- Discuss clinical findings, diagnoses, treatments, or concerns with patients before consulting the preceptor.

Students should:

- Document based on guidelines provided for the clinical site.
- Communicate with the DCE and the program if there are any concerns regarding the level of work, supervision, or potential liability situations.

Please refer to the CMS Guidelines for rules and regulations regarding student documentation and billing services provided during clinical rotations.

Injuries on Rotation

If you are injured on rotation contact the clinical site supervisor and the DCE. You will follow the procedures outlined by your clinical site.

Clinical Year Attendance

Attendance during the clinical phase is mandatory and necessary to successfully complete the Trine MPAS Program. Some sites may have evening, weekend, and holiday hour requirements, as well as additional meetings or conferences that are mandatory. Students are required to follow clinical site's schedule as determined by the clinical site preceptor. Students can have no more than 5 scheduled excused absences during the entire clinical year. The following policies apply:

Unscheduled Absences

Unscheduled absences may include unforeseen emergencies, illnesses, or bereavement.

If a student is going to be absent due to an emergency, illness, or injury; the student must:

- Notify their preceptor or designee at the clinical rotation site and the DCE of the absence by the start of the clinical day.

- Complete a Clinical Absence Form with the preceptor's signature and submit that form to the Trine MPAS clinical team.
- The bereavement policy is a 3-day maximum leave from rotation.

If a student does not follow all these steps, the absence will be considered an unexcused absence.

Scheduled Absences

Students are allowed time off during the Clinical Phase to attend medical conferences/certification programs. For the absence to be considered excused for the purpose of attending medical conferences:

- Students must obtain approval for the absence from the DCE prior to confirming attendance at the conference. Request for Absence Form must be completed and submitted to the DCE.
- Students must inform the clinical site preceptor at least one week before their absence to avoid conflicts with on-call or other clinical duties. The Clinical Absence Form with the preceptors' signature is required for the absence to be considered excused.

Interviews for Post-Graduation Career Plans

The student should attempt to schedule interviews during scheduled call-back times to limit the number of absences from clinical rotations. Please refer to the clinical callback schedule.

Interviews scheduled during rotations is at the discretion of the preceptor and the DCE.

Students must contact the DCE in advance and complete a Clinical Absence Form.

Non-Emergent Medical Appointments

Attempts should be made to schedule non-emergent appointments during callback weeks.

Please refer to the clinical callback schedule to schedule non-emergent appointments during the clinical year. In the event that no medical appointments are available during callback weeks, absences may be approved by the DCE in advance, and the student must complete a Clinical Absence Form.

Unexcused or Excessive Absence, Tardiness, or Other Unprofessional Behavior

If a student is going to be late to their clinical rotation, the student is to inform the clinical site and the DCE within 24 hours. The student is to also document the late arrival on their time logs. In the case of unexcused or excessive absences, consistent tardiness, or other unprofessional behavior, the student will be referred to the SSC for further action.

Clinical Practicums (Rotations) (A3.03, B3.03, B3.04, B3.07)

Students must successfully complete all components of the Didactic phase before participating in the Clinical phase. Students are required to engage in clinical education practicums during their training. The DCE and the clinical team are responsible for scheduling all clinical rotations. Student preferences will be considered for preceptor requests, preceptor/site availability, and rotation timing. Supervised clinical experiences are based on mandatory course requirements, the learning needs of the student, and site availability. Students will only be placed at sites with active affiliation agreements.

The MPAS program ensures that students meet all program requirements for the clinical phase. As such, the program will assign clinical practice experiences and reserves the right to allocate rotations and supplemental activities to ensure these requirements are met.

The DCE and the clinical team have the right to change any clinical rotation assignment at any time. Recommendations for preceptors or sites may be approved or denied as deemed necessary by the DCE. Students will have opportunities to explore elective rotation experiences based on preceptor availability, student performance, and approval by the DCE. The Trine University [Course Catalog](#) outlines the clinical phase courses.

Required practicums include:

- Family Medicine
- Internal Medicine
- Emergency Medicine
- General Surgery
- Women’s Health
- Pediatrics
- Behavioral Health

Students have the opportunity to explore two elective rotations during the clinical year in a variety of subspecialties.

Rotation Requests A3.03

Students may initiate a request for a clinical site but are not required to solicit sites or preceptors for their clinical experiences. Students requesting a supervised clinical experience at a novel rotation site must submit information through the “Student-Initiated Rotation Request Form” to the clinical team at least 60 days prior to the start of the requested rotation for consideration. Students are not guaranteed placement with a requested rotation. DCE will decide whether the site or preceptor meets program expectations, ARC-PA standards, credentialing, and certifications.

Conflicts of Interest

Students shall not be assigned to clinical sites where a real or perceived conflict of interest may affect the educational experience. Failure to disclose a conflict of interest prior to the clinical rotation will be treated as unprofessional behavior and will be referred to the SSC. The SSC could make decisions that include terminating the student at the clinical rotation, repeating the clinical experience, or even failing the clinical rotation.

Rotation Change Requests

If students request a change after the Trine MPAS program has secured the rotation, the DCE has the right to send the student to that site as originally planned. The program also has the right to assign students to supplemental experiences in lieu of student wishes when the supplemental experience is deemed necessary to meet the program’s expectations for the clinical year (e.g., to remediate or supplement rotation hours, patient demographics, procedures, etc.).

Issues or Concerns

Any minor issues or concerns with a preceptor or site should be initially discussed respectfully with the preceptor. If the issue remains, the student is expected to contact the clinical team to discuss the concern.

Students are required to contact the clinical team, including the DCE if there are any serious issues or concerns, they have regarding the clinical rotation.

- The DCE will follow up with the student to investigate and act as needed.
- The DCE will take more significant issues to the program's faculty, Program Director, or Medical Director as deemed necessary.

Travel and Living Expenses

By nature of the clinical education experience, students will travel to various clinical site locations throughout Indiana and the United States. Given the program's location, it is expected that the majority of clinical rotations will be completed within Indiana and/or a neighboring state. The MPAS program works with the financial aid office to represent an accurate cost of living for clinical year that takes into consideration travel and living expenses.

The following is expected of all clinical students:

- A reliable vehicle is required.
- Although many clinical affiliations are within driving distance from Fort Wayne, the clinical schedule may not guarantee local placements for all rotations.
 - All students should be prepared to travel outside of the Fort Wayne area if necessary.
 - There are no guarantees on the location of clinical assignments.
 - Students are responsible for all expenses of travel to clinical education sites, including the expense of temporary housing and other living expenses.
 - Students are advised to prepare in advance for this expense.
 - The MPAS program will not arrange housing or other temporary living arrangements for students assigned to out-of-town clinical experiences.

Safety at Clinical Sites

Student security and personal safety is of utmost importance to the faculty and staff of the MPAS program. The DCE expects all clinical sites to ensure student safety while at a clinical site or facility. Each site is vetted and evaluated for student safety during the site visit as determined by the program's policy. Students are expected to contact the program immediately if they ever feel threatened or unsafe in any way.

Severe Weather

- 1) During severe weather students are expected to exercise sound judgment regarding safety.
 - a) In the event of inclement weather, students are expected to adhere to the inclement weather policies of the affiliating clinical site; therefore, unless the clinic is closed, the student is expected to make a reasonable effort to attend.
 - b) Students on full-time clinical assignment will NOT follow the inclement weather closings by the university but rather of the clinical site/facility they are working at during the rotation.
 - c) Students are to notify the program of any absence from clinical activities including those related to severe weather.

Progression Clinical Year

Students must successfully complete each of the components of each rotation including:

- Preceptor Evaluation of Student
- Patient logs
- Time logs
- Required Notes
- Mid-clinical Evaluation
- Student evaluation of Site/Preceptor
- Scheduled Call-Back Sessions

Preceptor Evaluation of Student

Each rotation requires the preceptor to evaluate the student in the following domains:

- Knowledge
- Clinical Skills
- Clinical Reasoning
- Technical Skills
- Interpersonal & Communication Skills
- Professional Behaviors

Each student is expected to meet with their preceptor during the last week of the rotation and have the preceptor complete the Preceptor Evaluation of Student (PES) form. The PES is to provide a structured method for assessing and documenting the student's performance and progress during their clinical training. Submission of this form to the clinical team is required within one week of the end of the rotation.

Patient Logs

For each rotation, the student must document the type and number of patients seen during the supervised clinical practice experience in Typhon. Each student will have experiences with preventive, emergent, acute, and chronic patient encounters across the lifespan, including infants, children, adolescents, adults, and the elderly.

Time Logs

Students are required to track their clinical hours in Typhon. Tracking clinical hours ensures students have sufficient exposure to patients to meet the learning objectives for the rotation. Additionally, it provides an official record of the student's clinical experience.

Required Notes

During the clinical year, various written documents are required, including SOAP notes, admission notes, and pre-and post-operative notes. Please refer to the Clinical Practicum Syllabi on Moodle for a complete description.

Mid-Clinical Evaluation

Students are expected to have a mid-clinical evaluation by their preceptor. The mid-clinical evaluation evaluates the student's progress midway through the clinical rotation and ensures

the student is on track to meet learning objectives. It serves to foster open communication between the student and the preceptor, enhancing the educational experience.

Student Evaluation of Site/Preceptor

The student will be asked to complete a student evaluation of the clinical site and preceptor. It allows students to provide constructive feedback to the preceptors on their teaching style, supervision, and overall effectiveness. Additionally, it helps capture the student's perspective on the clinical learning environment, identifying strengths and areas needing improvement. Lastly, the evaluation contributes to the overall evaluation and quality improvement of the curriculum.

Scheduled Call-Back Sessions

Call-back sessions are an opportunity to review and reinforce key concepts and skills learned during rotations and previous didactic coursework. These activities allow students to refine their clinical skillset and medical acumen. Call-back sessions may include:

- Administration of End of Rotations exams
- Advising meetings with faculty
- PANCE review
- Professional development lectures
- OSCE/Simulation activities
- Skill review sessions
- Required remediation.

Please refer to the Clinical Rotation schedule posted by the DCE for more information and dates. The final required callback session will take place after the final rotation. These sessions are mandatory to complete graduation requirements.

Failure of Preceptor Evaluation of Student (PES)

If a student fails a supervised clinical experience, the DCE will refer the student to the SSC. The SSC will reach out to the preceptor to clearly understand the student's performance during the rotation. The DCE and a representative of the SSC will meet with the student to discuss a remediation plan to address the student's specific needs. The remediation plan will include targeted goals, additional training or coursework, and a timeline for reassessment.

Failure to complete the remediation plan as agreed upon will result in referral to SSC for possible deceleration or dismissal.

Students failing more than one rotation will be referred to SSC for further remediation, deceleration, or dismissal.

Failure of End of Rotation (EOR)

Students failing an EOR will meet with the DCE to discuss a remediation strategy. The DCE will refer the student to the SSC for additional recommendations. The SSC may recommend an AIP. The student will then have an opportunity to retake the failed EOR exam. If the student fails a second time, they will receive a failing grade for the course and be referred to the SSC for further remediation, deceleration, or dismissal.

Students successfully passing the EOR on a second attempt will be allowed to progress, as scheduled on clinical rotations. They will need to adhere to an AIP if the SSC determines that is in the best interest of the student.

Students failing multiple EORs will be referred to the SSC for possible deceleration or dismissal from the program.

If the failed EOR exam occurs in the last clinical practicum a remediation plan will be constructed, and a student will be required to retake the EOR within 5 days.

Failure of the retake EOR exam will result in failure of the course, delay of graduation, and result in referral back to SSC, in accordance with policy.

The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

Academic and Program Policies

Grading (D1.04h)

The minimum passing grade for all classes during the MPAS didactic phase is 81%. The Trine University MPAS Program grading policy is designed to reflect its competency-based goals and learning outcomes. Emphasis is placed on a personalized, student-centered approach, where students advance upon mastery of explicit, measurable, and transferable learning objectives.

Grade Assignment:

- The instructor of record, supervised by the MPAS Program Director and Medical Director, awards grades.
- Grading policies are available in each syllabus.
- Grades become official once reported to the Registrar.
- Any grade adjustment requires the Program Director's approval.

Rounding Policy:

- Final course grades use routine arithmetic rounding.
- Assignment, test, and quiz grades are not rounded up and are calculated to two decimal points as feasible.

Passing Requirement:

- Graduate students must maintain a passing grade in all courses and all blocks within courses.
- Students failing a course or a block during the didactic phase or a rotation during the clinical phase will be referred to the MPAS Student Success Committee (SSC).
- Refer to the Trine University Course Catalog for information on [grade appeals](#), [incomplete grades](#), [in-progress grades](#), and [course repeat policies](#).

The MPAS Program grades students on the following scale:

Letter Grade	Description	Percentage
H	HONORS	95% and above
P	PASS	81% and above
F	FAIL	80% or below
I	Incomplete	

IP	In Progress (grade deferred)
W	Withdrawal before completion of 80% of the semester
WP	Withdrawal after completion of 80% of the semester with passing work at the time of withdrawal

Conditions for Testing

- The exams must be downloaded at least 24 hours prior to the start of the exam or at the direction of the Instructor of Record (IOR).
- Students are to be seated in the testing room 5 minutes prior to the start of the exam.
- Dividers will be placed on the desks between students.
- All phones are to be turned off and placed in the designated space in the testing room.
- All watches are to be removed and placed in a backpack or computer bag.
- Only writing paper provided by the IOR is allowed at the student's test area and must be submitted to the IOR at the end of the examination.
- Once the exam has been uploaded, the student may collect their phone and leave the room. The student's computer must remain closed in the testing area.

Satisfactory Academic Progress Didactic Phase (A2.03, A3.15c, A3.17d, B4.01b)

PA school is academically rigorous, and students will at times struggle. The purpose of this policy is to delineate the process of identification and intervention for students that are demonstrating lower performance.

Faculty will monitor student performance after each test, quiz, and exam to ensure early intervention and successful course completion. The MPAS Program will also track students for academic difficulties, such as low assignment grades, challenges in achieving learning outcomes, or clinical skill issues reported by clinical educators, which may lead to practicum failure.

Identified students may be required to meet with an instructor or other designated party to formulate an improvement plan, including a referral to the SSC.

Didactic Exam or Assignment Remediation

Any student who fails to earn 81% on an exam or assignment will meet with the instructor to discuss a remediation plan that may include: exam reassessment, reading assignments, and/or submission of high-impact notes. Remediation plans must be completed within two weeks. Two reassessment exams are allowed per course. The maximal grade increase from any remediation assignments is 5%. The maximum achievable grade for any remediation process will be recorded as 81%. Lastly, students may only remediate 50% of exams within a course.

Course Remediation

Formal remediation will occur when a student fails to achieve 81% or higher in a didactic course or receives a failing grade in a clinical course. This type of formal remediation is called Academic Probation.

Students are referred to the SSC where a formal remediation plan is developed. The plan must:

- Identify the challenges impacting the student's performance.

- Include strategies to overcome these challenges.
- Outline actions on the course material.

The specific remediation assignments and reassessments are created by the SSC in collaboration with the Instructor of Record.

The student will sign a form acknowledging the Academic Probation and remediation plan to demonstrate understanding and agreement with the plan. Students must successfully complete the remediation plan for the course by the deadline created by SSC. Failure to do so will result in referral back to the SSC for further action.

Failed courses will be reported to the registrar. At successful remediation completion, the faculty will submit a grade change to the registrar.

Students may be allowed to remediate up to two courses during the curriculum. Failure of a course remediation or failure of a third course will result in referral to SSC for deceleration or dismissal.

It is expected that a student's academic course will improve. Failure to improve academic standing over the course of two subsequent semesters on Academic Probation will result in referral back to SSC for review of student progress and recommendation that can include deceleration or dismissal.

Didactic Summative Examination

During the final term of the didactic phase, students will take a summative multiple-choice exam to assess their knowledge from the past year. Students who do not achieve a program defined minimum will be referred to the SSC for the implementation of an academic improvement plan.

End of Program Summative Evaluation

During the final semester of the program, students will take a multifaceted summative exam. The components of this exam include the following:

- 700-question comprehensive examination (PAEA End-of-Curriculum™ exam).
- Objective Structured Clinical Examinations (OSCE).
- Procedure Skill Station.
- Professionalism Station.
- Program Director interview.

Trine University administers the practical exam/OSCE component. The student is required to generate a primary diagnosis, differential diagnoses, and plan, as well as provide appropriate patient education.

Students are required to pass each component of the Summative evaluation. Failure to do so will result in a referral to the SSC for remediation.

Summative Evaluation Remediation

Any student failing one or more components of the Summative Evaluation; exam, OSCEs, skill stations, professionalism station, and program director interview will meet with the SSC to implement a formalized remediation plan. Failure to complete the remediation plan or subsequent repeat failure of failed summative components may be grounds for inability to sit for the PANCE.

In order to graduate from the program and sit for the PANCE, each student must:

- Receive a “Pass” in all didactic and clinical courses.
- Successfully complete the Summative Evaluation.
- Maintain professionalism/behavioral standards, including compliance with program and University policies and procedures, including payment of educational costs.

The SSC evaluates any issues with student progression or advancement throughout the curriculum. Failure to progress will result in a formal review of academic performance and may result in delayed graduation or dismissal from the program.

Academic Probation

Students who do not meet program requirements may be given a probationary notice and required to complete an academic improvement plan. Conditions that may place a student on academic probation, which could subsequently result in deceleration or dismissal, are outlined in the section covering remediation.

Students will be placed on Academic Probation as determined by the SSC. If the student proves capable of meeting academic standards, they may be removed from academic probation at the discretion of the SSC. Consecutive semesters of academic probation may result in deceleration or dismissal from the program.

Deceleration (A3.15e)

Deceleration interrupts a student’s progression. Deceleration falls under the jurisdiction of the SSC. The student may need to take a leave of absence to rejoin the Program with a later cohort.

There are various reasons a student may need to decelerate. These may include but are not limited to:

- Mandated by SSC.
- Leave of absence (see Leave of Absence policy).
- Family emergencies.
- Other extenuating circumstances.

The program director will process the SSC recommendation for deceleration to the College of Health Professions Dean for further action.

The Program Director will coordinate with the Medical Director and the Committee of the Whole to develop a recommendation on the point of reentry. The student may need to take a leave of absence to rejoin the Program with a later cohort.

Dismissal Policy (A3.15d)

The program may dismiss a student for Academic Failure, for unprofessional behavior, for failure to meet progression criteria or other issues as determined by the SSC and the Program Director.

The MPAS Program may recommend a student for dismissal based on:

- Failure to meet academic standards.
- Failure to meet technical standards.
- Failure to meet progression criteria.

- Failure to adhere to codes of conduct.
- Failure to adhere to obey federal, state, and local laws.
- Failure to satisfy financial obligations to the university.
- Other issues or concerns as determined by the SSC and the Program Director, including:
 - Publishing, discussing, or sharing in any way the health information of other individuals.
 - Claiming to be an official representative or spokesperson for Trine University or its entities, including the MPAS Program.
 - Using Trine University's name to promote or endorse any product, cause, religious view, political party, candidate, etc. via any communication method.
 - Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy.
 - Exhibiting unprofessional behavior.
 - Using vulgar language.
 - Using language or photographs for any reason that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity or sexual orientation.
 - Publishing or sharing any media that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
 - Publishing, discussing, or sharing in any way, any material that may reasonably be interpreted as potentially inflammatory or unflattering on another individual's website or social media.
 - Exhibiting significant difficulties in forming a professional image.

University policy is outlined in the [Administrative Dismissal Policy](#) in the Trine University Course Catalog.

Leave of Absence Policy (A3.15)

Students who find it necessary to temporarily withdraw from the Program for 4 weeks or longer must formally request a leave of absence (LOA).

1. The student must submit a written LOA request to the program within one week of the withdrawal.
2. Program faculty on the SSC will consider and act upon the request, but a leave of absence is not guaranteed.
3. Students may need to complete specified activities while on leave which may include, but is not limited to, additional coursework, tutoring, and/or meeting with advisor.
4. A student who withdraws from any required course without requesting and/or receiving an LOA from the MPAS Program will be considered as having withdrawn from the program.

If a Leave of Absence (LOA) is granted:

- The student should notify the SSC in writing of the intention to return to the program at least one (1) month prior to re-enrollment.
- The student is required to update related paperwork and pay all fees required of incoming students by the stated deadline.

To renew a Leave of Absence (LOA):

- The request should be renewed one (1) month prior to the completion of the initial request by formal communication with the program.
- The SSC must review any request for renewal of LOA beyond the initial request.
 - Renewals are not guaranteed but are at the discretion of the program.
- A student who does not formally request a continuation of the LOA and fails to return will be considered as having withdrawn from the MPAS Program.

- The student will be expected to demonstrate (through such examinations or assessments as determined by the SSC) that they have retained the knowledge base necessary for re-entry into the new cohort at their previous level of education.
- The student is financially responsible for any fees or expenses associated with a LOA or return to the program.
- The program may find a student in need of significant education such that s/he may have to restart the program.
- LOA requests during the clinical year will be dealt with individually.

As a guideline, LOAs of 3 months or less can be made up within the year and will require a delay in graduation for the student. More than three months will need an individual plan of action to assure maintenance of current clinical knowledge.

A student may be placed on an involuntary leave of absence or require conditions for continued attendance under following circumstances when the student exhibits behavior resulting from a psychological, psychiatric, and/or other medical condition that meets the criteria outlined in the Trine University Course Catalog [Withdrawal from the University](#) Planned Academic Leave in Section 2.4 and/or exhibits behaviors that are:

- Are unprofessional or unethical.
- Inconsistent with Program Competencies, including Technical Standards.

Withdrawal from the University (A3.15d)

Refer to Trine University's Withdrawal policy. The policy is outlined in [Withdrawal from the University](#) in the Trine University Course Catalog.

Injuries and Medical Emergencies (A3.09)

Faculty members are not permitted to provide health care, act as practitioners, or advise students regarding their personal health care except for emergent situations during the program.

- The faculty member and/or supervising clinical personnel will only assess whether the student can remain in the classroom or clinical area.
- If the student requests medical care, the faculty member and/or supervising clinical personnel may assist the student in obtaining appropriate care.
- The student and MPAS personnel must complete an incident report within 24 hours and turn it in to the Program Director.
- Based on the extent of the injury or medical emergency, Trine MPAS personnel may not allow the student to participate in class.
- In the case of injury or medical emergency, the student incurs the cost of emergency medical services whether participating in an on- or off-campus education experience.
- The principal faculty, Program Director and the Medical Director cannot act as healthcare providers for students except in an emergency.
- The Program recommends students to see their own health care provider for follow up care.
- If any emergency medical assistance is required call 911 and provide your location on campus.

Adverse Weather

The safety of Trine University students, faculty, and staff is the first priority during an adverse weather event. The University defines adverse weather as any weather conditions that would

make it necessary to delay or suspend classes and services. When adverse weather occurs, the Fort Wayne location administration, or their designee, will make the decision whether to suspend or delay classes. In the event of that happening, notification will be via contact radio and TV stations, email, and/or text alerts to phones. Students participating in on-site or off-site experiences scheduled as part of other didactic coursework during the 1st year of study will follow the inclement weather closings as above. During the clinical year, students should follow the procedures of the facility where they are doing the rotation.

Emergency Procedures

TBD

Student Policies

Communication with the MPAS Program

MPAS students must communicate with the program through Trine University email accounts. The program requires students to check their Trine University emails daily, responding within 24 hours. For “mass” delivered program emails, the program does not require individual replies unless the email directs such.

Dress Code (A3.06)

Didactic Phase

The Trine MPAS Program expects students to appear professional at all times. While attire for the classroom may be casual, students are reminded that they remain representatives of the Trine MPAS program any time they are on campus or wearing their identification badge. As such, clothing should be sufficiently conservative to maintain a professional appearance. To reflect that, students should avoid excessively tight or revealing clothing, clothing with offensive imaging or words, clearly exposed undergarments, or other potentially objectionable clothing. For any real or simulated patient encounters students should be dressed professionally. This applies to call back days and clinical rotations. Students must wear their Trine MPAS badge at all times on the Trine campus, or when in any clinical facility as a Trine MPAS student. Students must introduce themselves to patients and other health providers by name and identify themselves as a “Physician Assistant Student”. The student should be certain that neither patients nor other health providers infer that they are present or acting in any capacity other than as a Physician Assistant student. Any electronic or written communication from students to patients or patients’ families must clearly identify the source as a Physician Assistant Student.

Clinical Phase

Identification

- Wear your medical student ID badge visibly at all times.
- Students must identify themselves a “Physician Assistant Student” in all patient interactions.

General Attire

- Professional business attire is required.
 - Men: Dress shirts, ties, slacks, and closed-toe dress shoes.
 - Women: Blouses, slacks or skirts (knee-length or longer) and closed-toe dress shoes.
 - A clean, white lab coat must be worn over professional attire.

Clinical Attire

- Scrubs may be worn in designated clinical areas and during specific rotations (e.g., surgery).
- Ensure scrubs are clean, well-fitting, and in good condition.

Footwear

- Closed-toe, non-slip shoes are mandatory in all clinical areas.

Grooming and Hygiene

- Maintain clean and neat hair; long hair should be tied back.
- Facial hair must be neatly trimmed.
- Nails should be short and clean; avoid artificial nails.
- Avoid heavy perfumes, colognes, and scented lotions.

Accessories

- Minimize jewelry; avoid dangling or excessive pieces.
- Cover visible tattoos whenever possible.
- Remove facial piercings other than conservative earrings.

Prohibited Items

- Jeans, shorts, leggings as pants, T-shirts, and sneakers, open-toe shoes, sandals, or flip-flops, hats, or caps indoors.

Non-compliance with the dress code may result in disciplinary action including removal from the clinical rotation, and referral to the SSC.

Student Confidentiality

Students enrolled in the Trine University MPAS Program have a legal and ethical responsibility to safeguard the privacy of all patients and protect the confidentiality and security of all health information through the Health Insurance Portability and Accountability Act ([HIPPA](#)). Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format including oral/verbal, fax, written, or electronic/ computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the educational program.

Employment During MPAS Program (A3.15e)

The program considers enrollment a full-time responsibility and does not recommend employment during the program. For students who do choose to be employed while enrolled in the MPAS Program, academic activities and requirements must always take precedence over employment activities. The program does not excuse missing classes for employment. The program does require occasional evening and/or Saturday classes or events.

Should a student choose to be employed in a health care setting, these guidelines must be followed:

- MPAS students employed in health care settings must not represent themselves in any way as a Physician Assistant or an MPAS student.
- MPAS students representing themselves as having any degree of expertise as a PA violate state licensure laws.
 - Such claims may result in denial of eligibility for licensure after graduation from PA school.
 - Refer to Indiana State licensure laws.
- MPAS students employed in health care setting must not represent themselves as official representatives of the Trine University or its MPAS Program.
- Note that MPAS student liability insurance only covers students during classroom activities and during assigned clinical activities and rotations.

- The program advises MPAS students to carefully read the job descriptions pertaining to unlicensed personnel and should not undertake responsibilities outside this description or the law relative to employment in a medical setting, even if the client or employer requests one to do so.

Extra-Curricular Activities

The MPAS Program encourages students to participate actively in their local, state, and national professional PA organizations. During the didactic phase, at the discretion of the MPAS faculty, class representatives or student participants may be excused from classes to attend a state or national conference. The Program will make decisions on a case-by-case basis.

The MPAS Program discourages students from participating in an excessive amount of non-professional extracurricular activities as this will take time away from their academic studies.

The program may excuse students from a clinical site to attend a professional conference. Students must submit a written request for permission to the DCE for permission to attend a conference at least 4 weeks in advance of the event. The following guidelines define the conference regulations:

- The request does not exceed 5 days per event.
- The missing days do not affect the completion of required learning outcomes.
- Students must make up all assignments missed during their absence.
- Students must supply the program with proof of registration for the conference.
- The program may require the student to submit a certificate of completion following the conference.
- The program does not guarantee approval and attendance.

The MPAS Program sets aside funds for student activities including attendance at conferences. Additionally, funding supports student programming and community service.

Job Placement

The MPAS Program does not guarantee its graduates employment as a PA upon successful completion of the program. The program will, however, work with the student/graduate in the employment process. The goal is to provide every student with employment opportunities. Refer to the [Trine University Career Center](#) webpage for more information.

Health and Safety (A1.02g)

This section covers health and safety policies and practices pertaining to health status, health risks, training, emergency/accident procedures, and incident reporting.

All students and faculty should feel safe at all times while on the College of Health Professions campus or at an assigned clinical rotation. If at any time safety is a concern, immediately contact the DCE or Instructor of Record. The Brooks College of Health Professions is located at 12817 Parkview Plaza Drive, Fort Wayne, IN 46845. In case of emergency students should call 911.

Health Conditions/Change in Health Status

Students are responsible for notifying the instructor and faculty advisor (e.g., mentor) of his/her

inability to participate in a class, lab, or clinical activity that places them at risk for injury.

During the didactic phase, students must notify the individual course instructor of health conditions that would prohibit a student from completing a required activity.

During the clinical phase, students must notify the DCE if they are unable to complete course requirements and clinical rotations.

In the event of a prolonged illness or injury (lasting longer than 3 days), the program requires the student to use the following guidelines:

- The student is responsible for notifying the instructor of their planned return date to resume classroom, laboratory activities and clinical activities.
- In the event that activities need to be restricted, a physician, NP, or PA will need to document all limitations and plans for follow-up/clearance.

OSHA- Blood Borne Pathogens

The Occupational Safety and Health Administration (OSHA) has defined requirements which specify the protective measures all healthcare personnel are required to perform in order to prevent the spread of communicable disease. All students must participate in Blood-borne Pathogens Training prior to participation in the clinicals. Training includes proper handwashing, use of personal protective equipment, isolation precautions, and other information targeted at exposure risk reduction.

In the event of occupational exposure to a biohazard while on campus, the program requires students to notify the Instructor of Record and the Program Director as soon as possible. The program holds responsibility for storage and use of any hazardous materials. The program will follow OSHA guidelines for the storage, use of any hazardous materials and the use of standard precautions. The program requires vinyl or nitrile gloves as part of personal protective equipment (PPE). In the event of occupational exposure to a biohazard while on clinical experience, students must follow the clinical site's guidelines for managing, reporting, and documenting the incident:

- The student must inform the clinical instructor of the incident and seek his/her guidance in complying with all site-specific policies.
- If the need arises, clinical sites shall provide students with access to emergency care; however, the student shall incur the cost of all emergency services rendered.
- Worker compensation benefit does not cover these events; therefore, the student also incurs the cost of any follow-up care as a result of exposure/injury.
- The student should notify the Director of Clinical Education of the incident within 24 hours of occurrence.

Cultural Sensitivity and Diversity (A1.11)

Throughout the MPAS Program, students will have the opportunity to complete clinical rotations in a variety of settings and work with a diverse population. Cultural variables, such as age, gender, occupation, sexual orientation, disability, socioeconomic status, religious beliefs, and ethnicity, can impact evaluation and intervention. It is essential for the student to be sensitive to cultural influences which can be improved through greater cultural competence. MPAS students will strive to understand how their own set of cultural beliefs can impact the delivery of healthcare.

Attendance Policy

Attendance and punctuality are mandatory for all classes, labs, seminars, small group discussions, field experiences, clinical rotations, preceptorships, and any other activities organized by the program staff and administration. Absences will only be excused for reasons of illness or participation in a university-sanctioned event. Any absence from these activities without prior approval from the Instructor of Record (IOR) will be considered unexcused.

Unexcused Absence

- An unexcused absence is defined as reporting to an activity or class 10 minutes late or not at all without proper notification of the IOR.
- Two (2) unexcused absences per semester are considered unprofessional behavior and will result in referral to the SSC subject to disciplinary action.
- Unexcused absences may lower the final grade for the class.

Tardiness

- Tardiness is defined as not being in your seat ready to go at the scheduled time of class or activity without proper notification of the IOR.
- Two (2) unexcused tardiness events per semester are considered unprofessional behavior and will result in referral to the SSC subject to disciplinary action.
- Unexcused tardiness may lower the final grade for the class.

Student Responsibilities

- Report the absence or tardiness by email to IOR prior to class and complete the required Google form attendance form.
- Arrive 5-10 minutes prior to the start of the class or activity to prepare the study area.
- Documentation verifying an illness or demonstrated participation in a sanctioned event is required.
- Students must report on the designated Google forms link documentation of absence and email the instructor of record.
- In the event of an absence (excused or unexcused) or tardiness, the student is responsible for all class or activity content. The instructor has no obligation to give make-up examinations, labs, or to review content missed by the student as the result of an unexcused absence.
- Contact the IOR to discuss taking any examination missed during an absence due to an illness or major life event.
- If an immediate family member dies, please inform Trine University by contacting the MPAS Program Administrative Assistant (260-702-8060) and the Academic Affairs Office (260-665-4533). The University will excuse the student from class for up to one week. Upon return, the student is responsible for completing coursework.

Equal Opportunity / Anti- Harassment

Trine University remains committed to cultivating diversity, inclusion, and fairness. As a leading private institution of higher education, Trine fosters a culture of understanding, growth, and inquiry; values the diverse qualities of its students, faculty, and staff; promotes an inclusive environment free of discrimination and intolerance; and welcomes everyone.

Trine will not allow discrimination and will continue to grant admission and provide educational opportunities without regard to race, age, disability, gender, gender identity, sexual orientation, marital status, national origin, religion, or veteran status. The culture of Trine University dictates that these same standards of acceptance apply to all students, faculty, staff, alumni, and community members.

Anti-Harassment

Trine University believes that discrimination and harassment in any form constitutes misconduct that undermines the integrity of the University. Trine University prohibits discrimination and harassment that is sexual, racial, or religious in nature, or that is related to anyone's gender, national origin, age, sexual orientation, gender identity, pregnancy, disability, genetic information, or veteran status. This policy applies to all students, faculty and staff throughout the organization and all individuals who may have contact with any student for business reasons, such as vendors or customers.

Generally, harassment is unwelcome verbal statements or physical conduct that is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive. Harassment may include a variety of subtle and obvious behaviors and may involve individuals of the same or different gender or having the same protected characteristics.

If you feel that you have experienced or witnessed discrimination or harassment, you should immediately notify the Vice President of Student Affairs /Dean of Students. Trine University will promptly and thoroughly investigate the complaint and, when applicable, take appropriate remedial action. All complaints will be handled confidentially, to the extent possible. No action will be taken against anyone who makes a good faith report of behavior believed to violate this policy. Retaliation against any student for reporting a complaint or participating in an investigation is strictly prohibited.

Student Grievance Procedure (A1.02i, A3.15)

The MPAS Program follows the University's procedures for filing grievances.

Student Mistreatment

The Brooks College of Health Professions (BCHP) strives for an environment that is respectful of all community members and does not tolerate mistreatment of students. Mistreatment of PA students by any Program or instructional faculty (including preceptors), staff (including at clinical sites), or another student will not be tolerated. The Student Mistreatment policy and procedures are in place to provide PA students with allegations of student mistreatment a formal process for resolution.

Definition of Mistreatment:

Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Mistreatment includes, but is not limited to, students:

- Being treated in a manner that a reasonable person would find belittling, humiliating, insulting, or disrespectful under the circumstances.
- Being subjected to discrimination

- Being subject to or requested to engage in an unprofessional relationship.
- Being subjected to an abuse of authority, and abusive and/or intimidating behavior
- Being subjected (directly and/or indirectly) to offensive sexist, racist, or ethnically offensive remarks, advances, or names
- Being required to perform inappropriate personal services.

Allegations of student mistreatment concerning any violations within the scope of the University's Title IX policy must be handled in accordance with Title IX policy and should be reported to the Title IX Coordinator and/or a Deputy Title IX Coordinator.

Trine University is committed to providing a safe and non-discriminatory learning, living, and working environments for all members of the University community. In accordance with the provision of Title IX of the Higher Education Amendments Act (Title IX), the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities.

The University also does not tolerate discrimination or harassment on the basis of any other characteristics protected by law including race, color, national or ethnic origin, religion, age, disability, or veteran status. In the administration of any of its education programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment.

The University has designated Ms. Jamie Norton as its Title IX Coordinator, and as the person to whom questions, concerns, or complaints regarding Title IX and the University's non-discrimination policies should be directed. Ms. Norton may be contacted as follows:

Jamie Norton
 Assistant Vice President for Human Resources
 Trine University
 Shambaugh Hall, Room 322
 Angola, IN 46703
 260.665.4847
nortonj@trine.edu

The University has also designated the following persons as Title IX Deputy Coordinators to whom questions or complaints may be directed:

Cisco Ortiz
 Vice President for Student Affairs / Dean of Students
 Trine University
 University Center – Office of Student Affairs
 Angola, IN 46703
 260.665.4206
ortizf@trine.edu

Jacqueline Delagrange
 Assistant Professor
 Trine University
 Angola, IN 46703
 260.665.4187

delagrangej@trine.edu

Stephanie George
Director of Human Resources
Trine University
Shambaugh Hall, Room 322
Angola, IN 46703
260.665.4991
georges@trine.edu

Evan Gustin
Associate Dean of Students Services
Trine University
University Center – Student Services
Angola, IN 46703
260.665.4136
gustine@trine.edu

Mike Black
Dean of Students of Student Success
Trine University
University Center – Student Success
Angola, IN 46703
260.665.4171
blackm@trine.edu

Students who believe they have experienced or witnessed mistreatment should report such behavior to the Associate Program Director or the DCE and/or Program Director for investigation, summary of the conclusion, and resultant action. The report should next be shared with the Program Director and the Dean of the Brooks College of Health Professions. All allegations of student mistreatment will be reviewed and then directed to the appropriate team (Human Resources, VP Student Affairs, Title IX, etc.) for further review.

If the Associate Program Director or Program Director are the object of the complaint, reports of allegations of student mistreatment should be reported to the Dean of the Brooks College of Health Professions who will attempt to resolve the dispute. If the Dean for the College of Health Professions is the object of the complaint, the Vice President for Academic Affairs (VPAA) will attempt to resolve the dispute.

Students maintain their right to due process by filing all complaints and grievances against the college or program faculty or staff through procedures outlined on the Student Grievance Procedure webpage. Visiting students will operate under the same procedure.

If a student feels that a complaint has not been resolved at the program level, refer to policy below.

Filing a Complaint about the Program to its Parent Institution

Students are encouraged to voice concerns they have and should attempt, in the first instance, to resolve a concern by using a direct and informal approach. Concerns may be addressed with the support and involvement or intervention of university faculty and/or staff members. It is

advisable to voice concerns as soon as possible and to seek informal resolution, if possible. If, however, a student feels that a complaint has not been dealt with satisfactorily he/she should use the appropriate process to have the issue addressed and are encouraged to submit a Formal Complaint Form. Further information related to academics can be found in the Trine University Course Catalog [Academic Grievance Procedure](#).

Students who are not satisfied with the results of the complaint process can contact the Indiana Commission for Higher Education or Higher Learning Commission. Contact information and links are provided on the [Student Grievance Procedure](#) webpage.

Mental Health Services/Confidential Options in Brief

Victims/survivors have many options that can be pursued simultaneously, including one or more of the following:

Trine-Parkview Counseling Services:

Student Assistance Program for BCHP Students

Free and Confidential Mental Health Counseling

Call to schedule appointment: 260.266.8060

You can choose between 3 options for your convenience:

1. In-person sessions on-site at BCHP (available Fridays)
2. In-person sessions at EAP/SAP office (available Monday thru Friday): 3948 New Vision Drive, Suite E, Fort Wayne, IN 46845 (Located by PRMC)
3. Virtual sessions via TEAMS platform (available Monday thru Friday)

After-hours mental health emergency, please contact the Parkview crisis line at 260.446.1867 to speak with a counselor after hours

Student Health Services (A1.04, A3.09)

Trine University Campus Health Center at the main campus in Angola is available for Trine MPAS students. Student Health Services, in collaboration with Cameron Memorial Community Hospital, provides healthcare for students, faculty, and staff.

Most services provided within the Campus Health Center are free to students, faculty, and staff. This excludes specialty services (Cameron Psychiatry, etc.) If a student is referred to outside services or testing, they are responsible for the resulting charges. These outside services may include ER/Urgent care visits, ambulance transport, prescriptions, blood tests, x-rays, etc.

Trine MPAS students are not permitted to seek medical advice or treatment from any faculty member or clinical preceptor, except in emergency situations.

Laboratory and Classroom Use Policy (A1.01g, C1.01a)

Faculty encourage students to practice PA competencies whenever possible. However, ensure safety when using equipment or techniques outside of class. For safety, students should work in groups of at least two if arriving or staying after dark.

A student must practice the following procedures and precautions for the use of lab, classroom, and equipment:

- Students may not utilize any equipment other than equipment relating to past or current study, or for approved research endeavors.
- Students must receive training on all equipment relating to the course of study or for approved research endeavors.
- Students may only practice on one another following guidelines to minimize accidents and errors.
 - Students can serve as a "check system" for each other, thereby minimizing accidents relating to errors.
- Students will clean up after themselves and must leave their spaces neat and organized so that others can readily use them.
- Under no circumstances is treatment to be provided for a pathological condition.
- If a student thinks a situation exists that may be exempt from one or more of the rules noted above:
 - The circumstances must be described, and approval must be obtained prior to exercising the exemption.
 - Approval will be granted by a responsible faculty member and by the MPAS Program Director.

The MPAS Program requires student compliance with the Classroom and Laboratory Use Policy. Failure to comply with the policy may result in disciplinary action and referral to the SSC.

Professional Use of Electronic Devices/Technology (A1.09)

Students must use electronic devices for educational purposes only, ensuring they are silenced during classes, clinical rotations, and meetings to avoid disruptions. Adherence to HIPAA regulations is mandatory to protect patient confidentiality; recording, photographing, or transmitting patient information without permission is prohibited. Communication through emails and messaging apps should be professional and timely. On social media, maintain professionalism and refrain from posting content that could violate patient privacy or reflect poorly on the MPAS Program or Trine University. Secure your devices with strong passwords and report any loss or theft immediately. Obtain permission before using devices in clinical settings and follow specific site guidelines. Use devices respectfully to avoid distractions during exams and assessments and return any borrowed devices in good condition. Failure to comply with these guidelines may result in referral to the SSC.

Social Media Policy

Trine MPAS students must use social media responsibly and professionally, representing themselves and Trine University positively. Adhere to HIPAA regulations, avoiding the sharing of any patient information or clinical details. Maintain a respectful tone, refrain from posting inappropriate or offensive content, and respect others' privacy and opinions. Separate personal and professional accounts, using privacy settings to manage personal information. Clearly state that your views are your own and not those of the Trine MPAS Program or Trine University. Protect your accounts with strong passwords and follow all relevant laws and university policies. Violations may result in disciplinary action, including referral to the SSC and potential impact on academic standing.

AI Use Policy

Artificial Intelligence (AI) tools and software may be used for certain assignments and projects in this course, as specified by the instructor. AI-approved assignments will be clearly

designated (e.g., listed in the syllabus, marked on the assignment sheet, and announced in class). If students use an AI tool on an approved assignment, students must give credit to the AI tool for their work. It is the student's responsibility to verify any information from AI tools.

If AI use is suspected without proper attribution in submitted work, the faculty member will communicate with the student. The goal of this communication will be to identify the student's intentions, provide guidance on adhering to the policy, and support the student's learning and improvement. This approach ensures fairness and protects both the student and faculty member from potential misunderstandings or unjust accusations. If a student uses AI in an unauthorized manner, the behavior may be considered academic misconduct.

Acceptable AI Uses:

- Employing AI to create flashcards or quizzes for studying.
- Using AI as a tutor to explain difficult concepts or provide additional practice problems.
- Applying AI to create examples that explain complex course concepts.
- Using AI as a brainstorming partner to generate topic ideas for essays, projects, or presentations.
- Utilizing AI tools to improve the grammar, spelling, and style of written work.
- Using AI to summarize articles, textbooks, or research papers for study purposes.
- Employing AI tools to help locate relevant sources or data for assignments.
- Employing AI tools to analyze large datasets for research projects.
- Applying AI to assist in planning and managing timelines for group projects.

Unacceptable AI Uses:

- Harnessing AI as a reviewer that suggests ways to expand or refine content in drafts.
- Using AI to help design slides or visual aids for presentations.
- Employing AI to help structure an outline for an assignment or research paper.
- Using AI to provide preliminary feedback on drafts before submission.
- Using AI to write entire essays, reports, or other assignments.
- Employing AI to answer questions during online or take-home exams.
- Submitting AI-generated content as one's own work without proper attribution.
- Relying on AI to construct arguments or critical analyses for assignments.
- Using AI to complete homework or problem sets without attempting to learn the material.
- Employing AI to create fake data for research projects.
- Generating fake or incorrect citations using AI tools.
- Using AI to write fake peer reviews or evaluations.
- Using AI to coordinate answers or strategies among students during individual assignments.

Student Resources (A1.04)

Academic Success Center

Students also have access to Trine's Academic Success Center (ASC), with a variety of services to assist you. Learn more about the [Academic Success Center](#).

Employment/Career Services

The [Employment Resource Career Center](#) provides support for career placement providing information for all aspects of employment. Career coaches provide resources and job skills

training including skills assessment, building resumes, cover letters, portfolios, and other career documents, preparing for an interview, evaluating job offers, and networking. Career Services can meet with you in person, via phone call, or virtually.

IT Services

Trine's Information Technology Services (ITS) is available to assist you with your technology needs. Contact 260-665-4275 or help@trine.edu. You may also visit the [ITS support page](#) which includes FAQ and a system for reporting technology-related issues.

Library Services

A librarian is assigned to the Brooks College of Health Professions (BCHP) and is available on-site Monday through Friday from 8:00 a.m. to 4:30 p.m. The librarian's office 105 is located within the health professions library on the BCHP campus. She is available for drop-ins when not otherwise engaged or by appointment through a Book-A-Librarian module. Appointments for test proctoring can be made using the booking module linked above.

The library resources are available online: <https://www.trine.edu/library/index.aspx>

Technology and Equipment

The library offers loaner laptops, large-format printing, laminating, and binding services, as well as the BCHP Anatomage table.

Other Library Resources

- [AMA \(11th edition\) Citation Guide](#)
- [Evidence-Based Practice in Healthcare](#)
- [Health Sciences Literature Review](#)
- [PANCE Prep](#)
- [Physician Assistant](#)
- [Physician Assistant Library - Clinicals](#)
- [Physician Assistant Library - Didactic](#)
- [Research Methods for the Health Sciences](#)
- [Rosh Review](#)
- [StatPearls](#)
- [Up To Date](#)

Multicultural Student Organization

The mission of the Multicultural Student Organization is to support and advance the University's commitment to cultural diversity.

All students are invited to participate in the Multicultural Student Organization. MSO brings together diverse populations to provide cross-cultural exchanges and myriad of cultural and educational opportunities.

We are committed to developing the whole student and expanding the student experience beyond the classroom.

The vision of MSO is to promote and enhance cultural awareness, and to prepare students to live and work in an increasingly diverse and global society. More information can be found by following the link: <https://www.trine.edu/campus-life/clubs-organizations/multicultural-student-organization.aspx>

Writing Support Services

The [Amy Salyer-Nicholls Writing Center](#) offers graduate students support from writing specialists for any writing task at any stage. Schedule an appointment at the link: <https://www.trine.edu/write/>

Student Financial Responsibility Policy

During the orientation process you will sign the following form acknowledging that you have read and will adhere to the Student Financial Responsibility Policy.

1. When a student registers for any class at Trine University or receives any service from Trine University they accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of their registration and/or receipt of services. Student is expected to pay all assessed tuition, fees and other associated costs by the published or assigned due date; and failure to do so may result in their classes being dropped. Student account information is available on myPortal.
2. A fee of \$30 will be charged to the student for any returned payments.
3. If students drop or withdraw from some or all of the classes for which they register, they will be responsible for paying all or a portion of tuition and fees in accordance with the terms and conditions of the published tuition [refund schedule](#). The failure to attend class or receive a bill does not absolve a student of the financial responsibility as described above.
4. The return of any financial aid funds will follow the federal, state and university regulations and guidelines as stated in the Financial Aid Section of the University Student Handbook and Course Catalog.
5. If a student loses financial aid from federal, state or institutional sources due to failure to maintain satisfactory academic progress, withdrawal, dismissal from the University, or any other reason prior to the end of an academic semester, they are still obligated to pay the outstanding balance on their account. If eligible, a student may appeal the loss of financial aid, but they are still responsible for paying the balance due on their student account.
6. If a student fails to pay their student account bill or any monies due and owing Trine University by the scheduled due date, Trine University will charge a \$25 late fee per month and place a financial hold on their student account, preventing them from registering for future classes, requesting transcripts, or receiving my diploma. If the student fails to pay their student account bill by the due date, it may result in dismissal from the University.
7. If a student fails to pay their student account bill or any monies due and owing Trine University by the scheduled due date and fails to make acceptable payment arrangements to bring their account current, Trine University may refer their delinquent account to a collection agency. Students are responsible for reasonable collection fees up to 40%, attorney fees, and court costs, without relief of evaluation and appraisal law, to collect any outstanding balance on their account. Finally, a student's delinquent account may be reported to one or more of the national credit bureaus.
8. Trine University's Business Office/Student Accounts uses e-mail as an official method of communication with students, and therefore they are responsible for reading the e-mails they receive from Trine University on a timely basis.
9. Students are responsible for keeping Trine University records up to date with their current physical address, email addresses, and phone numbers by following the procedures on myPortal. Upon leaving Trine University for any reason, it is their responsibility to provide Trine University with updated contact information for continued communication regarding any amounts that remain due.
10. Trine University is bound by the Family Educational Rights and Privacy Act (FERPA) which prohibits Trine University from releasing any information from a student's education record without written permission. Therefore, if a student wants Trine University to share information from their education record with someone else, they must give permission to the Business Office/Student Accounts at Trine University. Student may revoke their permission at any time by notifying the Business Office/Student Accounts.

11. Trine University may terminate or temporarily suspend performance of any part of this policy, without notice, in the event Trine University's obligations and/or duties under this policy are prevented or delayed, either directly or indirectly, by consequence of a Force Majeure Event. A Force Majeure Event means a cause or event beyond the reasonable control of Trine University, including, but not limited to, an act of God, natural disaster, act of war, act of terrorism, or act of the public enemy; national emergency, moratorium, riot, public protest, or demonstration; flood, tidal wave, fire, explosion, bomb detonation, nuclear fallout, windstorm, tornado, hurricane, sinkhole, earthquake, or other casualty, disaster, or catastrophe; epidemic, pandemic or other infectious disease, or other similar causes; any existing or future laws or acts of the Federal or any state government (including specifically, but not exclusively, any orders, rules or regulations issued by any official or agency of any such government) resulting in a complete or partial shutdown; or any other cause or causes (whether or not similar in nature to any of those specified above) beyond Trine University's reasonable control, irrespective of whether such contingency is specified herein or is presently occurring or anticipated.
12. In the case of a Force Majeure event, Trine University reserves the right to determine how and by what method educational instruction will be provided to the student. Educational instruction may be provided through methods consistent with Trine University's philosophy, as practicable under the circumstances, and at locations removed from the regular instructional rooms or buildings, including virtual instruction. Trine University assumes no responsibility or liability for failure to perform any terms or conditions of this policy due to circumstances beyond its control. No refund, recompense, or compensation is provided for tuition of fees and/or financial aid in the event Trine University must change its method of instruction, suspend or close due to a Force Majeure Event, nor retribution for discomfort.
13. Trine University shall not be responsible for any failure to provide educational programs or instruction in the event Force Majeure conditions exist. In such event, Trine University shall not be obligated to refund any amount the student already paid pursuant to this policy.
14. Nothing in this policy shall be construed to relieve the student of his/her payment obligations under this policy or waive any right or claim of Trine University for payment under the terms of this policy.

By my signature, I acknowledge that I have read, understand, and agree to the Student Financial Responsibility policies and terms as outlined and defined in this agreement.

Student Name Printed

Signature

Date

Student Handbook Acknowledgement Form

By signature, I am indicating that I have read and will adhere to the policies and procedures explained in the Student Handbook.

Student Name Printed

Signature

Date

Appendices
[Guidelines for Ethical Conduct for the PA Profession](#)