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PROGRAM FACULTY AND STAFF CONTACT INFORMATION

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ACCREDITATION

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Hofstra University Physician Assistant Program sponsored by Hofstra University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

MISSION, VISION, VALUES AND GOALS OF THE HOFSTRA NORTHWELL DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Program Mission

The mission of the Hofstra Northwell Department of Physician Assistant Studies is committed to the interprofessional development of Physician Assistant leaders who demonstrate clinical excellence, compassion, and the promotion of health to the diverse communities they serve.

Program Vision

The vision of the Hofstra Northwell Department of Physician Assistant aspires to be an innovative global leader in the preparation of the next generation of Physician Assistants.

Program Values

- **Life-long Learning**

The program is committed to promoting the ongoing professional growth and betterment of clinical practice through self-directed learning activities.

- **Innovation**

We facilitate learning with a multimodal approach that is creative, interprofessional, collaborative, and student-centered using the most advanced medical resources and technologies that will provide the student with the tools for life-long learning.

- **Collaboration**

The program is committed to fostering a learning environment where students partner with members of an interprofessional healthcare team to promote excellence in patient-centered care.

- **Compassion**

We embrace a patient-centered, caring, empathetic approach to the delivery of healthcare.

- **Excellence**

We are committed to preparing clinically competent Physician Assistants that excel in their ability to critically think and problem solve in order to provide comprehensive patient care.

- **Leadership**

We inspire our students and faculty to positively influence their professional, institutional, and patient care communities.

- **Diversity**

We instill awareness of and respect for individual cultures by educating our students on the importance of understanding the unique needs of a diverse patient population.

- **Professionalism**

We challenge our students to become exemplary Physician Assistants by exhibiting respect, integrity, honesty and ethical behavior in all circumstances.

- **Scholarship**

We foster an environment that encourages the use of evidence-based medicine in clinical practice. We also promote the student and faculty's contributions to the advancement of scientific knowledge for the betterment of the profession.

Program Goals

- Train competent physician assistants qualified to practice evidence-based medicine.
- Develop competence in oral and written communication skills.
- Provide the skills necessary for life-long learning.
- Express professionalism through respectful, compassionate and responsive interactions with patients, peers and supervisors.
- Instill pride in the physician assistant profession.
- Reinforce collaborative learning and working styles needed in order to participate in the team approach to medicine.
- Encourage the assumption of leadership roles within the profession and community.
- Inspire a desire among physician assistants toward service with underserved communities out of the mainstream of health care delivery.

GRADUATE FUNCTIONS AND TASKS

Graduates of the Hofstra University Physician Assistant Program will be expected to demonstrate competence in the following functions and tasks:

Medical knowledge

- Determine the etiologies, risk factors, and epidemiology for medical conditions.
- Identify signs and symptoms of medical conditions.
- Elicit a detailed medical history, perform appropriate physical examination, and accurately record all pertinent data.
- Identify and formulate an appropriate assessment and management plan.
- Select and interpret appropriate diagnostic or lab studies.
- Identify pharmacologic agents and other relevant treatment modalities as they relate to general medical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions.
- Determine the normal and the abnormal in anatomy, physiology, laboratory findings, and other diagnostic data

Graduates will demonstrate competence by the successful completion of the following:

- Didactic coursework; specifically, Human Anatomy, Physiology, Physical Diagnosis I & II, Medicine I, II, and III, Pharmacy I, II, and III, Epidemiology, Preventative Medicine, Correlative Medicine and Diagnostic Modalities.
- Supervised clinical practice experiences (rotations).
- Successful completion of summative examinations

Interpersonal & communication skills

- Use effective interviewing skills to elicit a detailed history.
- Use effective basic counseling and patient education skills.
- Work collaboratively as a member of interprofessional healthcare team.
- Accurately and adequately document medical information.
- Effectively complete oral presentations.

Graduates will demonstrate competence by the successful completion of the following:

- Didactic coursework; specifically, Physical Diagnosis I and II, PA and Society, Correlative Medicine and Health Psychology.
- Supervised clinical practice experiences (rotations).
- Successful completion of summative examinations

Professional behaviors

- Demonstrate empathetic and respectful behaviors.
- Exhibits reliability and dependability.
- Exhibits an understanding of the physician assistant profession.
- Demonstrates and identifies appropriate ethical behavior and attitudes.

Graduates will demonstrate competence by the successful completion of the following:

- Didactic coursework; specifically, PA and Society and Health Psychology.
- Supervised clinical practice experiences (rotations).
- Successful completion of summative examinations.
- Successful completes professional development evaluations.

Clinical reasoning and problem solving ability

- Utilize critical thinking and problem solving skills to identify and manage medical conditions.
- Synthesize and analyze clinical data correctly.
- Locate, appraise, and apply evidence from scientific studies

Graduates will demonstrate competence by the successful completion of the following:

- Didactic coursework; specifically, Physical Diagnosis I & II, Medicine I, II, and III, Evidence Based Medicine, Research Design and Analysis, Research Project, and Correlative Medicine.
- Supervised clinical practice experiences (rotations).
- Successful completion of summative examinations

Technical Skills

- Performs procedures safely and at an appropriate skill level.
- Identifies the indications and contraindications of technical procedures.

Graduates will demonstrate competence by the successful completion of the following:

- Didactic coursework; specifically, Diagnostic Modalities.
- Supervised clinical practice experiences (rotations).

HOFSTRA UNIVERSITY

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Technical Standards

A physician assistant student must possess a number of abilities and skills. The use of a trained intermediary is not acceptable in many clinical situations in that it implies that a candidate's judgment must be mediated by someone else's power of selection and observation. Therefore, each student must be able to:

- Observe a patient accurately, at a distance and close at hand, with or without standard medical instrumentation.
- Acquire information from written documents and to visualize information as presented in images from paper, film, slides or video.
- Comprehend X-ray, EKG and other graphic images with or without assistive devices.
- Speak, hear and observe patients by sight in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication.
- Communicate effectively with patients and their families in both written and oral modalities.
- Possess motor skills necessary to perform palpation, percussion, auscultation and other diagnostic and therapeutic maneuvers, basic laboratory tests and emergency therapeutic procedures, including airway management, placement of intravenous catheters, cardiopulmonary resuscitation, application of pressure to control bleeding, and suturing of wounds.
- Measure, calculate, reason, analyze, integrate, synthesize and comprehend three-dimensional relationships and understand spatial relationships of structures according to standard medical care.
- Exercise good judgment and complete all responsibilities attendant to the diagnosis and care of patients promptly. Develop mature, sensitive and effective relationships with patients.
- Tolerate physically taxing workloads, function effectively under stress, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the practice of clinical medicine.

Where a candidate's ability to observe or acquire information through sensory modalities is compromised, the candidate must demonstrate alternate means and/or abilities to acquire and demonstrate comprehension of essential information. Costs of necessary accommodations should be reasonable and will be properly borne by the University when not the responsibility of the student or otherwise funded. Students wishing to receive reasonable accommodations must first follow all registration procedures through Student Access Services.

HOFSTRA'S POLICY ON DISABILITY

If you believe you need accommodations for a disability, please contact Services for Students with Disabilities (SSD). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University. Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SSD is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate. Since accommodations may require early planning and are not retroactive, please contact SSD as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course.

For more information on services provided by the university and for submission of documentation, please contact the Office of Services for Students with Disabilities, 212 Memorial Hall, 516-463-7075.

GUIDELINES RELATED TO ABSENCES FOR RELIGIOUS OBSERVANCES

Hofstra University recognizes that students and/or faculty may from time to time miss class due to religious observances. Students who anticipate missing class for this reason should notify faculty members in advance. Likewise, faculty members who anticipate missing class for religious observance should notify students in their classes.

As per Faculty Policy Series 12 (B):

“No student shall be expelled or refused admission to Hofstra University because he or she is unable to participate in any examination, study or work requirement because of his or her religious obligations and practices. However, all students are expected to complete all assignments and examinations. It is understood that no adverse or prejudicial effects shall result to any student who avails him or herself of religious observances. The University, faculty, and student shall work together to achieve a reasonable accommodation concerning any conflicts between educational and religious obligations.”

Faculty will publish notice of this policy in their syllabi and announce it during the first week of each semester, and will further make reasonable efforts to avoid scheduling exams and/or due dates of assignments that would otherwise interfere with religious observances of students.

Additionally, in accordance with New York State Law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of that absence on any particular day or days.

CURRICULUM DESIGN

OVERVIEW

The direct-entry program is designed to provide students with the opportunity to earn both a baccalaureate and Master of Science degree in physician assistant studies (dual BS/MS degree). It is divided into two parts: the undergraduate, or “pre-professional” phase, and the graduate, or “professional” phase. The pre-professional phase is three years (six semesters). The professional phase is 28 months including two summers (seven semesters). From start to finish, the entire curriculum is completed in five and one half years.

THE PRE-PROFESSIONAL CURRICULUM

The **direct entry pre-professional phase** is similar to any rigorous undergraduate course of study. The curriculum includes all of the Hofstra University general education and distribution requirements necessary to earn a baccalaureate degree, as well all pre-requisites to begin the physician assistant program. These requirements must be completed in three years. If desired, a student may choose a dual major such as chemistry, biology, or psychology.

Students who enter the direct-entry program together are called a cohort. Each year there are cohorts of freshmen, sophomores and juniors.

THE PROFESSIONAL CURRICULUM

The professional curriculum is divided into didactic, clinical, and research phases.

DIDACTIC PHASE

The didactic phase is one full year in length and includes a summer semester. It is comprised of classroom and laboratory instruction in basic science, behavioral science and clinical medicine. As much as possible, the curriculum is integrated so that students study aspects of an organ system in several courses at the same time. For example, diseases of the lung might be studied jointly in Medicine, Human Anatomy, and Physical Diagnosis. The course load during the didactic year may include up to seven courses per semester.

CLINICAL PHASE

The clinical phase is one full year in length and includes a summer semester. The clinical year is comprised of eight six-week clerkships. Mandatory clerkships include: internal medicine, pediatrics, obstetrics and gynecology, psychiatry, family medicine, emergency medicine, and surgery. In addition to the mandatory clerkships, there is also one elective. Clerkships are completed off campus in various clinical settings such as hospitals and private offices. Some rotations will require students to work during weekends, holidays, overnight, or late into the evenings. Students return to campus for “call back” days at the end of each clerkship. These day-long sessions consist of oral presentations, end of rotation examinations, and special lectures related to clinical medicine.

RESEARCH PHASE

The research phase is one semester in length and includes courses in Epidemiology, Research Design and Analysis, and Research Project. During this phase, students learn to synthesize didactic and clinical knowledge and collaborate with a community organization in completing a research project assessing a specific dimension of health at the population level. The Epidemiology course explores issues related to health and illness within

communities rather than individuals. The Research Design and Analysis course provides the framework in which data can be analyzed and presented. The Research Project is a culmination of the research curriculum, and a summation of cumulative knowledge gained in medical science, health care objectives, and community-based health care. Using skills learned, students will collaborate with a community organization and complete a Master's thesis assessing a specific dimension of health at the population level. The project will culminate with a formal research paper and poster presentation of significant findings. Students will present their research to their peers, professors, and the scientific community in a conference-style setting.

PROGRAM CURRICULUM

Advanced placement (AP), International Baccalaureate (IB) or college credit will not be applied to direct entry courses that begin with BIO, CHEM or MATH.

Pre-Professional Phase: 85 Credits

First Year: Fall Semester

14 credits

Composition	3 credits	WSC 001
Animal Form and Function	4 credits	BIO 012
General Chemistry I with Lab	4 credits	CHEM 003A, 003B
Language Level 1	3 credits	

First Year: Spring Semester

15 credits

Composition	3 credits	WSC 002
Introductory Cell Biology and Genetics	4 credits	BIO 011
General Chemistry II with Lab	4 credits	CHEM 004A, 004B
Physician Assistant Seminar I	1 credits	PHA 101
Language Level 2	3 credits	

Second Year: Fall Semester

13 credits

Foundations of Organic Chemistry	4 credits	CHEM 135
Genetics	3 credits	BIO 135
Any LT distribution course	3 credits	
Language Level 3	3 credits	

Second Year: Spring Semester

15 credits

Cell Biology	3 credits	BIO 137
Biostatistics, Statistics or Statistics in Sociology	4 credits	BIO 100 or PSY 040 or SOC 180
Physician Assistant Seminar II	1 credits	PHA 102
Any HP distribution course	3 credits	
Human Anatomy and Physiology I	4 credits	BIO 103

Third Year: Fall Semester

15 credits

Microbiology: Immunity and Infection	4 credits	BIO 025
Precalculus or Analytic Geometry and Calculus	4 credits	MATH 050 or 071
Human Anatomy and Physiology II	4 credits	BIO 105
Any BH distribution course	3 credits	

Third Year: Spring Semester

14 credits

Human Physiology	4 credits	BIO 140
Fundamentals of Biochemistry or Bio-Organic	3 credits	BCHM 162 or BCHM 163

Chemistry of Metabolism		
Any CC distribution course	3 credits	
Any AA distribution course	3 credits	
Physician Assistant Seminar III	1 credits	PHA 103

Professional Phase: 79 Credits

Fourth Year: Fall Semester	16 credits	
Anatomy	4 credits	PHA 223
Physical Diagnosis I	2 credits	PHA 215
Pharmacology I	2 credits	PHA 217
Physiology	4 credits	PHA 212
Medicine I	4 credits	PHA 224

Fourth Year: Spring Semester	15 credits	
Health Psychology	2 credits	PHA 216
Physician Assistant and Society	2 credits	PHA 200
Pharmacology II	2 credits	PHA 221
Physical Diagnosis II	2 credits	PHA 220
Medicine II	4 credits	PHA 225
Evidence-Based Medicine	2 credits	PHA 202
Preventative Medicine	1 credit	PHA 235

Fourth Year: Summer Semester	13 credits	
Pharmacology III	2 credits	PHA 234
Diagnostic Modalities	2 credits	PHA 219
Medicine III	7 credits	PHA 227
Correlative Medicine	2 credits	PHA 233

Fifth Year:		
Fall, Spring and Summer Semesters (Clerkships)	27 credits	
Family Medicine	4 credits	PHA 250
Internal Medicine	4 credits	PHA 255
OB/GYN	3 credits	PHA 260
Surgery	3 credits	PHA 265
Emergency Medicine	4 credits	PHA 270
Pediatrics	3 credits	PHA 280
Psychiatry	3 credits	PHA 285
Elective	3 credits	PHA 290

Research Semester: Fall Semester	8 credits	
Epidemiology	2 credits	PHA 218
Research Design and Analysis	3 credits	PHA 301
Research Project	3 credits	PHA 302

Curriculum Total	165 credits
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AWARDING OF A BACCALAUREATE DEGREE

Students who complete 126 semester hours of course work and all Hofstra University undergraduate degree requirements are eligible for the B.S. degree. This generally occurs at the end of the didactic year. However, students are not eligible either to sit for the PANCE exam or to receive the M.S. degree until all requirements for the M.S. degree are fulfilled, including completion of the professional phase of the program.

TUITION

Students will pay undergraduate tuition until they have completed at least 126 s.h. All additional coursework will be billed at graduate tuition rate. Most students reach this point at the end of the fourth year.

PRE-PA MEETINGS

The first meeting will be a pre-PA freshman orientation and is held in the fall semester. Pre-PA program meetings are typically held once per academic year. All meetings are mandatory. Some meetings occur with all three cohorts, and some with individual cohorts. Meetings are social events which provide an opportunity for students to raise questions and concerns, and to interact with other students and faculty. Meetings may focus on program policy review, study strategies, time management skills, or other aspects of the PA program.

PA CLUB

The PA club is open to all students in the University and focuses on PA and health related awareness. Club members provide community service, and have the opportunity to network with fellow students. The Program faculty supports this club, and encourages all Pre-PA students to join.

STUDENT ADVISEMENT

Each student is assigned a faculty advisor who is available for counsel on matters concerning academic curricular changes, performance, professional behavior, or personal issues. The faculty advisor for your cohort is Dr. Robert Seagull, 516-463-5267, Gittleson 010, Robert.W.Seagull@Hofstra.edu. Student advisement will occur at a minimum once each semester. A checklist delineating the plan of study is followed by the student and advisor. It is the student's responsibility to assure all required courses are being taken. Should a student want to make a curricular change, he or she should contact Dr. Seagull. Problems arising within a particular course should be addressed directly with the instructor, although the advisor may offer assistance as well. If academic difficulty is encountered, the PA Program faculty may request additional advisement sessions. If a student would like to speak with a PA Program faculty member, he/she is encouraged to arrange a meeting and can do so by contacting Mark L'Eplattenier, Associate Director at 516-463-1353 or via email at Mark.s.leplattenier@hofstra.edu.

Personal issues that may impact academic and/or clinical performance may be self-identified by students, or identified by faculty during advisement sessions. Should a student be concerned about a personal matter, he/she is encouraged to contact his/her advisor or the program director. The faculty can facilitate the acquisition of services either within Hofstra University or privately. Student services are available at the Joan and Arnold Saltzman Community Services Center on the South Campus. Additional services can be found elsewhere in the *Guide to Pride*, which is located online at http://www.hofstra.edu/pdf/studentaffairs/DeanOfStudents/commstandards/commstandards_guidetopride.pdf

HEALTH-CARE RELATED EXPERIENCE

As a requirement for entrance into the professional phase of the program, 50 healthcare related hours must be documented. Many types of experiences will qualify, but direct observation of a practicing physician assistant ("shadowing") is highly recommended. Other experiences include volunteering at health-care facilities, or paid employment, such as working as a paramedic or EKG technician. Students are encouraged to both observe the system of health care delivery, and to meet and talk with PAs.

Documentation of health-care experiences must be submitted to the PA Program faculty advisor prior to beginning the professional phase of the program. Documentation should be in the form of a letter, on letterhead from the institution(s), stating the student's name, number of hours and the capacity in which the student worked. Submit a copy of this letter, and keep the original for personal records.

JUNIOR YEAR INTERVIEW

During the junior year direct-entry students are required to attend an interview with the PA Program faculty. The interview is designed to assess the student's readiness for entry to the professional phase of the program. As part of this process, students are evaluated on a 5-point scale in the areas of understanding the PA profession, maturity, professionalism, communication skills and critical thinking skills.

Based on the results of the interview a student may be accepted into the program, further reviewed by an Ad-hoc Committee, or denied entrance to the program.

CALCULATION OF SCIENCE GPA

The science grade point average is calculated using ALL science courses taken beginning with CHEM, BIO, BCHM or PHYS. If a course is repeated, both classes will count in the science GPA calculations. BIO 100 Biostatistics is excluded from this calculation.

RESIDENCY REQUIREMENT

Direct-entry students must complete three years at Hofstra in the pre-professional program before entering the professional phase of the program. Students must complete the entire pre-professional curriculum within three years; i.e. by the end of the spring semester of their junior year. Students must attend Hofstra University for all undergraduate course work.

ACADEMIC INTEGRITY

Cheating and plagiarism are grave infractions of academic and professional ethical behavior and are contrary to the purpose of any educational institution. They must be addressed seriously for student scholarship to have validity. Faculty are required to report all suspicions of academic dishonesty. Faculty may require students suspected of cheating or plagiarizing to confirm the originality of their work. Student breaches of academic standards may be subject to disciplinary or academic action.

HOFSTRA'S POLICY ON ACADEMIC HONESTY

Plagiarism is a serious ethical and professional infraction. Hofstra's policy on academic honesty reads: "The academic community assumes that work of any kind [...] is done, entirely, and without assistance, by and only for the individual(s) whose name(s) it bears." Please refer to the "Procedure for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University" to be found at http://www.hofstra.edu/PDF/Senate_FPS_11.pdf, for details about what constitutes plagiarism, and Hofstra's procedures for handling violations.

PROFESSIONAL INTEGRITY POLICY

TENETS OF PROFESSIONAL CONDUCT

Students must adhere to standards of professional behavior at all times. These standards are the ethical foundation of medical practice and of our integrity as physician assistants. Professional behavior is expressed through respect for instructors, fellow students, patients, preceptors and colleagues. Violation of one of the Tenets of Professional Conduct may result in the need to appear before the Academic Standing Committee. Professional behavior is evaluated throughout the course of study and is also formally evaluated during advisement sessions.

Examples of unprofessional behavior include but are not limited to:

- poor attendance or tardiness;
- multiple excused absences;
- unexcused absences or not following program protocol for notifying program personnel of an absence;
- not following program protocol for reporting lateness or leaving early;
- lack of preparation;
- lack of involvement;
- plagiarism;
- falsifying documents;
- falsifying Typhon procedure or patient encounters;
- inability to accept constructive criticism;
- lack of respect for the rights of patients to competent, confidential service;
- failure to follow protocol, or directions of supervising physician, physician assistant or program faculty;
- performing unauthorized procedures or administering services not permitted by the supervisor, the facility, or the program;
- endangering the health and welfare of any patient;
- violation of the Health Insurance Portability and Accountability Act (HIPAA);
- failure to perform all or part of assigned tasks and responsibilities;
- leaving the clinical setting without permission from the preceptor;
- performing any activity which is beyond the scope of the role of a student;
- failure to identify as a physician assistant student;
- failure to report all observed unethical conduct by other members of the health profession, including other students;
- engaging in conversation with others during a class or lecture;
- leaving the classroom during lectures;
- using personal e-mail, Facebook, or other social media while in class;
- posting inappropriate content on social media platforms or otherwise violating the social media policy;
- connecting on social media with faculty, preceptors or supervisors while a student in this program;

- exhibiting un-truthful behavior;
- lying to preceptor, faculty, or staff;
- failure to submit program evaluations in a timely fashion;
- neglecting to turn off cell phones, texting or talking on a cell phone during class, examinations, meetings, on the clinical site, or during any other professional functions;
- unacceptable dress;
- failure to submit an incident report both to the program and the clinical site;
- using scrap paper other than what is distributed by the program.

PATIENT RIGHTS AND CONFIDENTIALITY

All information regarding a patient's health is privileged information. All students must strictly adhere to each institution's policy governing patient rights and confidentiality and to all federal, state and local regulations. Students must not discuss any information regarding a patient in a manner or location that might reveal the identification of the patient to individuals not directly involved in that patient's care. For this reason, all students must complete HIPAA training and provide proof of completion before entrance to the professional phase of the PA Program. Patient charts, inclusive of progress notes or lab reports, must not be removed from the clinical site by the physician assistant student.

SUGGESTIONS FOR PRE-PROFESSIONAL STUDENTS

The following suggestions can enhance your experience at Hofstra, assure you will be prepared for the professional phase of the program, and increase your chances of success in the program.

- Take higher level math and science courses whenever possible.
- Whenever possible, take 16 credits per semester.
- Develop time-management, study and test-taking strategies.
- Shadow physician assistants.
- Talk with physician assistants and/or current physician assistant students.
- Participate in community service activities.
- Take a minimum of two science courses in the same semester for each semester.
- Earn a grade point average of no less than 3.3 for any one semester.

PROGRESSION FROM THE PRE-PROFESSIONAL TO THE PROFESSIONAL PHASE OF THE PA PROGRAM

Several conditions must be met in order to progress from the pre-professional to the professional phase of the Program:

1. Complete a successful interview during the junior year;
2. Attend Hofstra University for all undergraduate course work;
3. Maintain a minimum semester grade point average of 3.3 for each of the six semesters prior to beginning the PA program curriculum;
4. Achieve a minimum cumulative overall and science grade point average of 3.3 at the end of the spring semester of the junior year;
5. Advanced placement (AP) will not be applied to direct entry courses that begin with BIO, CHEM or MATH;***
6. Follow the prescribed pre-professional curriculum;
7. Complete three years in-residence before entering the professional phase of the program;

8. Meet with a pre-professional science adviser (and the PA program adviser, if appropriate) at least once each semester;
9. Document 50 hours of health care experience.

***In addition to Advanced placement (AP) credit; International Baccalaureate (IB) and college credit will not be applied to direct entry courses that begin with BIO, CHEM or MATH;

Should a student meet all conditions, a space will be reserved in the professional phase of the PA program beginning in his/her senior year.

DEPARTMENTAL ACADEMIC STANDING COMMITTEE (ASC)

The ASC is comprised of PA Program faculty. The purpose of the ASC is to provide help and advice to students who are experiencing academic or professional difficulties. The student may be invited or may request to appear before the committee to discuss the difficulty. Should remediation be required the ASC will notify the student in writing regarding the course of action to be followed. Remediation opportunities may include repeating a course, supplemental course work, tutoring sessions, and/or additional advisement.

ACADEMIC STANDING

Students will receive a letter from the Department of Physician Assistant Studies at the end of the first year of the program, and every semester thereafter during the pre-professional phase of the program. The letter will notify the student of his or her academic standing. Students who do not meet the required grade point average noted above in # 3 will be required to meet with the Academic Standing Committee and be advised of the necessary steps to regain good academic standing. The student will have one semester to raise their grade point average to a 3.3. If the student does not obtain the minimum cumulative and science GPA within one semester, he/she will be dismissed from the direct entry pre-PA program. If the student does not meet the requirement stated in #4, the student will be dismissed from the direct entry pre-PA program.

PRE-PA PROGRAM DISMISSAL

Dismissal from the pre-PA program may result from academic or professional deficiencies. The director of a graduate program shall notify a student of his/her dismissal from that program in writing (certified return receipt requested) within 7 days following the decision to dismiss. The notification shall state the reasons for the dismissal and shall be as explicit as possible. A copy of the letter shall be sent to the appropriate dean, the University advisor, and the Faculty advisor.

Students dismissed from the Pre-PA program have the option of applying to the Master's level PA program as a post-baccalaureate student via the Central Application Service for Physician Assistants (www.caspaonline.org).

Dismissal from the pre-PA program does not indicate dismissal from the University. Students dismissed from the pre-PA program are encouraged to contact their University advisor to plan for completion of a different major at Hofstra. The BA in Natural Science is specifically designed for students who are not successful at completing the pre-PA program.

GRADE APPEAL

According to the University's grade appeal policy (http://www.hofstra.edu/PDF/Senate_FPS_42.pdf), it is the right and responsibility of the faculty to determine student grades at Hofstra University. An instructor's right to determine the grades assigned in his or her classes shall be abrogated only if it is demonstrated (through the procedure below) that a course grade was based on factors other than the student's academic performance in the course. To ensure a fair and expeditious processing of appeals, the following deadlines should guide the entire appeals process:

- Students must contact their instructor with a formal appeal in writing about their final grade no later than three (3) weeks into the subsequent fall or spring semester following the issuance of the grade.
- The instructor must then reply in writing within two (2) weeks.
- If the student wishes to appeal to the Chair, he or she must submit a formal appeal within two (2) weeks of receiving the instructor's reply. If the student does not get a response from the instructor within two (2) weeks, the student may proceed directly to the Chair, also within a two (2) week period.
- The Chair will have two (2) weeks to mediate a resolution.
- If the student wishes to appeal further, he or she must submit an appeal in writing to the Dean within two (2) weeks of hearing from the Chair.
- The Dean shall have three (3) weeks to dismiss, begin mediation or empanel an Ad Hoc Appeals Committee and investigate the appeal.
- By the end of the semester in which the appeal process began, the Ad Hoc Appeals Committee should notify the student, instructor, Chair, Dean, and Provost of its decision.
- The student and instructor then have two (2) weeks to ask for a review by the Provost.

NONDISCRIMINATION POLICY

Hofstra University is committed to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status (characteristics collectively referred to as "Protected Characteristic") in employment and in the conduct and operation of Hofstra University's educational programs and activities, including admissions, scholarship and loan programs and athletic and other school administered programs. This statement of nondiscrimination is in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act, the Age Discrimination Act and other applicable federal, state and local laws and regulations relating to nondiscrimination ("Equal Opportunity Laws"). The Equal Rights and Opportunity Officer is the University's official responsible for coordinating its overall adherence to Equal Opportunity Laws.

PHYSICIAN ASSISTANT ORGANIZATIONS

The American Academy of Physician Assistants (AAPA) and the New York State Society of Physician Assistants (NYSSPA) are instrumental in Physician Assistant Advocacy and are primary resources for information regarding the profession.

American Academy of Physician Assistants

The American Academy of Physician Assistants (AAPA) is the national organization representing physician assistants. The AAPA provides leadership opportunities, works toward improving legislation on a national

level, provides continuing medical education (CME) opportunities and has an abundance of additional resources. Students who join the AAPA are represented in the Student Academy of the American Academy of Physician Assistants (SAAAPA), assuming that they establish a student society within their PA program. Charter societies are represented in two ways: The first is through their regional chairs serving the northeast, southeast, north central, south central and western regions of the country. The second way is through the Student Academy's Assembly of Representatives (AOR) which is a two-day session held during AAPA's annual conference. The AOR establishes Student Academy policy for the coming year by voting on resolutions submitted to the AOR. AOR representatives are responsible for discussing the resolutions with students from their program prior to the conference, debating and voicing the concerns of their fellow students during the conference, and voting on each resolution as the representatives from their PA Program.

In addition to discussing resolutions, the AOR representatives are also responsible for electing the Student Board of Directors (SBOD) for the following year. These student officers will direct the Student Academy activities for the year, based on the guidelines that have been provided to them by the resolutions.

American Academy of Physician Assistants
950 N. Washington St.
Alexandria, VA 22314-1552
(703) 836-2272 ext. 3303. Fax: (703) 684-1924
www.aapa.org

Student dues are \$75. This is a one-time fee that expires four months following your graduation.

New York State Society of Physician Assistants (NYSSPA)

The New York State Society of Physician Assistants (NYSSPA) is the state organization representing physician assistants. NYSSPA provides access to valuable resources, provides scholarship opportunities, sponsors continuing medical education (CME), lobbies to improve state law and regulation for PAs and much more. Students who join NYSSPA are full members and can vote for the student director at large. Student dues are \$75. This is a one-time fee that expires 1 year after graduation.

New York State Society of Physician Assistants
100 North 20th Street, Suite 400
Philadelphia, PA 19103
(877) 769-7722. Fax: (212) 564-2175
www.nysspa.org

DIRECT-ENTRY PROGRAM IN PHYSICIAN ASSISTANT STUDIES

STUDENT HANDBOOK AGREEMENT

Class Entering the Direct-Entry Program in the Fall of 2016
(Policy & Procedural Guidelines)



DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES 2016-2019 Direct Entry HANDBOOK AGREEMENT FORM

September 2016 Edition

The 2016-2019 Direct Entry Physician Assistant Studies Program Student Handbook outlines school-wide and program-specific policies and regulations for Physician Assistant Program students in the direct entry phase of the program. If the student is in doubt about the intent or content of any of the material in this handbook, it is his or her responsibility to initiate a discussion with the Physician Assistant faculty advisor.

I have read and understand the policies, rules and regulations as outlined within the Hofstra University Physician Assistant Program DE Handbook and agree, without reluctance, to abide by them.

NAME (Signature): _____

NAME (Print): _____

DATE: _____