

Chan Family

Master of Science in  
Physician Associate Studies  
(MSPA)

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Student Handbook

2025-2026

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## Purpose (A3.01, A3.02)

The purpose of the *MSPA Program Student Handbook* is to provide clear and detailed information about the MSPA Program, including program expectations, policies, procedures, and important contact information.

This handbook is specific to the MSPA Program and should be used in conjunction with other MSPA handbooks and the *KGI Student Handbook* and *KGI Academic Catalog*. These policies apply to all MSPA students, MSPA Program principal faculty, and the MSPA Program Director regardless of location. A signed clinical affiliation agreement may specify that certain program policies will be superseded by those at the clinical site. The information listed within the *MSPA Program Student Handbook* also does not supersede policies in the *KGI Student Handbook* and *KGI Academic Catalog* except if specifically noted. For full policies, please refer to the *KGI Student Handbook* and *KGI Academic Catalog*.

Each student is responsible for reviewing and acting in compliance with the policies and procedures within the *KGI Student Handbook*, *KGI Academic Catalog*, and the *MSPA Program Student Handbook*. At orientation, each student must sign the MSPA Program Student Handbook and Policy Acknowledgement form, which can be found in Appendix J.

The MSPA Program reserves the right to amend this handbook at any time, as it does not address every situation that may arise. Any revisions to the current policies will be clearly communicated to all students. The most current version of the *MSPA Program Student Handbook* can be viewed at [MSPA Handbook - Keck Graduate Institute \(kgi.edu\)](https://kgi.edu/mspa-handbook).

# KGI Mission and Values

## KGI Mission

Keck Graduate Institute (KGI) is dedicated to enriching society with breakthrough approaches in education and translational research in healthcare and the life sciences.

## KGI Values

Our core values are what we believe and are the reasons why we do what we do at KGI.

- **Transformation:** Change students' lives as well as the biotech and healthcare industries
- **Ethical leadership:** Create a lasting impact in our communities and the world
- **Creativity and curiosity:** Think about problems and solutions differently
- **Connection:** Develop lasting relationships with our alumni, community, and industry, clinical, and research partners
- **Diversity:** Embrace thoughts, ideas, people, communities, and learning
- **Collaboration:** Bring people together to solve real-world problems

# Mission, Vision, and Goals of the MSPA Program

## MSPA Program Mission

The mission of the Master of Science in Physician Associate Studies (MSPA) program at Keck Graduate Institute is to develop high quality physician associates (PAs) who are dedicated to advancing healthcare through leadership, commitment to their communities, and the compassionate care of all populations.

## MSPA Program Vision

The Keck Graduate Institute MSPA program will redefine PA education through transformative teaching, rich clinical experiences, interprofessional collaboration, and leadership training. Our graduates will play an integral role in promoting health equity, shaping the future of healthcare in clinical, administrative, and academic roles.

## MSPA Program Goals

1. Recruit and matriculate a class of uniquely qualified students with varied backgrounds.
2. Provide transformative, student-focused instruction to ensure the academic success of each of our students.
3. Create a team-based environment within Keck Graduate Institute through interprofessional collaboration.
4. Inculcate professional development through didactic instruction, engagement in advocacy efforts, and leadership opportunities.
5. Encourage a strong dedication to serving the needs of all communities with compassion and sensitivity.

# Program Competencies and Learning Outcomes

Upon completion of the KGI MSPA Program, students will have acquired the following program competencies and learning outcomes, which are required for successful entry into PA professional practice. The development of these program competencies and learning outcomes were guided by the AAPA's *Competencies for the Physician Assistant Profession* (revised in 2012), Association of American Medical Colleges' *Core Entrustable Professional Activities for Entering Residency* (2014), PAEA's *Proposed Entrustable Activities for PA Graduates* (2017), and PAEA's *Core Competencies for New Physician Assistant Graduates* (2018). They were also organized to align with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) definition of program competencies.

## Medical Knowledge (MK)

- PL01 – Integrate social, behavioral, medical, and professional practice knowledge into the effective and equitable care of patients across a continuum of ages, populations, and conditions. (MK)

## Interpersonal and Communication Skills (ICS)

- PL02 – Utilize advanced interpersonal and communication skills to interview and elicit a patient history with compassion and sensitivity. (ICS, PROF)
- PL03 – Develop individualized patient education and care recommendations to support patients and caregivers in making informed health decisions. (ICS, MK)
- PL04 – Demonstrate effective oral and written communication with members of the interprofessional healthcare team. (ICS, PROF)

## Clinical and Technical Skills (CTS)

- PL05 – Apply clinical and technical skills to perform an appropriate, patient-centered physical examination and advanced clinical procedures. (CTS, MK)

## Clinical Reasoning and Problem-Solving Skills (CRPS)

- PL06 – Apply an evidence-based medicine approach to the evaluation and management of patients. (CRPS, MK)
- PL07 – Utilize advanced clinical reasoning and problem-solving skills to formulate a logical differential diagnosis. (CRPS, MK)
- PL08 – Evaluate a patient effectively through the proper selection and accurate interpretation of laboratory and diagnostic studies. (CRPS, MK)
- PL09 – Integrate findings from the patient history, physical exam, and diagnostic studies with consideration of social determinants of health to develop a comprehensive, patient-centered management plan. (CRPS, MK)

## Professional Behaviors (PROF)

- PL010 – Demonstrate professional behaviors consistent with the Keck Graduate Institute MSPA program professionalism expectations, including all interactions with patients, caregivers, and members of the interprofessional healthcare team (PROF, ICS)

# Program Accreditation (A3.12a, A1.02k)

The MSPA Program must maintain accreditation with two separate sources: Western Association of Schools and Colleges Senior College and University Commission (WSCUC) and Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

## Western Association of Schools and Colleges Senior College and University Commission (WSCUC)

Western Association of Schools and Colleges Senior College and University Commission (WSCUC) is the regional accreditation agency recognized by the U.S. Department of Education and is charged with ensuring the quality & integrity of higher education institutions and programs. Keck Graduate Institute is accredited by WSCUC to award Masters and Doctoral Degrees.

## Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

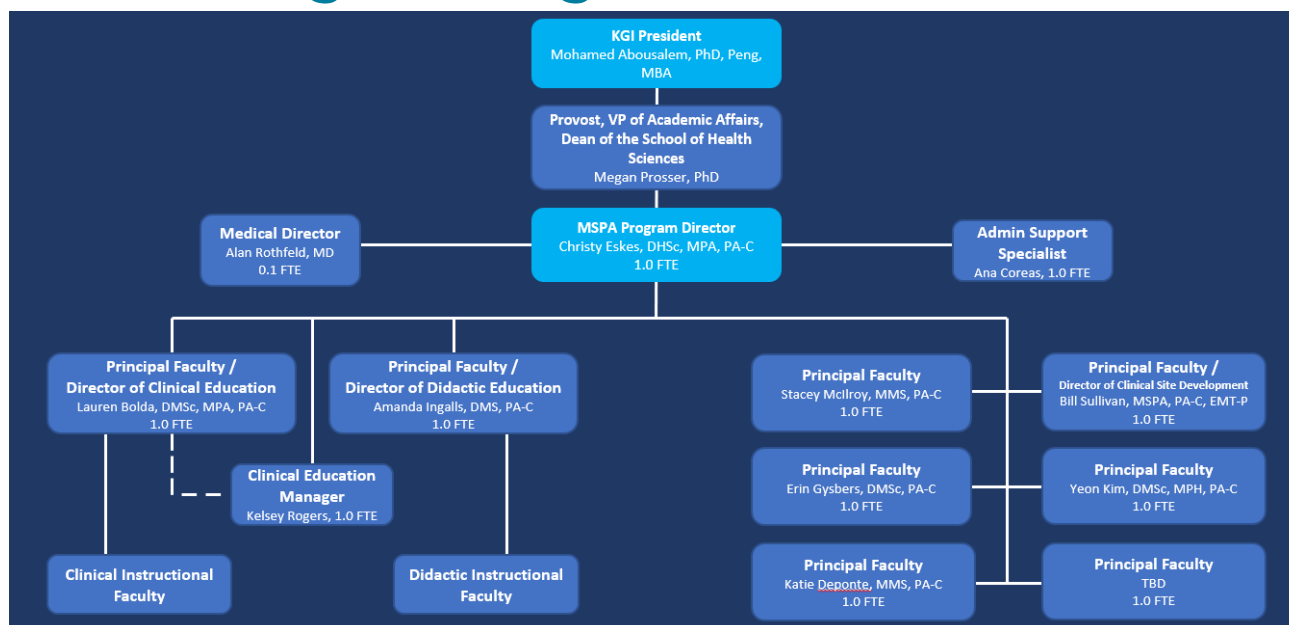
The ARC-PA has granted **Accreditation-Provisional** status to the **Keck Graduate Institute Physician Associate Program** sponsored by **Keck Graduate Institute**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-keck-graduate-institute/>.

# MSPA Program Organizational Structure



## MSPA Program Faculty and Staff

Faculty Contact Information			
Name	Position	Phone	Email
Christy Eskes, DHSc, MPA, PA-C	Program Director	909.607.0613	Christy_Eskes@kgi.edu
Alan Rothfeld, MD	Medical Director	909.607.0171	Alan_Rothfeld@kgi.edu
Amanda Ingalls, DMS, PA-C	Director of Didactic Education, Principal Faculty	909.607.8185	Amanda_Ingalls@kgi.edu
Lauren Bolda, DMSc, MPA, PA-C	Director of Clinical Education, Principal Faculty	909.607.2395	Lauren_Bolda@kgi.edu
Stacey McIlroy, MMS, PA-C	Principal Faculty	909.607.2341	Stacey_McIlroy@kgi.edu
Erin Gysbers, DMSc, MPAS, PA-C	Principal Faculty	909.607.9932	Erin_Gysbers@kgi.edu
Bill Sullivan, MSPA, PA-C	Principal Faculty	909.607.7345	William_Sullivan@kgi.edu
Yeon Kim, DMSc, MPH, PA-C, CAQ-Psy	Principal Faculty	909.607.0122	Yeon_Kim@kgi.edu
Katie Deponte, MMS, PA-C	Principal Faculty	909.607.7487	Katie_Deponte@kgi.edu
TBD	Principal Faculty	TBD	TBD
Staff Contact Information			
Name	Position	Phone	Email
Ana Coreas	Administrative Support Specialist	909.607.8584	Ana_Coreas@kgi.edu
Kelsey Rogers	Clinical Education Manager	909.607.0139	Kelsey_Rogers@kgi.edu

# Curriculum

The KGI MSPA Program is a 27-month program, which includes a didactic and a clinical phase. The first 15 months is the didactic phase, which includes active learning in the classroom, interprofessional education, and early clinical experiences. The final 12 months is the clinical phase, which includes a capstone project and eight 6-week supervised clinical practice experiences (SCPEs) in a range of disciplines and healthcare settings.

## Didactic Phase

Foundations Year 1: Fall		Core 1 Year 1: Spring		Core 2 Year 1: Summer		Core 3 Year 2: Fall		
Medical Anatomy and Physiology	5	Clinical Medicine I	6	Clinical Medicine II	6	Clinical Medicine III	4	
Basic Medical Sciences	4	Pharmacotherapeutics I	3	Pharmacotherapeutics II	3	Pharmacotherapeutics III	3	
Patient Assessment I	3	Patient Assessment II	3	Patient Assessment III	3	Patient Assessment IV	3	
PA Professional Practice I	1	PA Professional Practice II	2	PA Professional Practice III	2	PA Professional Practice IV	1	
Clinical and Diagnostic Skills I	1	Clinical and Diagnostic Skills II	4	Clinical and Diagnostic Skills III	4	Clinical and Diagnostic Skills IV	3	
Evidence-based Medicine	3	Clinical Integration and Application I	2	Clinical Integration and Application II	2	Clinical Integration and Application III	2	
Community Health	2					Fundamentals of Surgery and Emergency Medicine	5	
19 units		20 units		20 units		21 units		
Didactic Phase Total Units						80		

## Clinical Phase

Clinical Phase Year 2: Spring and Summer   Year 3: Fall	
Didactic Courses	Units
Advanced PA Professional Practice I (Year 2: Spring)	1
Advanced PA Professional Practice II (Year 2: Summer)	1
Advanced PA Professional Practice III (Year 3: Fall)	2
Supervised Clinical Practice Experiences (SCPEs)	Units
Family Medicine	5
Emergency Medicine	5
Internal Medicine	5
Surgery	5
Pediatrics	5
Women's Health	5
Behavioral and Mental Health	5
Clinical Elective	5
Clinical Phase Total Units	
44	

# Academic Calendar

## 2025

August 18-22, 2025

August 25, 2025

September 1, 2025

November 22-30, 2025

December 12, 2025

December 13, 2025 – January 4, 2026

**New Student Orientation (Class of 2027)**

**Fall Semester Classes Begin**

Labor Day (Holiday – No Classes)

Thanksgiving Break (Holiday – No Classes)

Last Day of Fall Term

Winter Break (No Classes)

## 2026

January 5, 2026

January 19, 2026

March 14-22, 2026

March 30, 2026

April 24, 2026

April 25 – May 3, 2026

May 4, 2026

May 25, 2026

June 19, 2026

July 4, 2026

August 14, 2026

August 15-23, 2026

August 17-21, 2026

August 24, 2026

September 7, 2026

November 21-29, 2026

December 11, 2026

December 12, 2026 – January 3, 2027

**Spring Semester Classes Begin**

Martin Luther King, Jr. Holiday (No Classes)

Spring Break (Holiday – No Classes)

Cesar Chavez Day (Holiday – No Classes)

Last Day of Spring Term

Semester Break (No Classes)

**Summer Semester Classes Begin**

Memorial Day (Holiday – No Classes)

Juneteenth (Holiday – No Classes)

Independence Day (Holiday – No Classes)

Last Day of Summer Term

Semester Break (No Classes)

**MSPA Program Orientation (Class of 2027)**

**Fall Semester Classes Begin**

Labor Day (Holiday – No Classes)

Thanksgiving Break (Holiday – No Classes)

Last Day of Fall Term

Winter Break (No Classes)

## 2027

January 4, 2027

**Clinical Phase Begins (Class of 2027)**

# Academic Calendar (Continued)

January 4, 2027 – February 5, 2027	<b>SCPE 1</b>
February 8-11, 2027	SCPE 1 Callback
February 12-14, 2027	Clinical Phase Break 1
February 15 – March 19, 2027	<b>SCPE 2</b>
March 22-25, 2027	SCPE 2 Callback
March 26-28, 2027	Clinical Phase Break 2
March 29 – April 30, 2027	<b>SCPE 3</b>
May 3-6, 2027	SCPE 3 Callback
May 7-9, 2027	Clinical Phase Break 3
May 10 – June 11, 2027	<b>SCPE 4</b>
June 14-17, 2027	SCPE 4 Callback
June 18-20, 2027	Clinical Phase Break 4
June 21 – July 23, 2027	<b>SCPE 5</b>
July 26-29, 2027	SCPE 5 Callback
July 30 – August 1, 2027	Clinical Phase Break 5
August 2 – September 3, 2027	<b>SCPE 6</b>
September 7-10, 2027	SCPE 6 Callback
September 11-12, 2027	Clinical Phase Break 6
September 13 – October 15, 2027	<b>SCPE 7</b>
October 18-21, 2027	SCPE 7 Callback
October 22-24, 2027	Clinical Phase Break 7
October 25-29, 2027	<b>Summative Evaluation</b>
November 1 – December 3, 2027	<b>SCPE 8</b>
December 6-9, 2027	SCPE 8 Callback
December 11, 2027	<b>MSPA Completion Ceremony</b>
December 13-16, 2027	PANCE Board Review
December 17, 2027	Program Completion
May 2028, Date TBA	<b>KGI Commencement (optional)</b>

# Estimated Cost of Attendance

## Tuition, Fees, and Other Program Costs

MSPA Program Tuition and Fees*		
Total Program Tuition - \$18,365 each semester for 7 semesters - Includes most required textbooks, as well as program, laboratory, technology, health and wellness, student activities, and graduation fees.		\$128,555
Parking Fee (\$50 each spring and fall semester)		\$250
<b>Total Program Cost</b>		<b>\$128,805</b>
Additional Estimated Costs Associated with the Program		
Textbooks *Most required textbooks are offered electronically through the MSPA Program. This cost reflects textbooks not included in tuition.		\$500
Laptop computer *May vary based on features selected		\$1,500
Diagnostic Medical Equipment and Supplies *May vary based on features selected		\$1,300
Student Health Insurance *International plan rates vary. Not included in MSPA Program Tuition and Fees.		\$15,262
Background Check and Urine Drug Screens - Additional may be required by the program or clinical sites.		\$300
Compliance Tracker		\$105
Professional Memberships		\$195
<b>Total Associated Program Costs</b>		<b>\$19,162</b>
Estimated Living and Transportation Expenses**		
	Per Year	Total
Rent/Mortgage/Utilities	\$27,927	\$65,163
Miscellaneous Living Expenses (e.g., cell phone, food, internet access)	\$13,962	\$32,578
Transportation (Includes gas for in-state travel only)	\$2,859	\$6,671
<b>Total Estimated Living and Transportation Expenses</b>		<b>\$104,412</b>
Estimated Loan Fees		
	Per Year	Total
Unsubsidized Loan Fees (1.057%)	\$219	\$511
Graduate PLUS Loan Fees (4.228%)	\$1,500	\$3,500
<b>Total Estimated Loan Fees</b>		<b>\$4,011</b>

\*Tuition and fees are subject to an annual increase.

\*\*Note these are estimated expenses based on current budget projections for students. The Financial Aid team works with each student on individualizing their budget.

## Tuition and Fees Refunds (A1.02k)

In cases of withdrawal, KGI reduces tuition, fees, fellowship awards, and eligibility for student loans according to the published "Date of Withdrawal Refund Percentage" schedule found under [Financial Assistance Information](#) on the KGI website. Date of withdrawal is defined as the date that the KGI Academic Affairs Office receives a signed statement of withdrawal from the student. Reductions of student loans are returned directly to the lenders of the funds in compliance with U.S. Department of Education requirements for calculating refunds of federal student loans in cases of withdrawal from an academic program.

# General Student Information

In conjunction with the Claremont Colleges, KGI is proud to offer a range of services to help support all students during their time with the MSPA Program. MSPA Program students are provided with direct and timely access and/or referral to services addressing personal issues, which may impact their progress in the MSPA Program. Access to academic support and student services remain available to students throughout the clinical phase as well. This section outlines key resources, policies, and procedures that support KGI students. A listing of additional available resources can be found in the *KGI Student Handbook* under Student Resources and Services. **(A1.04, A3.10)**

## Student Accessibility Services Resources

Students with disabilities are an integral part of KGI's rich diversity. KGI is committed to providing services and reasonable accommodations to students with disabilities including those with mobility, visual, speech, hearing impairments; chronic illnesses; psychological and intellectual disabilities and temporary disabilities. The Division of Student Affairs is dedicated to helping all graduate students at Keck Graduate Institute with the resources they need to achieve academic and personal success.

### Student Disability Resource Center

The Student Disability Resource Center (SDRC) is the centralized resource center for support for students with disabilities across the 7C campus communities. The SDRC works closely with the Student Accessibility Services Coordinators on all the campuses to ensure that students receive academic support services and accommodations to empower them to achieve their academic goals, while ensuring equitable treatment and access to all programs and activities across all campuses.

Tranquada Student Services Center, 1st floor  
757 College Way, Claremont, CA  
909.607.7419 | [sdrc@claremont.edu](mailto:sdrc@claremont.edu) | SDRC website - <https://services.claremont.edu/sdrc/>

### Accommodations

Accommodations make it possible for a student with a disability to learn the material presented and for an instructor to fairly evaluate the student's understanding of the material without interference due to the disability. A student needs official authorization from KGI Student Accessibility Services before receiving accommodations.

For more information, please review all of the available resources in the *KGI Student Handbook* under the "KGI Student Accessibility Services" section. Students can also contact the KGI Student Accessibility Services Coordinator at [student.accessibility@kgi.edu](mailto:student.accessibility@kgi.edu).

### Student Occupational Therapy Services

Student Occupational Therapy Services (SOTS) works with students in a collaborative nature to address individualized needs or concerns with topics including, but not limited to, time management, organization, managing stress, study skills, building healthy habits and routines, exploring values and goals, and adjusting to student life. SOTS is available to all registered KGI students free of charge.

Student Occupational Therapy Services (SOTS)  
Building 517, 1<sup>st</sup> floor, by the Chan Family Café  
909-607-0896 | [student.ot.services@kgi.edu](mailto:student.ot.services@kgi.edu) | [SOTS](#)  
Schedule an appointment with SOTS [here](#).

## Student Mental Health Services (A3.09, A3.10)

During the program, students may require services to address personal issues which may impact their progress through the MSPA Program. Faculty advisors can assist with timely referrals, but they cannot act as a medical provider or mental health counselor for students (except in an emergency situation).

KGI provides students with access to individual professional mental health counseling for a wide range of issues. These services are available to all enrolled KGI students free of charge. Further details on the types of services and contact information can be found in the following sections or in the *KGI Student Handbook*.

In case of an emergency, students should call 911 or go to the nearest emergency room.

### Counseling Services

7C Health (TimelyCare) provides free mental health care online that is available 24/7 to KGI students. Each student receives free telehealth counseling services, and referrals to other resources are made for more extensive or ongoing help. To use services, students should visit the [7C Health website](#) or use an [Apple](#) or [Google](#) store to download the free TimelyCare app. The institution will have a code to use through the KGI website for the student to be able to register.

### EmPOWER Center

The EmPOWER Center formally is the Violence Prevention and Advocacy Center of The Claremont Colleges. The Center works to support 7C-wide educational programs and provide holistic, confidential support to students impacted by sexual violence, dating/domestic violence, or stalking. Free, confidential counseling services are offered through the Center by collaborating with Project Sister Family Services.

EmPOWER Center  
1030 Dartmouth Avenue, Claremont, CA  
909.607.2689 | [7csupportandprevention.com/empower-center](https://7csupportandprevention.com/empower-center)

## Non-Discrimination and Title IX

At Keck Graduate Institute, we are committed to providing an educational and working environment free from discrimination, harassment, and retaliation. Our Title IX team offers support, resources, and information on your rights and responsibilities under Title IX and SB493.

### Title IX Policy

KGI is committed to providing inclusive educational and working environments for all members of our community and visitors. Consistent with this and in accordance with applicable law, including Title IX, the Clery Act, and the Violence Against Women Reauthorization Act of 2013,

KGI maintains a comprehensive program designed to protect members of the community from sexual harassment and sex-based misconduct. The Claremont Colleges, which includes KGI, maintains a policy on [Title IX Sexual Harassment, Other Sex-Based Misconduct, and Retaliation](#). Details for all policies can be found at [Title IX](#). Reporting options and an online reporting form can also be found at this link. For questions or more information, please contact:

Office of Title IX  
Building 517, room 117 – by appointment  
909.607.0584 | [TitleIX@kgi.edu](mailto:TitleIX@kgi.edu)

### **Non-Discrimination Policy**

In addition to Title IX, KGI maintains policies against discrimination and harassment that apply to all KGI students, administrators, faculty, trustees, teaching/research assistants, staff, and student organizations, as well as prospective students, employment applicants, visitors, and guests of the institute. Discrimination and harassment based on protected characteristics is prohibited and will not be tolerated. Detailed information about this policy can be found [here](#).

## **Allegations of Student Mistreatment and Harassment Policy (A3.15f, A1.02j)**

### **Student Mistreatment Policy**

The KGI MSPA Program is committed to educating and mentoring students by providing a positive learning environment that exemplifies KGI's core values. The MSPA Program Director, principal faculty, instructional faculty, staff, and students are expected to demonstrate respect and professionalism by holding each other to the highest standards in education without abuse, humiliation, or harassment of any kind; by not exploiting a relationship for personal gain or advantage; and by demonstrating the highest standards of ethical conduct in all learning environments.

Mistreatment may be defined as "treatment of a person that is either emotionally or physically damaging; is from someone with power over the recipient; is not required or not desirable for proper training; could be reasonably expected to cause damage; and may be ongoing."\* This includes offensive behaviors, overgeneralizations, personalization, frustrations, complaints, ignoring learners, or relying too heavily on humor.

### **Reporting Student Mistreatment**

If a student feels mistreated during any point of the KGI MSPA program and is uncomfortable addressing the situation directly with the parties involved, we urge the student to discuss their concerns as soon as possible through one of the options detailed below.

MSPA students during any phase of the MSPA Program may address their concerns of mistreatment through the following process:

1. Discuss the issue with the Faculty Advisor, Director of Didactic Education (didactic phase students), or Director of Clinical Education (clinical phase students), and faculty will document the meeting in the Student Encounter Form; if not resolved ›
2. Discuss the issue with the MSPA Program Director; if not resolved ›
3. Student makes written statement to the Dean of Students.
4. The Dean of Students meets with involved parties, and they will be given an opportunity to respond in writing no later than five (5) business days; if not resolved ›

5. The MSPA Program Director will review materials, meet with student and involved parties, and respond in writing with a decision; if not resolved •
6. The Dean of Students meets with the student regarding the grievance and responds in writing with a decision; if not resolved •
7. The Provost will review materials, meet with student and involved parties, and respond in writing with a decision. The Provost's decision is final.

For more information, please refer to the processes outlined within the *KGI Student Handbook* in "Didactic Non-Grade-Related Grievances" and "Experiential Education Non-Grade-Related Grievances".

\* Ainsworth M, Szauter K. Is it mistreatment? Practices for productive teacher–learner interactions. *Academic Medicine*. 2020;95(12):1957. doi:10.1097/ACM.0000000000003709

## Student Grievances and Appeals (A3.15g)

For procedural purposes grievances are classified as either Non-Grade-Related or Grade-Related. Student grievances may be associated with academic life (e.g., teaching, testing, advising, etc.) or they may be associated with some aspect of campus life (e.g., work experience, co-curricular programs, and activities). Students applying for admissions also have the right to appeal admissions decisions if they perceive that they have been treated unfairly.

The MSPA Program utilizes the policies and procedures outlined for student grievances and appeals in the *KGI Academic Catalog* under the "Student Grievances" section.

## Safety and Security (A1.02g)

In order to ensure a safe environment for study and work, KGI faculty and staff, and particularly all supervisors, carry the basic responsibility to make safety their concern. KGI will:

- Establish and maintain a healthy and safe environment for study and work and for sanctioned activities of students, faculty, staff, and visitors
- Insist upon safe equipment, methods, and practices at all times
- Address and report unsafe conditions and take actions to ensure safe procedures are known and practiced
- Protect the environment to the maximum extent feasible
- Comply with applicable laws, regulations, and relevant published standards and practices for laboratory research and for the workplace
- Consider the health and safety of students, faculty, staff, and visitors in the design, operation, construction, modification, or renovation of buildings and facilities
- Provide periodic training and safety exercises for the KGI campus community
- Appoint a KGI Safety Officer, currently the Director of Human Resources
- Maintain an Emergency Preparedness Committee
- Regularly disseminate information about My Safe Campus for anonymous reporting of concerns about safety, and the LiveSafe smart phone app to aid personal safety

## Campus Safety

KGI is served by a dedicated security team 24 hours a day, 7 days a week. Students, faculty, and staff may contact security with any safety concerns and for escort services after hours. **In the event of an emergency on campus, call 911.**

KGI Campus Safety  
517 building, room 122  
909.607.8736 | [KGICampusSafety@kgi.edu](mailto:KGICampusSafety@kgi.edu)

Everbridge is a smartphone app that helps members of Keck Graduate Institute find resources and information as well as communicate suspicious or hazardous activities to KGI Campus Safety. All students are encouraged to download the [Everbridge App](#).

### **Student Safety and Security at Clinical Sites**

KGI-affiliated clinical sites/preceptors are required to orient MSPA students to applicable policies and procedures at all sites where students will participate in supervised clinical practice experiences and with which students are expected to comply (e.g., HIPAA and OSHA). These policies and procedures include, but are not limited to, those that promote personal safety and security measures and workplace security. The KGI-affiliated clinical site/preceptor must take reasonable steps to ensure the personal security and safety of MSPA students while they are engaged in the supervised clinical practice experience.

### **Parking**

Parking at KGI is regulated and a valid parking permit is required to park on campus property. All vehicles must be registered with Campus Safety and display a permit issued by Campus Safety. Vehicles parked improperly or without a permit are subject to citation.

KGI charges students a parking registration fee of \$50 per semester (for spring and fall semesters only). This fee covers the cost of parking enforcement, which is required by the City of Claremont.

Further information regarding vehicle registration, visitor parking, and parking regulations and fines can be found on the KGI website for [Campus Safety](#).

## **General Program Policies**

### **MSPA Program Technical Standards for Admissions, Continuation, and Graduation**

The KGI School of Health Sciences (SHS) is committed to providing a physician associate degree without regard to disability while assuring that academic and technical standards are met. Technical standards represent the essential non-academic requirements that a student must demonstrate to successfully participate in the MSPA program and meet the professional competency requirements. These standards include physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the PA profession. Thus, the standards are prerequisites for admission, continuation, and graduation from the SHS.

The SHS will consider for admission any applicant who demonstrates the ability to perform, or to learn to perform, the skills listed in this document. All applicants are held to the same academic and technical standards of admission and training with reasonable accommodations as needed for students with disabilities. The SHS reserves the right not to admit any applicant who cannot meet the Technical Standards set forth below with reasonable accommodations.

Applicants are not required to disclose the nature of their disability(ies), if any, to the Admissions Committee.

To matriculate into the MSPA Program, the applicant must sign the Technical Standards Certification Form attesting to their ability to meet the Standards. This form is provided prior to interviewing for the program. However, if a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request an appropriate and reasonable accommodation. Any applicant with questions about these Technical Standards is strongly encouraged to discuss the issue with the Director of Admissions prior to the interview process. If appropriate, and upon the request of the applicant/student, the school will consider technological and other facilitating mechanisms needed in order to train and function effectively as a physician associate.

**Candidates for the MSPA degree must be able to perform the essential functions in each of the following categories:**

1. Observation
2. Communication
3. Motor
4. Cognitive (conceptualization, integration, and quantitative evaluation)
5. Behavioral and social attributes.

*These are described in detail below.*

### **Observation (Vision and Other Sensory Modalities)**

- Ability to observe demonstrations and experiments in the medical sciences.
- Ability to use visual (near and distance), auditory, tactile, and olfactory cues to accurately observe and assess a patient's physical condition.
- Ability to receive visual information from a clinical environment, as well as discriminate numbers and patterns associated with diagnostic and monitoring instruments.
- Ability to distinguish shapes, colors, markings, and other characteristics of small objects (e.g., medication and other labels).
- Ability to discriminate changes in monitoring devices and alarms using visual and auditory senses.
- Ability to learn from all of the following educational methods: auditory instruction, written materials, visual aids, hands-on learning and demonstrations, microscopic and diagnostic images, and physical examination.

### **Communication**

- Ability to communicate effectively and sensitively with patients and other health care professionals.
- Ability to communicate accurately through oral, electronic, and written communications in English to fulfill the routine duties and tasks of a physician associate.
- Ability to receive and interpret written communications in a timely manner in both the academic and clinical settings, including information presented on computer screens.
- Ability to communicate verbally during life threatening situations within the acceptable norms of clinical settings.
- Ability to interpret non-verbal cues of patients (e.g., posture and body language) in order to diagnose conditions and foster healthy patient-provider interactions.

## Motor

- Ability to coordinate the gross and fine muscular movements required to complete the PA curriculum and for patient care. These tasks include but are not limited to: utilization of medical equipment, use of instrumentation to perform clinical procedures, and operation of computer and other electronic devices using the hands and fingers.
- Ability to maneuver in the patient care setting including the ability to maintain balance, orientation, mobility, and stamina while walking with a person in need of support or using a mobility device.
- Ability to use motor function sufficient for conducting a physical exam, including palpation, auscultation, percussion, and other diagnostic maneuvers.
- Ability to assist with patient movements and transfers.

## Cognitive (Conceptual, Integrative, and Quantitative Evaluation)

- Ability to retain, measure, calculate, reason, analyze, and synthesize pertinent information to solve problems in a timely manner.
- Ability to understand basic scientific principles and methods for the cognitive application of information.
- Ability to comprehend spatial relationships and three-dimensional models.
- Ability to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology.
- Ability to concentrate in the presence of distracting conditions and for prolonged periods of time.
- Ability to synthesize significant information from the medical history, physical exam, and diagnostic testing to formulate accurate diagnoses and care plans.
- Ability to think critically and use reasoning to complete tasks.
- Ability to analyze, implement, assess, and reassess patient information and care plans.

## Behavioral/Social Attributes

- Ability to demonstrate honesty, integrity, and ethical behavior by abiding by the policies, procedures, laws, and standards of the PA program and the PA profession.
- Possess the emotional health, maturity, and self-discipline to exercise sound judgment.
- Ability to interact with patients and other health care professionals in a compassionate, tactful, and professional manner.
- Ability to accept feedback and respond with appropriate behavior or modification of behavior.
- Ability to use flexibility to adapt to changing environments.
- Ability to demonstrate sensitivity, empathy, and respect to people regardless of culture, age, gender, sexual orientation, socioeconomic status, educational level, and/or disabilities.
- Possess the physical and emotional stamina to function competently in settings that may involve heavy workloads and stressful situations. Individuals who would constitute a direct threat to the health or safety of others or who are currently impaired by alcohol or substance abuse are not considered suitable candidates for admission.
- Ability to recognize one's own personal and professional limitations and seek assistance when needed.

## Advisement Policy (A2.05e)

Upon program start, each student is assigned to an advising group and faculty advisor. Faculty advisors help monitor student performance, as well as guide students on both academic matters and professional activities. The faculty advisor serves as the student's first line of communication for addressing academic or professional issues. Faculty advisors can personally assist the student where appropriate, as well as locate helpful resources and provide timely referrals if needed. *(Please note: students may also directly access KGI resources as described in the "General Student Information" section of this handbook.)*

Students meet with their advisor regularly in both group and individual settings. Group advisement meetings take place at least one time per semester. Discussions during these meetings are at the discretion of the faculty advisor, but topics may include transition to graduate school, professionalism, study habits, stress management, and organization. For individual advising, students must schedule a formal meeting with their assigned faculty advisors at least once per semester during the didactic phase and a total of two times during the clinical phase. Individual advising sessions allow the student and faculty advisor to openly discuss the student's academic progress, professional development, study habits, test-taking issues, and challenging topics/courses. During formal advising sessions, faculty will document the advisement and maintain this in the student's file.

At the end of the semester, the faculty advisor will complete a formal professionalism assessment based on aggregated feedback from faculty. This assessment will be completed without a formal meeting with the student unless any issues have been identified. Should professionalism concerns arise prior to the end of the semester, the student may have a formal professionalism assessment completed at the discretion of the advisor prior to referral to the MSPA Progress and Professionalism Committee.

Students are encouraged to arrange additional formal meetings with their faculty advisor as circumstances arise that may affect their academic performance. During these meetings, faculty advisors will document using the Student Encounter Form in the student's file so that any identified issues are tracked over time to ensure all issues are being addressed. Faculty advisors may also initiate contact with their advisees if there is a potential issue noted in the student's academic or professional performance or with any patterns of concern that may jeopardize their overall success in the program.

### **Student Employment Policy (A3.04, A3.05a, A3.05b, A3.15e)**

The KGI MSPA Program ***strongly discourages*** students from engaging in any form of employment while enrolled in the Program. The fast-paced, intensive nature of the Program requires full-time attendance and a significant time commitment outside of class/clinical experiences. Outside employment obligations cannot be used to excuse absences from scheduled learning activities. In addition, the Program will not consider outside employment as a reason for poor performance or for modifying program requirements. **(A3.15e)**

The KGI MSPA Program also does not allow students to work for the Program (paid or voluntary). **(A3.04)**

KGI MSPA students cannot substitute for or function as instructional faculty. Students with specific prior knowledge, experiences, and skills may voluntarily assist faculty in didactic and

laboratory sessions to share their knowledge and skills. However, students are not to be the primary instructor or instructor of record for any component of the curriculum. **(A3.05a)**

KGI MSPA students are also unable to function as clinical or administrative staff at KGI or a clinical site. If a student is asked to substitute for a staff person on a clinical rotation, they must contact the Director of Clinical Education. Once information is collected and reviewed, the clinical team in conjunction with the MSPA Program Director will determine if continued use of the preceptor and/or clinical site is appropriate. **(A3.05b)**

## **Background Check and Urine Drug Screen Policy**

### **Background Check and Urine Drug Screen Requirements**

All KGI MSPA Program students are required to undergo a background check and urine drug screen prior to enrollment and at least twice during the program. More frequent background checks and urine drug screens may be conducted at the discretion of the MSPA Program and may be required by clinical sites. A student may be dismissed from the program if the student declines the background check or urine drug screen; has a positive urine drug screen; or has serious findings within the background check.

Background check and drug screen results that limit the MSPA Program's ability to secure supervised clinical practice experiences (SCPEs) may prevent a student from progressing or graduating from the program. Any delay in progression or graduation due to background check and/or drug screen results will be at the sole expense of the student.

All fees associated with background checks and/or urine drug screens are the responsibility of the student (matriculating and enrolled).

### **Background Check and Urine Drug Screen Results**

If a matriculating or current student is dismissed based on findings from a background check or urine drug screen, the MSPA Progression and Professionalism Committee will forward the decision (in writing) to the student, MSPA Program Director, and the Dean of the School of Health Sciences. Students who are dismissed or denied admission due to the results of the requirement(s) can appeal the Committee's decision. The appeal must be made in writing and received by the MSPA Program Director within seven days after the date the letter of dismissal is mailed. In turn, the MSPA Program Director will render a decision within seven days of receipt of the appeal request.

The student and the Dean will be informed of the MSPA Program Director's decision. For matriculating students, this decision is final. An enrolled student, however, can appeal the decision (in writing) to the Dean within seven days after the MSPA Program Director's decision letter was mailed. The Dean will render a final decision within seven days of receiving the appeal. The Dean's decision is final and cannot be appealed.

All background checks and urine drug screens must be completed in the timeframe given by the program. Failure to complete background checks and/or urine drug screens within the provided timeframe will result in referral to the MSPA Progression and Professionalism Committee.

## **Student Health Policy (A3.07a-b, A3.09, A3.19)**

### **Health Insurance**

Personal health insurance is mandatory for all MSPA Program students throughout their time in the program. Proof of health insurance coverage must be provided prior to matriculation and remain active through program completion. Any changes to health insurance must be completed in a manner in which students do not have a lapse in coverage. Insurance changes must be uploaded to CORE to maintain an accurate record. Students are responsible for all personal healthcare costs incurred while enrolled in the program. Personal healthcare costs may include immunizations, tuberculosis screenings, laboratory or diagnostic studies, illness, health evaluation following exposure to a communicable disease, or other accidental injuries sustained during the program.

KGI offers a student health insurance plan (SHIP) through United Healthcare. All incoming students are automatically enrolled in SHIP and are charged for this service; however, students with comparable coverage can opt out of the student medical insurance plan. Once their waiver is approved, Student Accounts will remove the charge. Students will receive information regarding the student health insurance plan through Student Affairs.

For additional information about the student health insurance plan (SHIP) including waiver information, please visit the [Student Health Insurance](#) web page.

### **Medical Care During the Program**

KGI provides access to free medical care online or from a phone, available 24/7. To use services, students should visit the [7C Health website](#) or use an [Apple](#) or [Google](#) store to download the free TimelyCare app. A KGI email address is required to register.

Please note that Principal Faculty, the Program Director, and the Medical Director cannot participate as health care providers for students in the program, except in an emergency situation. **(A3.09)**

### **Student Health Record**

The KGI MSPA Program contracts a third-party tracking service (Certiphi) to record and certify student health records required for the program. This agency will notify the program with the status of all student health screening requirements and immunizations. All forms and health records must be submitted by the student directly to Certiphi and not to the KGI MSPA Program. Once health screening requirements are approved through Certiphi, each student will upload the requirements to CORE to maintain their records. Please note that student health records are confidential and must not be accessible to or reviewed by program faculty or staff, except for immunization and screening results, which may be maintained and released with the student's written permission. **(A3.19)**

MSPA students will sign forms that allow Certiphi and CORE (Appendix F) to release the results of the health screening and immunization records to the MSPA Program. MSPA students will also sign a "Screening, Immunization, and Background Check Release Form (MSPA Program to Clinical Sites)" (Appendix G) to allow the MSPA Program to share the status or results of immunizations, tuberculosis screenings, drug screenings, and background checks with clinical sites. The Screening, Immunization, and Background Check Release Form, as well as the documentation that the student has met program health screening and immunization requirements, will be kept in the student's file.

### **Required Immunizations (A3.07a, A3.07b)**

The policy for immunizations and tests for KGI MSPA students is to follow the [CDC guidelines for healthcare workers](#). It is the sole responsibility of the student to complete and submit all of the correct requirements/documentation before the due date(s) and to never let any of those requirements/documentation expire. Failure to be compliant at any time can result in failure of the course, delay in graduation, and financial implications for the student.

Proof of each of the following immunizations and tests must be dated and signed/stamped by a healthcare professional or office prior to submitting to Certiphi. Receipts for vaccines from pharmacies are not able to be used as proof of vaccination. Vaccines administered in California can be verified through the California Department of Public Health (<https://myvaccinerecord.cdph.ca.gov/>) or a similar entity if proof of vaccination administration is unavailable. Laboratory reports must be provided for required titers. No exemptions are allowed for any of the following, except for a documented medical allergy to one or more of the vaccine components.

- **Measles, Mumps, Rubella (MMR)** – The student must provide documentation of two MMR vaccines given at least 4 weeks apart and a positive titer showing immunity to each component of the MMR. If no vaccination record is available, the student can use the titer only to demonstrate immunity. If any of the titers are negative, the student will need to repeat the two-shot series at least 4 weeks apart. Note that some clinical sites may require additional boosters of MMR, regardless of immunization or titer status.
- **Tetanus/Diphtheria/Acellular Pertussis (Tdap)** – The student must provide documentation of a single Tdap vaccination. Students who have not or are unsure if they have previously received a dose of Tdap should receive a dose of Tdap before matriculation without regard to the interval since the previous dose. All students are required to receive Td boosters every 10 years after their Tdap injection. Note some clinical sites require a Tdap to have been administered within the last 10 years.
- **Varicella (Chicken Pox)** – The student must provide documentation of two doses of varicella vaccine given at least 28 days apart and laboratory evidence of immunity through a qualitative titer. If the student has a negative titer, the student will need to get two doses of varicella vaccine, four weeks apart.
- **Hepatitis B** – The student must provide documentation of a completed Hepatitis B vaccine series and a quantitative antibody titer proving immunity (>10 mIU/mL). If the titer provided is negative, the student must repeat the entire hepatitis B series and repeat quantitative antibody testing one month later.
  - Once a positive titer is provided one month after repeating the series, this requirement will be considered to be complete. Students who still show no immunity after two completed series is considered a “non-responder.”
- **Hepatitis C** – The student must provide documentation of a nonreactive (negative) antibody titer to hepatitis C. This is a one-time requirement for the duration of the program.
  - The student will need to complete additional testing if the titer is positive.
- **TB Screening** – All students must have a two-step PPD skin test (TST) or TB blood test (i.e., QuantiFERON Gold or T-SPOT). Additionally, students are required to complete a TB risk assessment and a TB symptom checklist annually. Clinical sites may require more frequent TB testing.

- All new positive TB tests (TST or TB blood test) who have never had a positive result in the past must have a chest x-ray and be evaluated by a healthcare provider.
  - If the chest x-ray is positive, the student will not be allowed to enter or continue training until treated and cleared of active TB by a healthcare provider.
- Students with a history of BCG vaccine and those born outside of the United States must have the IGRA test (QuantIFERON Gold or T-SPOT). For these students, a TST is not needed.
- Individuals with a prior history of positive TB test need to provide documentation of the previous positive test result. Once confirmed, these students will only complete a TB risk assessment and TB symptom screening forms annually. No repeat TB tests are required.
- **Influenza** – The student must provide documentation of an influenza vaccination administered during the current flu season. The renewal date will be set for 1 year from the administered date of the vaccine.
- **COVID-19** – The student must provide documentation of one dose of the 2024-2025 Moderna, Pfizer-BioNTech, or Novavax vaccine. If receiving a COVID-19 vaccine for the very first time and are choosing Novavax, you will need 2 doses of the 2024-2025 Novavax COVID-19 vaccine to be up-to-date. Further guidelines on frequency and other requirements will be communicated as requirements are updated by the CDC.
- **Meningococcal** – All healthcare workers are encouraged to ensure they are up-to-date on meningococcal vaccine if they have specified risks but it is not recommended for all healthcare workers at this time.

The program does not currently require proof of polio vaccine or a titer to evaluate immunity to polio based on CDC guidelines for healthcare workers. However, some clinical sites may require proof of vaccination or a polio titer. If a student is required to go to a specific clinical site with this requirement, they will be informed by the clinical team in advance.

Currently, the KGI MSPA Program does not currently offer any elective international curricular components, so no travel health policies are in place. Should any international opportunities arise, the program will communicate what additional requirements and recommendations exist based on then current World Health Organization (WHO) and CDC travel guidelines.

Please note that clinical sites and preceptors may require additional vaccinations and documentation of titers for certain infectious diseases. The program will communicate additional requirements to students in advance.

Note that all students will be required to repeat titers and obtain a new physical examination by a healthcare provider on an annual basis and as needed based on clinical site requirements. The program will provide reminders to students when their health requirements are going to expire through CORE. The costs for all health screenings, laboratory tests, and immunizations are the responsibility of the student.

## **Student Exposure to Infectious and Environmental Hazards Policy** (A1.02g, A3.08a-c, A3.09)

KGI MSPA Program utilizes guidelines from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) to address student

exposure to infectious and environmental hazards. The Program will provide appropriate training to students on infectious and environmental hazards prior to any educational activities that would place students at risk. This policy on infectious and environmental hazards will address methods of prevention; procedures for care and treatment after exposure; financial responsibility; and program participation following exposure.

### **Methods of Prevention (A1.02g, A3.08a)**

Standard precaution practices are designed to protect healthcare professionals and reduce the risk of exposure to bloodborne pathogens and hazardous substances from both recognized and unrecognized sources. These precautions apply to all patient care, laboratory, and clinical training experiences. All faculty and students must utilize Standards Precautions in activities that present exposure to bloodborne pathogens and hazardous substances. Failure to do so may be grounds for disciplinary action.

Students must avoid direct contact with blood, bodily fluids, secretions, excretions, mucous membranes, non-intact skin, and possibly contaminated articles. Students should also avoid direct contact and injury from all sharps and dispose of them in designated puncture-resistant containers directly after use.

Methods of prevention include all of the following:

- **Hand Hygiene** – Hand hygiene is crucial in reducing the risk of transmitting infectious agents. Hand hygiene should occur after touching blood, bodily fluids, secretions, excretions, or contaminated articles; immediately after removing gloves or any personal protective equipment; before and after any patient contact; and prior to performing an aseptic task (e.g. placing an IV, preparing an injection).

Hand hygiene includes the use of soap and water, as well as approved alcohol-based products for hand disinfection. CDC guidelines recommend use of an alcohol-based hand rub for most hand hygiene. Soap and water should be used immediately if 1) hands are visibly soiled or 2) hands come in direct contact with blood, bodily fluids, secretions, excretions, contaminated articles or after caring for patients with known or suspected infectious diarrhea. Practice hand hygiene frequently and thoroughly.

- **Personal Protective Equipment** – Personal protective equipment (PPE) includes exam gloves, face masks, face shields, protective eyewear, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat, caps, shoe covers, aprons). PPE should be worn whenever risk of exposure is present. Protective apparel should not be worn from one patient or activity to another and should be properly removed and disposed of after each use. The use of this apparel and equipment are to protect skin and mucous membranes, especially the eyes, nose, and mouth.

Gloves are to be removed and disposed of after each use. Gloves should be worn when handling blood, bodily fluids, secretions, or excretions; when touching mucous membranes, non-intact skin, and body orifices; or when touching contaminated articles or equipment.

Facial gear and protective clothing should be worn for procedures and patient-care activities likely to generate splashes or sprays of bodily fluids or other hazardous material exposure. Facial gear and protective clothing should also be worn when

anticipated procedures and activities will cause contact of clothing and exposed skin with blood, bodily fluids, secretions, or excretions.

- **Needles and Other Sharps** – All needles and sharps should be handled with extreme care to avoid exposure. Needles should not be recapped, bent, or hand-manipulated. If possible, self-sheathing needles and/or needleless systems should be utilized to minimize risk. Immediately after use, all needles and other sharps are to be safely placed in a puncture-resistant container.
- **Safe Handling of Possible Contaminated Articles or Surfaces** – All patient-care equipment, textiles, and laundry should be handled in a manner that prevents the transfer of microorganisms to others and the environment. All contaminated articles, equipment, and materials should be disposed or cleaned in a safe manner as prescribed by law. In all areas where patient care is performed, cleaning and disinfection should occur at the conclusion of every activity and between patients. Anyone handling possibly contaminated articles or surfaces must perform hand hygiene immediately.
- **Respiratory Hygiene/Cough Etiquette** – To prevent or minimize the spread of respiratory infections, a number of strategies can be employed. The mouth and nose should always be covered with a tissue or the crook of the elbow when coughing or sneezing. Tissues should be used and disposed of properly. Hand hygiene should be performed directly after hands have contact with respiratory secretions. Maintaining a considerable distance and wearing a face mask can also help minimize or prevent the spread of respiratory pathogens.

The Standard Precautions outlined above are based on CDC and OSHA guidelines:

- [Standard Precautions for All Patient Care | Infection Control | CDC](#)
- [Bloodborne Pathogens - Worker protections against occupational exposure to infectious diseases | Occupational Safety and Health Administration \(osha.gov\)](#)

### **Procedures for Care and Treatment After Exposure (A1.02g, A3.08b, A3.09)**

If an exposure to blood and/or other bodily fluid or a needle stick injury occur, the following protocol should be followed:

- **Immediately Following Exposure or Injury** – The student should remove any soiled clothing. Wounds and skin sites that have been in contact with blood or bodily fluids should be immediately washed with soap and water. If mucous membranes received potential exposure, they should be flushed with water (e.g., nose, mouth, skin, etc.). Eyes should be irrigated with clean water, saline, or sterile irrigants. Antiseptics could be used, but use of caustic agents (e.g., bleach) is not recommended.
- **Faculty and Program Notification** – The student should immediately notify the onsite faculty member or Director of Clinical Education (if during the clinical phase). Principal faculty, the Program Director, and the Medical Director WILL NOT participate as healthcare providers for students enrolled in the program, except in an emergency situation. After medical care has been addressed, the student and faculty member must complete an Incident Report Form (Appendix C) for the MSPA Program, as well as a similar form for the clinical site where the incident occurred (if applicable). The Incident Report Form will be placed in the student's record.

- **Medical Evaluation and Care** – Medical evaluation and care should occur immediately after exposure, as some treatments should be initiated within as little as 2 hours following exposure. For instance, HIV prophylaxis for high-risk exposure is most effective if started within 2–4 hours. If able, it is also extremely important to evaluate the donor’s risk status immediately.

Exposed individuals should go directly to an emergency room or urgent care for assessment and initial prophylactic treatment (if needed). If the exposure occurs at an off-campus clinical site during normal business hours, the student should follow the Infection Control Policy of the clinical site. Outside of business hours, the student should go for evaluation IMMEDIATELY to the nearest emergency room associated with the clinical site where the incident occurred.

This evaluation should consider the student’s: 1) current health status, 2) need for tetanus vaccine, 3) hepatitis B immune status, 4) need for HIV testing, and 5) need for prophylaxis treatment. The student should maintain follow up visits in one week, three months, six months, and twelve months. During these visits, the student’s health status is evaluated and repeat HIV testing should be done. If an HIV conversion occurs at any visit, the student should be referred to a private medical facility that specializes in this treatment. For additional resources, please refer to the CDC’s most current guidelines at [Bloodborne Infectious Diseases | NIOSH | CDC](#).

### **Financial Responsibility (A3.08c)**

For any exposure or injuries that may occur during the MSPA Program, please note that the payment for medical evaluation, treatment, and care is the sole responsibility of the student and their insurance carrier.

### **Program Participation Following Exposure**

Following an accidental exposure or needlestick injury, the Director of Didactic Education/Director of Clinical Education in collaboration with the MSPA Program Director will determine on an individual basis if the student can continue participation in MSPA Program activities. Any clinical and/or technical skill deficiency identified from the injury (e.g., needlestick) will be remediated in alignment with remediation policies presented in this handbook.

## **Academic Policies and Procedures**

### **Advanced Placement (A3.13c)**

Transfer credits for didactic and clinical phase courses are not accepted. All KGI MSPA program courses within the curriculum are required for graduation. No credit or advanced placement is granted for prior experiential learning, coursework, degrees, certifications, or advanced training.

### **Graduation Requirements (A3.15b)**

In order to graduate from the KGI Physician Associate Program and earn a Master of Science in Physician Associate Studies (MSPA), a student must:

1. Successfully complete all coursework according to program defined academic standards. The coursework is a total of 124 credit hours, which includes 84 credit hours of didactic curriculum and 40 credit hours of supervised clinical practice experiences.
2. Maintain a minimum cumulative GPA of 3.0 at program completion.
3. Successfully pass all components of the Summative Evaluation at the conclusion of the program to demonstrate achievement of all Program Learning Outcomes and Competencies.
4. Complete the board review preparation course for the Physician Assistant National Certification Examination (PANCE) provided by the MSPA program.
5. Be in good professional standing with the MSPA program.
6. Complete the KGI graduation application process prior to the established due date.
7. Meet all KGI financial requirements and obligations, which includes ensuring there are no outstanding tuition payments, program fees, graduation fees, library charges, or other institutional fees.
8. Complete the MSPA program within the maximum time-to-completion, which is defined as 150% of the program length (i.e., 3.375 years). Deceleration and remediation must also be completed within this timeframe. Delays due to approved personal or medical leaves of absence are excluded from the maximum time-to-completion requirement. Please refer to the "Leave of Absence" section in this handbook for further details.

## **Assessment Policy (A3.15g)**

The MSPA Program has identified concrete methods to evaluate student learning through their mastery of stated outcomes. In order to maintain assessment integrity at all times, the following policies and procedures must be followed.

### **Time Allotted**

The length and complexity of the assessment should be such that students can successfully complete the assessment within an allotted time frame. Faculty must clearly communicate the time allotted for the assessment to the students prior to the start of the assessment. Students with a formal letter from Student Accessibility Services that includes time accommodations will have an accommodated start and end time.

### **Punctuality for Assessments**

Students will not be permitted to enter the assessment room any later than 10 minutes (internet time) after an assessment has begun. Time allocated for assessments will not be extended if a student arrives late. If the student believes that the tardiness resulted from an unforeseen event, the student has two choices:

1. The student may proceed to the testing site and complete the assessment in the remaining time allotted.
2. The student may inform the Course Director as soon as possible about their tardiness or absence for determination as to whether or not it constitutes as excused.

If the tardiness is unexcused, the student is only eligible to receive a maximum of 70%. If the tardiness is excused, the student will be eligible to receive full points (up to 100%) on the assessment.

### **During Assessments**

During an assessment, only assessment materials (provided white board, paper, answer sheet, pen) and computers are permitted on student desks. All other items (e.g., cell phones, headphones, other electronic devices, wallets, purses, notebooks, and textbooks) are prohibited. Students must leave personal items in the front or rear of the assessment room (e.g., backpacks, purses, hats, etc.) at least five minutes prior to the official exam start time. Electronics such as cell phones should be turned off. Students are not allowed to access their materials—including phones—until after the assessment is complete. No food, drinks, or other non-assessment related materials are allowed on the table during the assessment unless a documented medical reason exists that has been cleared by KGI Student Accessibility Services. White boards must be erased prior to exiting the assessment room.

Most assessments will be administered on a computer. Students who browse the web or look at any other resources during an assessment will be in violation of the Academic Integrity Policy. Reproduction of assessment items, in any manner (i.e., written, verbal, or electronic), for the purpose of sharing or distribution is cheating and is also a violation of the Academic Integrity Policy.

Restroom breaks will be permitted at the discretion of the instructor only if an assessment exceeds 90 minutes. These breaks are permitted only after the first 30 minutes into the time period and are not permitted during the last 30 minutes of the assessment unless an accommodation is granted with proper documentation and processed by KGI Student Accessibility Services. Only one student will be allowed to use the restroom at a time.

Faculty or proctors reserve the right to accompany any student who leaves the assessment room for a restroom break.

Failure to abide by the above policies and procedures during assessments may result in the student being asked to leave the assessment room with a recorded zero.

### **Student-Initiated Clarifications During Assessments**

Faculty will not answer questions during the assessment. Any clarification or confusion should be documented on the assessment comment sheet or in the comment field of the exam administration program. The faculty will take these comments into consideration during the grading process.

### **Seating Arrangements**

Faculty reserve the right to designate pre-arranged seating and move students during the assessment. Students may ask to be moved at any time prior to or during the assessment. Granting of this request is at the discretion of the proctor.

### **Missed Assessments (A3.15g)**

Due to personal emergencies or other exceptional circumstances classified as an excused absence, a student may miss sitting for an assessment. If this occurs, it is the responsibility of the student to inform the Course Director via email prior to the assessment or as soon as possible (maximum of 24 hours) after the assessment. The student must also complete, sign, and submit an Excused Absence Request Form in Appendix D (with an explanation and documentation supporting the absence) to the Course Director within 72 hours of missing the assessment. The student should not include protected health information or confidential

medical information in this form. Notifying the Course Director of an absence does not guarantee that the absence will be excused.

The Course Director will consider each request on its individual merits and may allow the student to take a make-up assessment within five business days of the original assessment date. Although makeup assessments will test the same knowledge content as the original, the style and type of questions may differ as determined by the Course Director. The scheduling of the assessment will be at the discretion of the Course Director, but the student must be prepared to take the assessment on the day they return to class. All decisions made by the Course Director are final and will be communicated to the student within 48 hours of receiving the request.

An absence will automatically be considered unexcused if the Course Director is not notified via email within 24 hours. Unexcused absences will result in a grade of zero (0) on the assessment. If this occurs and the student is allowed to take the assessment at a later date, the highest attainable score is 70% (see "Remediation" section of this handbook).

### **Post-Assessment Process (A3.15g)**

Computer statistical analysis of assessment items will be utilized to assess the integrity of each item. The outcome of this review may result in assessment items being discarded or alternative answers accepted. Individual question challenges following an assessment will not be accepted. Mechanical errors, such as mismarking answers, are the responsibility of each student, and no grading adjustments will be made for mismarked answers. For fill-in-the-blank or essay responses, grades for misspellings or improper grammar will be at the discretion of the Course Director. Test grades will be reported to the class only after the assessment has been taken by all members of the class. The timing of grade release will be at the discretion of the Course Director.

At the discretion of each Course Director, a post-assessment review may be performed after every student has completed the assessment, the assessment has been statistically analyzed, and the scores have been validated and finalized. The post-assessment review is only for informational purposes to provide feedback to students on highly-missed items and clarification of measured objectives. The topic of grade changes will not be entertained. A review of exact examination questions will not be provided by any Course Director to students individually or as a whole.

### **Grading Criteria for the MSPA Program**

The grading and assessment of student performance is a critical part of the educational process and is taken very seriously at KGI. There is a wide range of course formats, project requirements, and presentation requirements that require different means of assessment. While the form may vary, the faculty are responsible for reporting on the performance of each student enrolled in a course. Only courses in which a minimum grade of C is earned may be counted in satisfaction of degree or certificate requirements. A course in which you receive an F grade does not count towards meeting the unit requirement for a degree or certificate, and an F grade may lead to dismissal from the MSPA Program (see "Progression Requirements and Maximum Time to Completion" section below). The GPA listed on a student's transcript will include all courses taken from the KGI MSPA Program.

Grade	Numerical Score	Quality Points
A	93 to 100	4.0
A-	90 to 92	3.7
B+	87 to 89	3.3
B	83 to 86	3.0
B-	80 to 82	2.7
C+	77 to 79	2.3
C	70 to 76	2.0
F	< 70	0.0

Final percentages ending in the decimal 0.45 or higher will be rounded up. Numbers ending in 0.44 or lower will be rounded down. There will be no exceptions to this policy.

### Required Academic Standards (A3.15a)

High academic standards are critical to ensuring academic integrity and quality at KGI. The MSPA Program requires that all students maintain a semester and cumulative GPA of 3.0 throughout the program, complete required coursework in the appropriate sequence, and meet the time-to-completion requirement. Note that GPAs will not be rounded up to meet this requirement, even if the student achieves a 2.99.

Students who do not achieve the Program's minimum standards are in jeopardy of not progressing successfully through the program and are expected to work with faculty, tutors, and the Division of Student Affairs to ensure they avail themselves of every opportunity to succeed. MSPA Program faculty will remind students of resources available to them at advisement appointments and in Early Warning System letters. However, struggling students should reach out to KGI and Program resources early for support.

### Progression Requirements and Maximum Time to Completion (A3.15a, A3.15b, A3.15d)

Due to the sequential nature of the curriculum, students must successfully complete all courses within a semester before becoming eligible to enroll in courses in the subsequent semester. If any courses were not successfully completed, the student must have a remediation plan established and permission from the MSPA Progression and Professionalism Committee in order to permit their continued progression. At the conclusion of each semester, the MSPA Progression and Professionalism Committee reviews each student's academic performance and professional conduct. Students must be recommended for progression by the MSPA Progression and Professionalism Committee to be eligible to continue to the subsequent semester. In order for a student to progress from the didactic phase into the clinical phase, they must also be recommended by the MSPA Progression and Professionalism Committee.

The following are circumstances that will affect a student's progression through the Program:

1. If a student is remediating a course or course component, they may progress to the subsequent semester at the discretion of the MSPA Progression and Professionalism Committee.
2. If a student earns a semester GPA below 3.0, they will be placed on academic probation and allowed to progress in the program at the discretion of the MSPA Progression and Professionalism Committee.
3. If a student earns a semester GPA below 3.0 for two consecutive semesters, they may be dismissed from the program.
4. Earning one final course grade of F during the didactic or clinical phase of the program will result in referral to the MSPA Progression and Professionalism Committee for consideration of academic dismissal from the program.
5. If a student receives an alleged violation of the Professionalism Policy, they will first be evaluated by the MSPA Progression and Professionalism Committee, and the Dean of Students and/or the Provost/Vice President of Academic Affairs will be notified. If the student's alleged actions are in violation of the KGI Honor Code, the Student Conduct Committee may also be convened to determine if the student should be placed on probation and allowed to progress in the program. For more information on the Professionalism Policy, please review the "Professionalism" section of this handbook, as well as the "Student Conduct | Honor Code" section of the *KGI Student Handbook*.
6. If the student exceeds the maximum time-to-completion for the program, they may not be able to graduate from the MSPA Program. Students must still complete the MSPA program within the maximum time-to-completion, which is defined as 150% of the program length (i.e., 3.375 years). Deceleration and remediation must also be completed within this timeframe. Delays due to approved personal or medical leaves of absence are excluded from the maximum time-to-completion requirement. Please refer to the "Leave of Absence" section in this handbook and the *KGI Academic Catalog* for further details.

A student may appeal a progression decision through written documentation to the MSPA Progression and Professionalism Committee for program-level decisions or using the method described in the *KGI Academic Catalog* for institution-level decisions.

### **Remediation and Early Warning System (A3.15c)**

Remediation is designed to meet the needs of the students who require additional assistance to demonstrate the achievement of learning outcomes. The remediation process is designed to improve the student's knowledge, skills, and professional attributes needed to successfully meet or exceed the MSPA graduation requirements. The goal of remediation is to promptly identify and address areas of academic, clinical, or professional deficiencies in order to help students achieve their learning outcomes.

Formal remediation will be initiated by the appropriate Course Director and coordinated through the Director of Didactic Education/Director of Clinical Education and the Program Director. This remediation process will be clearly documented to include the nature of the deficiency (e.g., medical knowledge, clinical and technical skills, clinical reasoning and problem solving, time management and organization, interpersonal skills and communication, professionalism), the remediation plan, and expected outcomes.

During the remediation process, faculty will document extra time, effort, and resources utilized to correct the identified deficiencies. A clear timeline will be established for formal remediation monitoring and completion. If a student fails to progress towards successfully meeting the learning objectives, course outcomes, or program standards, they will be reviewed by the MSPA Progression and Professionalism Committee and may be placed on academic probation or potentially dismissed from the Program.

#### *Glossary of Terms Regarding Remediation*

- Remediation – a process initiated by program faculty after any failed assessment. Includes the method(s) by which students attempt to meet failed learning outcome(s) through defined activities.
- Reassessment – a method defined by the faculty member to assess the failed learning outcome(s) as part of the remediation plan.
- Retest – students who fail an assessment may be required to take another test as part of the remediation plan. This may or may not include a change in grade (see below).
- Remediation Plan – the plan developed by the designated faculty member that outlines the required activities.
- Course Director – the faculty member who oversees the course.

#### **Remediation During the Didactic Phase**

A grade of less than 70 percent on any assessment is a cause for concern. Any students earning grades less than 70 percent on qualifying assessments will receive an Early Warning System (EWS) letter. The student will also be required to participate in a formal remediation plan to be considered for continuation in the program.

Assessments eligible for remediation include any course activity categorized as an exam, practical, or OSCE that has been designated to be a qualifying assessment by the course director. Other course activities may be subject to remediation at the discretion of the course director.

Students with 2 or more assessment scores < 77% but >70% *within one course* will be required to meet with the course director to discuss improvement strategies but are not required to complete a remediation activity.

Formal remediation during the didactic phase will include the following process:

1. The Course Director identifies objectives needing remediation, then designs a remediation activity and reassessment strategy. The remediation plan may include:
  - a. Reading and/or written assignments
  - b. Review of lecture material
  - c. Individual focused faculty-led tutoring
  - d. KGI tutoring programs or services
2. The Course Director pre-determines the outcome that indicates the knowledge has been successfully remediated (e.g., percentage score, skill mastery, display of knowledge, activity completion). The assessment of proficiency on remediated subjects is at the discretion of the Course Director with the approval of the Director of Didactic Education or the Program Director.
3. Students will be made aware in advance which assessments are eligible to be remediated for a grade change. If the student is re-examined for a change in grade, the

final grade on any remediated assessment may not exceed 70 percent. Note that remediation without a grade change will still be required for any failed assessment.

4. The Course Director and the Director of Didactic Education review and approve a plan for remediation.
5. Once approved, the Director of Didactic Education will assign an appropriate faculty member to oversee completion of the remediation activity and reassessment. The Director of Didactic Education will fill this role as needed.
6. The faculty overseeing the remediation meets with the student to review the Remediation Plan Form (Appendix E), which will include 1) the remediation activity; 2) the deadline for completion; and 3) the expected completion date for the reassessment. The faculty overseeing the remediation documents this meeting on the Student Encounter Form (Appendix B).
7. The faculty overseeing the remediation evaluates/grades the reassessment assigned to the student and documents the outcome on the Remediation Plan Form.
8. The faculty overseeing the remediation sends the completed Remediation Plan Form to the Course Director and the Director of Didactic Education for their review and for inclusion in the student's file. This form and any supporting documentation will become a part of the student's official record.
9. The Course Director will notify the Director of Didactic Education, the Program Director, and the Chair of the MSPA Progression and Professionalism Committee of the remediation efforts and outcomes.
10. If remediation is not successful, the student is referred back to the Director of Didactic Education for assessment of the student's current progress towards meeting the learning objectives, course outcomes, or program standards.
11. All formal remediation must be completed by the established time as documented on the Remediation Plan Form. Changes in the established timeline/due date are at the discretion of the faculty overseeing the remediation in conjunction with the Director of Didactic Education.

Students are allowed to remediate one failed assessment grade per course for a maximum score of 70 percent. Students must complete their retake of a failed assessment at least one week (7 calendar days) prior to the start of final exam week. Students may not retake any assessments during or after finals week.

Note that all remediations must be completed by the end of the semester due to the progressive nature of the program. Therefore, any final or comprehensive assessments are not eligible for remediation.

If a student fails to progress towards successfully meeting the instructional objectives, course learning outcomes, or program learning outcomes, they will be reviewed by the MSPA Progression and Professionalism Committee and may be placed on academic probation or dismissed from the Program.

### **Remediation During the Clinical Phase**

Students earning less than 75 percent on clinical phase assessments or below a passing score on an End-of-Rotation exam (as determined by z-score) will receive an Early Warning System (EWS) letter. The student will be required to participate in a formal remediation plan to be considered for continuation in the program.

The formal remediation process is outlined in the *MSPA Clinical Policy Manual*, which will be provided during clinical orientation prior to the beginning of the clinical phase.

## Attainment of SCPE Course Learning Outcomes

In some circumstances, students may earn a grade of 75 or above on clinical phase assessments, but they may not demonstrate attainment of supervised clinical practice experience (SCPE) course learning outcomes (CLOs). Further details regarding this process will be provided in the *MSPA Clinical Policy Manual* and discussed in detail with students prior to the clinical phase.

## Remediation for the Summative Evaluation

Students must earn a grade of greater than or equal to 75 percent on all aspects of the Summative Evaluation. The Summative Evaluation consists of four separate components – the Summative Written Examination and the three components of the Summative Practicum (i.e., OSCE, Technical Skills, Clinical Reasoning). Students earning a grade of less than 75 percent on any assessment component must remediate and successfully meet the student learning outcome reassessment with 75 percent or higher to graduate from the program.

Students will have two additional attempts to earn a grade greater than or equal to 75 percent on the Summative Evaluation. It is important to note that the timing of remediation for this process may delay graduation.

## Probation (A3.15d)

A student who exhibits unsatisfactory or deficient academic performance (see “Progression Requirements and Maximum Time to Completion” section above) or inappropriate professional conduct will be formally placed on probation. This status is meant to serve a number of purposes, including providing students with encouragement to work towards satisfactory performance, serving as official communication on the severity of the student’s academic situation, and identifying students at risk of being dismissed from the program. Students may be placed on probation for reasons outlined in the “Progression Requirements” section of this handbook.

### Probation: Process Overview

The MSPA Program Director and MSPA Progression and Professionalism Committee will acknowledge the student’s placement on probation and will specify the terms of probation in a written document. Included in this document will be:

- A statement outlining the area of deficiency
- A statement reiterating the School’s Withdrawal Policy, and
- The terms and conditions for returning to non-probationary status

This document will be discussed with the student in person, then the student will sign a copy acknowledging their probationary status and return it to the MSPA Program Director or Chair of the MSPA Progression and Professionalism Committee. A copy of the letter will be submitted to the Provost and Vice President of Academic Affairs and the original will be maintained in the student’s file.

## Academic Probation

As the result of academic probation, the following terms and conditions apply:

1. The student's faculty advisor, the student, and the Director of Didactic Education/Director of Clinical Education will meet to formally document the following items in the student's record: academic status, study habits, test-taking skills, expected outcomes, any revised remediation plans, expected timelines, and clearly established consequences for failing to remediate probationary discrepancies. The student may also be required to meet with the Chair of the MSPA Progression and Professionalism Committee regarding the conditions of academic probation.
2. The student must meet with their faculty advisor with a frequency determined by the MSPA Progression and Professionalism Committee.
3. The student must follow the steps outlined in the probation letter, as well as the "Remediation and Early Warning System" section of this handbook as applicable to the circumstance for the academic probation.
4. Academic probation may be disclosed in any final verifications of training, employment letters, or letters of reference from the KGI MSPA Program.
5. During the probationary period, the student's involvement in extracurricular activities and campus events must be approved by their faculty advisor.

## Probation for Professional or Personal Misconduct

Students who exhibit inappropriate professional or personal behavior may be placed on probation for professional or personal misconduct. Inappropriate professional or personal behavior includes, but may not be limited to, the following:

- Excessive absences, consistent tardiness, or disruptive behavior in class
- Inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, or employees at clinical practice sites
- Inappropriate or disrespectful interaction with patients
- Unprofessional dress, language, or conduct as defined by the MSPA Program or the respective clinical practice sites

Online behavior and interactions (e.g., social media) may or may not be monitored or regulated. However, at all times, intentional or otherwise, MSPA students must be aware that the violation of legal statutes (e.g., HIPAA) and KGI policies and procedures (e.g., policies related to professionalism or sexual harassment) in their online activities may result in disciplinary actions up to probation or dismissal from KGI. Please see the "Student Conduct | Honor Code" and "Student Clinical Code of Conduct" sections in the *KGI Student Handbook*.

Matters involving a student's inappropriate professional or personal behavior will be brought to the attention of the MSPA Progression and Professionalism Committee and the Dean of Students in writing through the Honor Code Intake Form. The student will meet with the Dean of Students. The issue will be resolved or referred to the Student Conduct Committee. In either case, the outcome will be documented in the student's file.

The Student Conduct Committee (SCC) may recommend that the Dean of the School of Health Sciences (SHS) place the student on probation for professional or personal misconduct, and the Chair of the SCC will work with the Dean of SHS to specify the terms of probation. The MSPA

Program Director and the MSPA Progression and Professionalism Committee will formalize the student's placement on probation through a written document (as outlined in the "Probation: Process Overview" section above).

The Director of Didactic Education/Director of Clinical Education, the Chair of the MSPA Progression and Professionalism Committee, and the student's faculty advisor will monitor the student's progress toward meeting the terms of probation. The student must follow the steps outlined in the probation letter, as well as the "Remediation and Early Warning System" section of this handbook as applicable to the circumstance for the probation.

### **Return to Non-Probationary Status**

In collaboration with the Dean and MSPA Program Director, the MSPA Progression and Professionalism Committee will remove a student from probation under the following circumstances:

1. The student successfully completes the following grading period without earning a grade of "F," as well as maintains a semester and cumulative GPA above 3.0.
2. The Director of Didactic Education/Director of Clinical Education, the Chair of the MSPA Progression and Professionalism Committee, and the faculty advisor confirm that the student successfully remediates or demonstrates significant improvement in any professionalism discrepancies or substandard performance.

If a student does not satisfactorily meet the terms of their probation, they will be referred to the MSPA Progression and Professionalism Committee for consideration of dismissal from the Program. Please review the "Dismissal" section in this handbook for further information.

### **Deceleration (A3.15c)**

The KGI MSPA Program is designed for full-time students who are admitted as a part of a cohort. Therefore, the program cannot be completed on a part-time basis.

In most instances, a student who has previously enrolled but did not complete the MSPA program must reapply through CASPA. The application will be treated in the same manner as all other applications.

The MSPA Progression and Professionalism Committee (with the approval of the Program Director and Dean of the School of Health Sciences) will evaluate if a student should be offered an opportunity to decelerate in the program. Deceleration may only be granted to a student in extenuating circumstances, including those students with approved leaves of absence, remediation plans, and/or probation plans. If granted, the student may be required to audit all courses full-time (at no charge) leading up to the point the student decelerated. Decelerated students must still complete the MSPA program within the maximum time-to-completion, which is defined as 150% of the program length (i.e., 3.375 years).

Note that students who are not actively enrolled in courses may not be eligible for receipt of financial aid.

### **Leave of Absence (A3.15b)**

A student may request a leave of absence due to the occurrence of medical problem(s), serious personal problems, pregnancy, or military deployment.

A student requesting a leave of absence should begin the process through Student Affairs. If approved, Student Affairs will coordinate with the MSPA Program Director, Dean of SHS, and all needed parties regarding the student's absence.

The usual limit for a leave of absence is two academic semesters. If approved, leaves of absence may be extended to a maximum of two years. A leave of absence will not be granted to a student who is currently on academic probation unless it is a leave due to a serious medical issue or condition and only with the permission of the Provost. Students on approved leave of absence are not subject to the program time-to-completion requirements.

For more information on leaves of absence, please refer to "Leave of Absence" section in the *KGI Academic Catalog*.

## **Withdrawal and Dismissal (A3.15d)**

Total withdrawal is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The Dean reserves the right to dismiss a student at any time they deem necessary to safeguard the MSPA Program's standards of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation.

### **Voluntary Withdrawal**

A request for voluntary withdrawal from the MSPA Program must be made in writing to the MSPA Program Director, and the Request to Withdraw form completed through the Office of the Registrar. Every effort should be made by the student to assure that no misunderstandings or errors occur in the withdrawal process.

A student who leaves the MSPA Program without completing the established withdrawal procedures within 30 days will automatically be administratively withdrawn from KGI and will not be considered for readmission at a later date. Withdrawal is not complete until the required forms are signed by the student and all appropriate departments. If the student is an international student, there must also be a signature from a Designated School Official.

### **Dismissal**

Circumstances that may lead to dismissal include, but are not limited to, the following:

- One course grade of "F" in the didactic or clinical phases (see "Progression Requirements and Maximum Time to Completion" section above)
- Two consecutive semesters with a cumulative GPA below 3.0
- Two end-of-semester professionalism assessments with scores of "Below Expectations"
- Any actions which threaten or endanger, in any way, the personal safety or well-being of the student or others or which disrupt or interfere with the orderly operation of KGI are cause for immediate dismissal of the student

A student who is dismissed may not be reinstated under any circumstances.

For more information, please review the corresponding "Withdrawal Policy" in the *KGI Academic Catalog*.

## **Student Academic Records (A3.17a-f, A3.18)**

Student academic records are kept by the KGI MSPA Program in electronic format. Confidentiality of the student academic record will be maintained consistent with FERPA and any other appropriate guidelines. MSPA students and other unauthorized persons do not have access to the academic records or other confidential information of other students or faculty. All the following items are part of each student's academic record:

- Confirmation that the student has met published MSPA Program admission criteria;
- Proof that the student has met KGI and MSPA Program background check, drug screening, tuberculosis (TB) screening, and immunization requirements;
- Documentation of any needle stick/sharp reports (if applicable);
- Student performance while enrolled in the MSPA Program;
- Documentation of any remediation efforts and outcomes (if applicable);
- Summaries of any formal academic/behavioral disciplinary action taken against the student (if applicable);
- Confirmation that the student has met requirements for program completion.

Please note that none of the above items are considered part of the student health record. Student health records are confidential and are maintained separately from the student academic record. For more information on the student health record, please review the "Student Health Record" portion of the "Student Health Policy" section of this handbook.

## **Academic Integrity (Student Conduct | Honor Code)**

We, the KGI community, strive for the highest ethical standards and will hold one another accountable to them. We will abstain from improper conduct in our academic and professional lives, ensuring that our successes come only from just and ethical means.

### **General Principles**

Principles inherent in this Code include:

- Students shall treat all members of the community with respect and without malicious intent to ensure that all students share equal opportunities.
- Students shall conduct themselves in a manner that upholds their reputation of honesty and integrity in order to promote an environment of trust.
- Students are obligated to participate in making the honor system viable by reporting violations of potential academic and professional misconduct.
- KGI students shall report to the Division of Student Affairs or to the Provost any firsthand knowledge of any violation of any of the provisions of this Honor Code.

### **Prohibited Activities with Respect to Academic Matters**

An academic matter means any one of the following: activities which may affect a grade in a course; any activity which in any way contributes to satisfaction of the requirements of a course, or requirements for graduation; or co-curricular activities of an academic nature including student publication and competitions.

An academic integrity violation may include, but is not limited to, the following:

- Cheating – Use materials during an examination other than those specifically authorized by the instructor. Use of materials in any research or assignment that are not authorized by the instructor.
- Plagiarism – Plagiarism is using the words or ideas of another source directly without proper acknowledgment of that source.
- Falsification/Fabrication – Submit modified or changed completed tests, answer sheets, or assignments for re-grading.
- Violation assistance – Give, solicit, or receive information or assistance to or from any person or source in regards to an assessment, group assessment, makeup assessment, or written assignment unless specifically authorized to do so by the instructor.
- Copyright infringement – Copyright infringement is the use of works protected by copyright law without permission; infringing certain exclusive rights granted to the copyright holder (e.g., the right to reproduce, distribute, display, or perform the protected work), or to make derivative works.

The above list are examples of an academic integrity violation. For the full policy, please refer to the “Prohibited Activities with Respect to Academic Matters” section of the *KGI Student Handbook*.

### **Prohibited Activities with Respect to Nonacademic Matters**

As members of the KGI community, students represent not only themselves, but also KGI. Therefore, while they have the right and freedom to exercise individual autonomy, they also have the responsibility to exercise that autonomy in a manner that will bring honor to themselves and their program.

A nonacademic integrity violation may include, but is not limited to, the following:

- Intentionally make misrepresentation on a resumé or curriculum vitae concerning class rank, grades, academic honors, work experience, or any other matter relevant to job placement.
- Purposely furnish false information.
- Perpetrate any form of theft, forgery, falsification, or fraudulent use of the Institute or work-site property.

The above list are examples of a nonacademic integrity violation. For the full policy, please refer to the “Prohibited Activities with Respect to Nonacademic Matters” section of the *KGI Student Handbook*.

### **Honor Code Procedures**

For complete details on student conduct and honor code procedures, please refer to the “Student Conduct | Honor Code” section of the *KGI Student Handbook*. Please also review the “Student Clinical Code of Conduct” section in the *KGI Student Handbook*, which applies to all clinical interactions throughout the MSPA Program.

## Academic Grievances (A3.15g)

### Didactic Grade-Related Grievances

Matters related to grading disputes for didactic courses shall include issues regarding grades awarded or processes by which grades are determined. The following is a quick reference to the procedures for didactic grade-related grievances. Students may meet with their faculty advisor at any point in the process.

1. Discuss the issue with the Instructor(s)/Course Director(s) who assigned the grade; if not resolved ›
2. Discuss the issue with the Director of Didactic Education; if not resolved ›
3. Discuss the issue with the MSPA Program Director; if not resolved ›
4. Initiate a formal grievance, in writing to the Instructor(s) who assigned the grade, after receiving a "Grade-Related Grievance" form from the Dean of the School of Health Sciences. This form must be submitted within five (5) business days following the posting of the score being disputed. ›
5. Instructor/Course Director will respond to the grievance and forward their response to the student and Director of Didactic Education (Program Director, if Instructor/Course Director is the same as the Director of Didactic Education) ›
6. Response at each level (Director of Didactic Education, Program Director, Academic Dean, and Provost) will automatically be forwarded along with the form to the next level unless the grievance is resolved in favor of the student ›
7. The student may choose to withdraw the grievance at any time by sending an email to the Instructor(s) who assigned the grade and the Dean ›
8. If the grievance reaches the level of the Provost, the Provost will notify the student of the results in writing. The Provost's decision is final.

If a student has a pending grievance that affects whether they can continue to the next semester or can participate in remediation, they shall be allowed to continue in classes until the grievance is resolved. If the grievance is resolved in the favor of the student, and they are allowed to continue in the semester or remediation, then all grades/scores received by the student during this transition shall remain valid. However, if the student's grievance is denied, any scores/grades received by the student during the pending grievance shall be considered invalid.

### Clinical Grade-Related Grievances

Matters related to clinical education grading disputes shall include issues regarding grades awarded or processes by which grades are determined. Once the preceptor has submitted the evaluation, the student must NOT contact the preceptor to negotiate a change in the evaluation.

The following is a quick reference to the procedures for clinical grade-related grievances. Students may meet with their faculty advisor at any point in the process.

1. The student must formally submit the list of the competencies in which they are challenging the grade, along with examples of competency to the Director of Clinical Education; if not resolved ›
2. Discuss the issue with the MSPA Program Director; if not resolved ›

3. Email the Dean of the School of Health Sciences to formally request the “Grade-Related Grievance” form. This form must be submitted within five (5) business days following the posting of the score being disputed.
4. Initiate a formal grievance, in writing, to the Director of Clinical Education who assigned the grade.
5. Director of Clinical Education will respond to the grievance and forward their response to the student and MSPA Program Director within five (5) business days of receiving the “Grade-Related Grievance” form.
6. Response at each level (Director of Clinical Education, MSPA Program Director, Dean, and Provost) will automatically be forwarded along with the form to the next level unless the grievance is resolved in favor of the student.
7. The student may choose to withdraw the grievance at any time by sending an email to the Director of Clinical Education and the Dean.
8. If the grievance reaches the level of the Provost, the Provost will notify the student of the results in writing. The Provost’s decision is final.

Please note: The final authority rests with the Provost for all grade-related grievances. The individual receiving the grievance will adhere to the process above. Deviation from said process will disqualify the grievance.

For complete details on academic/grade-related grievances, please review the grade-related grievances sections for the School of Health Sciences in the *KGI Academic Catalog*.

## Professionalism Expectations

### Overview

Professional behavior is an important aspect of Physician Associate education. The KGI MSPA Program plans to prepare its graduates to be not only clinically competent providers but also well-respected professionals within the medical community. The magnitude of responsibility held by healthcare professionals necessitates the establishment of the highest standards of professional conduct. Throughout the program, students must exhibit professional behavior at all times in all settings.

While in academic settings, students must remain professional and respectful to all faculty, staff, students, and guests of the institution. During clinical practice experiences, students are expected to utilize professionalism with patients, their caregivers, and interprofessional healthcare team members. Caregivers may include any person responsible for the care and safety of the patient, including a family member, significant other, friend, or paid/volunteer helper.

The MSPA Program considers breaches of professional conduct as important as academic deficiencies. Therefore, violations related to professionalism will be reviewed by the MSPA Progression and Professionalism Committee and the Dean of Students, which may result in disciplinary action.

Professionalism violations may be related to:

- Appearance and Attire
- Attendance

- Social Media and Electronic Device Use
- Confidentiality
- Attitude and Conduct
- Interpersonal Communication
- Teamwork
- Flexibility
- Initiative/Commitment to Learning
- Time Management
- Cultural Competence with Cultural Humility
- Entrepreneurial/Innovative Spirit
- Patient Safety
- Placing Self-Interest before Patient Interest

Violations are outlined in greater detail in the following sections of this handbook, as well as in the *KGI Student Handbook*.

## Cultural Competence with Cultural Humility

The KGI MSPA Program strives to prepare its graduates to provide patient-centered care with cultural competence and cultural humility. The KGI MSPA Program utilizes the following definitions:

- **Cultural competence** – “comprises behaviors, attitudes, and policies that can come together on a continuum that will ensure that a system, agency, program, or individual can function effectively and appropriately in diverse cultural interaction and settings. It ensures an understanding, appreciation, and respect of cultural differences and similarities within, among and between groups.”
- **Cultural humility** – “a lifelong commitment to self-evaluation and critique, to redressing power imbalances. . . and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations.”

Therefore, KGI MSPA Program students must demonstrate sensitivity and ethical behavior towards all persons with respect to age, gender, gender identity, sexual orientation, ethnicity/race, religion/spirituality, socioeconomic status, educational level, disabilities, and any other characteristics with which a person may identify.

\*Greene-Moton E, Minkler M. Cultural competence or cultural humility? Moving beyond the debate. *Health Promot. Pract.* 2020;21(1):142-145. doi:10.1177/1524839919884912

## Appearance and Attire (A3.06)

Students must maintain a neat and clean appearance appropriate for a student attending professional school. KGI allows students the right to dress in a manner that is consistent with their gender identity as long as it is not in violation of the dress code. Specific dress requirements vary with each academic setting (i.e., on campus, off campus, special in-class guests, and presentations). Professional judgement should always be used. Students should consult with their course instructor if they have any questions regarding a special class circumstance.

## All Academic Settings: KGI General Requirements

- Demonstrate good general hygiene, which includes regular bathing, use of deodorants, and maintaining good dental hygiene.
- Clinging fabrics and tight outfits are not appropriate.
- Provocative clothing styles are not appropriate.
- Hats will not be permitted to be worn during an exam. \*  
*\*This does not apply to headgear considered a part of religious or cultural dress.*
- Clean, professional, and comfortable shoes should be worn (flip-flops not permitted).
- Clothing with profane or offensive language is not permitted.
- Each student's school identification must be with them at all times.

## All Academic Settings: MSPA Program Requirements

Attire for the MSPA Program is described as business casual. Clothing should be clean, neat, and in good repair (no visible holes or rips), allowing for freedom of movement without inappropriate exposure. Clothing design and cut must be conservative. This is expected in the classroom, laboratory, and on clinical rotations. If the appearance standard for a clinical site is stricter than those outlined below, the student must adhere to that clinical site's policy. Clothing should be clean, pressed, and in good condition without tears or holes. In addition, students should follow these guidelines:

- Hair - Hair should be neat, clean, and of a style that stays out of the face when giving patient care. Hair color must be a natural tone. No brightly colored or elaborate ornaments may be worn in the hair. Males may have beards and/or mustaches; however, these must be kept well-groomed and clean. Students must pull back their hair for all clinical-type assessments (e.g., laboratory settings, practicals, OSCEs). Additionally, students may be required to adapt hair styles or shave facial hair for proper N-95 mask fitting prior to the clinical phase. No alternative masking or personal protective equipment options such as PAPRs will be provided to students in the clinical phase to avoid hair or facial hair changes.
- Nails - Fingernails should be short enough so that they will not injure patients. For clinical settings, clear or light-colored nail polish may be worn, but must be kept neat in appearance. Artificial nails of any type are not allowed for the duration of the MSPA program.
- Jewelry - Watches, wedding rings, and earrings are permissible in the classroom setting. Students are not to wear excessive bracelets or necklaces that may be a distraction in lectures or in clinical settings. Earrings must be a style that is not distractive to those around the student nor pose a hygiene or safety issue to the student. Students may be asked to remove jewelry that does not fall within these parameters. Please note that jewelry (e.g., earrings, rings) may not be worn in the laboratory setting. \*  
*\* This does not apply to nose rings for religious or cultural purpose. The program nor the school are not responsible for lost or stolen jewelry.*
- Odors - Perfumes, colognes, lotions, smoke, and deodorants with heavy scents are not permitted.
- Piercings & Tattoos - Body piercing (other than two earrings per ear) should be removed or covered. No earlobe expanders are allowed. No visible tattoos.

- Shoes/Socks – Dress shoes should be clean and polished. Professional open toe shoes, mules, or slides may be worn. Flashy athletic shoes, sandals, slides, or slippers are not acceptable.
- Shirts - Sweaters, blouses/tops, polo shirts, or dress shirts with or without a tie are acceptable. Unacceptable shirts include tee shirts, tank tops, spaghetti strap blouses, shirts exposing midriff, shirts with slogans, sweatshirts, and hoodies.
- Bottoms - Ankle-length slacks/khakis, knee-length skirts, or knee-length dresses are acceptable. Unacceptable bottoms include denim jeans, cargo pants, pants with holes or rips, shorts of any type, sweatpants, exercise pants, leggings without skirts or dresses, mini-skirts, skorts, and sun dresses.
- Identification - Students will be issued a KGI Student ID. Students are to wear and prominently display their ID at all times when they are in their role as a student of the MSPA Program. This includes on and off campus activities that relate to their training and education as a student.
- Scrubs - Students are allowed to wear KGI MSPA Program scrubs only on dates and times as assigned by course directors or the Program Director. One set will be provided by the MSPA Program. Non-KGI MSPA Program scrubs may be allowed only for certain activities at the discretion of the course director or the Program Director.

Clinical supervisors, preceptors, or MSPA faculty reserve the right to dismiss any student from a clinical or educational site who is not appropriately attired. That action may result in requiring further professional, developmental training for the student, and it may also interfere with graduation timing or completion of program.

### **Laboratory and Clinical Settings: KGI General Requirements**

It is important for students to dress appropriately at all times in the clinical and community settings, even if they are there to observe or to work on case prep or follow-up. In addition to the requirements listed above, the following policies will be in effect:

- The OSHA occupational foot protection standard at 29 CFR 1910.136(a) requires the use of protective footwear when employees are working in areas where there is a danger of foot injuries due to falling or rolling objects, or objects piercing the sole, and where there is a possibility of the employee's feet being exposed to an electrical hazard. (Laboratory or Clinical Settings)
- Artificial Nails fall under National Patient Safety Goal 7 (part of the TJC standards healthcare organizations are surveyed on), CDC Guidelines (2002), and WHO Guidelines (2009): TJC: National Patient Safety Goal 7 requires organizations to "reduce the risk of healthcare-associated infections." Artificial nails may not be worn during the MSPA program.
- Nails should be manicured of a length which does not interfere with clinical activities.
- Jewelry (e.g., earrings, rings) may not be worn in the laboratory setting. \*  
*\* This does not apply to nose rings for religious or cultural purpose. The school will not be responsible for lost or stolen jewelry.*
- A clean white waist-length laboratory coat is to be worn at all times on lab days.
- Clean KGI approved scrubs may be worn under a lab coat during lab days.

## Laboratory Settings: MSPA Program Requirements

Courses which include a laboratory component have specific guidelines for attire and appearance. In the laboratory setting, all students must wear closed toe shoes with socks. Tennis shoes or clogs that are clean and in good condition are permitted.

Depending on the course, laboratory attire includes either:

1. Professional, pressed ankle-length slacks or khakis with a polo shirt, sweater, or button-up shirt/blouse (unless otherwise specified, neck ties are not to be worn), or
2. KGI MSPA Program scrubs with the short white student lab coat provided by the MSPA program with KGI MSPA logo.

During patient assessment lab practices, students may be able to wear a KGI branded t-shirt with scrub pants in place of the program scrubs. Program faculty will inform students in advance of the expected attire for laboratory activities.

## Clinical Settings: MSPA Program Requirements (A3.06)

Even though KGI confers a Master of Science in Physician Associate Studies degree, all KGI MSPA students must be clearly identified as **Physician Assistant** students in clinical settings at all times in alignment with California laws and regulations. They are to be clearly distinguished from physicians, medical students, and other health profession students and graduates. Students will always introduce themselves to patients, patient family members, and clinical site staff by stating their full name and position title – “**Physician Assistant Student**.” Students will wear the short white student lab coat provided by the MSPA Program (embroidered with the KGI MSPA Program logo) during all assigned rotation activities unless otherwise directed by the clinical preceptor. Students should wear their KGI Student ID badge and any applicable site-issued badge for each supervised clinical practice experience when provided. The ID badge must be worn so that it is easily readable by patients and hospital/clinic personnel in alignment with hospital/clinic policies. ID badges must not be obscured or altered in any manner except as determined by clinical necessity (e.g., special stickers for newborn nursery access).

## Attendance

### Didactic Phase

Attendance is mandatory. Students are expected to attend and appear on time at all classes, workshops, labs, seminars, and other instructional activities associated with the courses in which they are enrolled. Since teamwork is such an integral part of KGI's learning environment, attendance is important not only for the particular student but also for their colleagues. However, there are instances in which students are unable to attend class and in which those absences may be excused. These instances are described in the following sections. Absences not covered by this policy may be excused at the discretion of the Course Director.

Tardiness (defined as arrival after class has begun, whether at the top of the class or after a class break) is disruptive to the class and will be considered a breach of professionalism unless the student has contacted the Course Director (e.g., in the event of a flat tire). Note that in most cases, traffic is not an acceptable excuse as it can be mitigated through proper planning.

Arrival more than 10 minutes after the start of class is considered to be equivalent to an unexcused absence (see the “Unexcused Absence” policy in this handbook). Students may

receive verbal and/or written warnings from program faculty for any single episodes of tardiness. Students with more than 3 unexcused tardies in a semester will be brought to the MSPA Progression and Professionalism Committee for consideration of disciplinary action.

### **Didactic Phase: Student Responsibilities**

Students should make prior arrangements in the event that missing a non-assessment day of class is unavoidable. This request should be made to the Course Director prior to the absence. Documentation for excused absences must be submitted to the Course Director in writing (through an Excused Absence Request Form in Appendix D) within three business days (i.e., 72 hours) upon return to school. Review of the documentation will determine whether an excused absence is warranted. The student must present appropriate documentation to be granted an excused absence. If able, the student should contact the Course Director as soon as possible.

The following are considered excused absences:

- Personal illness or injury. For an excused absence, valid and complete written documentation (i.e., a note from a physician or other qualifying medical professional) will be required as supporting documentation. However, no protected health information or confidential medical information is required to be submitted or documented.
- A personal emergency or emergency in the student's immediate family (i.e., parent, grandparent, guardian, spouse, child, or sibling of the student), including death, hospitalization, or other emergency situation.
- Attendance at a professional meeting provided that the absence has been pre-approved by the Director of Didactic Education/Director of Clinical Education or the MSPA Program Director.
- Jury duty and immigration/naturalization interview. Students can contact the Office of the Registrar for assistance in requesting a postponement of Jury Duty. For an immigration/naturalization interview, students should contact KGI's International Student Advisor.
- Religious observance accommodations will be considered. Each student must individually submit a request to the Director of Didactic Education/Director of Clinical Education for absences due to religious observances by the first day of each semester. The Director of Didactic Education/Director of Clinical Education will inform the MSPA Program Director of the request, and the student will be informed of the accommodations that will be provided. The student must work with their Course Director for any missed course activities to minimize disruptions to the educational process and to schedule makeup activities.

Falsification of documentation is considered a violation of the KGI's Honor Code and will result in disciplinary action up to and including dismissal.

The student will be held responsible for all work missed during an absence. Opportunities to make up missed points in the form of class activities and quizzes will be at the discretion of the Course Director.

## Didactic Phase: Missed Assessments

A missed assessment will be graded as zero ("0") by the Course Director/Instructor. Exceptions may be made for the following situations:

- If a student has an immediate personal emergency, the student should make every effort to notify the Course Director(s) prior to the start of the assessment. If the student is not able to safely make immediate contact, they **MUST** make contact within 24 hours of the start of the assessment. Personal emergencies are defined as serious vehicle accidents, hospitalizations, serious illness, physical injuries which require emergency medical treatment, or the sudden death of an immediate family member (parent, grandparent, guardian, spouse, child, or sibling of the student). All immediate personal emergencies must be verified in writing with a letter from a health care provider or other appropriate professional familiar with the circumstances. This letter must not provide personal details regarding the student's medical record in alignment with program guidelines.
- If a student has a significant pre-scheduled event which conflicts with an assessment, the student must contact the Course Director and Director of Didactic Education/Director of Clinical Education two weeks prior to the examination or quiz to obtain approval for a rescheduled assessment.

If the student meets the criteria stated above, make-up assessments will be scheduled by the Course Director. Make-up assessments may be different from the original format at the discretion of the Course Director. The scheduling of the assessment will be at the discretion of the Course Director, but the student must be prepared to take the assessment on the day they return to class. For more information, please review the "Missed Assessments" portion of the "Assessment Policy" section in this handbook.

## Attendance During the Clinical Phase

Attendance during the clinical phase is mandatory for all supervised clinical practice experiences (SCPEs) including time at the clinical site as well as end-of-rotation activities. Students will only be allotted up to two missed days per SCPE with a maximum of 5 total absences for the entire clinical phase. Any known events that are scheduled during the clinical phase (e.g., military drills) must be discussed with the Director of Clinical Education in advance. More information regarding this policy will be provided in the *MSPA Clinical Policy Manual* that will be reviewed during clinical orientation.

## Inclement Weather

In the event of severe weather conditions, students should use local and national weather sources for potential closure announcements. The KGI Alert System is also used to notify all students, faculty, and staff of institutional emergencies, including weather-related incidents. The MSPA Program abides by institutional closing decisions made by KGI administrators.

Campus closures for inclement weather do not apply to students on supervised clinical education experiences (SCPEs). If the SCPE site is open and the preceptor is working during a KGI closure for inclement weather, the student is expected to be in attendance unless other arrangements have been made with the Director of Clinical Education.

Students in the clinical phase of the program should exercise reasonable judgement, especially in light of the fact that the SCPE location may be a considerable geographic distance from campus with dramatically different circumstances. If the student's clinical site is closed, the student will not report to that site for the day(s) closed and must notify the Director of Clinical Education of the business closing.

## **Artificial Intelligence Use in the MSPA Program**

The use of generative artificial intelligence (AI) has become routine in many academic and clinical settings and will be expected to increase over time as data supports its use. While AI can be a useful tool when used correctly, it should not take the place of the development of the fundamental critical thinking skills that all Physician Associates (PAs) must possess. Thus the MSPA program has developed guidelines for the ethical and responsible use of generative AI tools to support students in their training without compromising their development of the skills needed for their future careers. Note that the term generative AI refers to large language models and image generators, including but not limited to ChatGPT, Google Gemini, and Microsoft Co-Pilot. Non-generative AI applications such as spelling and grammar checkers as well as reference managers are excluded from this policy.

### **Use of AI for Academic Coursework**

Most assignments provided during PA training require the student's completion of their own work, particularly for knowledge acquisition, analysis, and self-reflection. However, there may be specific courses that allow for generative AI usage on specific assignments to practice the integration of technology into their professional and clinical development.

Be aware that the use of AI technologies poses risks to the student of potential inaccuracies, biases, ethical risks, and legal implications (e.g., academic integrity, HIPAA) associated with generative AI. Students must evaluate any material produced with generative AI for accuracy, integrity, and impartiality and will have full responsibility for the content in all submitted assignments. Generative AI resources that provide evidence-based information will be discussed as part of the curriculum but may not be used for any assignment until directed to do so by a course director.

If there is no explicit guidance regarding generative AI use in a course or for a specific assignment, all submitted assignments must be authored solely by the student without the use of generative AI, even for improving sentence structure, grammar, or other well-intentioned uses. If students are unsure whether to use generative AI for a particular task, they are to ask the course director prior to proceeding.

All program-related materials such as curriculum are considered to be proprietary to KGI. As such, students may not input any curricular material or written feedback into generative AI or other web-based tools without the prior approval of the course director(s) or content author(s). Students must ensure their use of these tools is in compliance with copyright and intellectual property laws.

Any approved use of generative AI for any assignment must be cited in the text in alignment with guidelines from the AMA Manual of Style. Students must clearly report what they used generative AI for, how they used it, and include the specific name of the tool used. The AI tool

used should never appear in a reference list as an author or creator of content: “Nonhuman artificial intelligence, language models, machine learning, or similar technologies cannot be listed as authors because these technologies do not qualify for authorship” (*AMA Manual of Style*, section 5.1.12). More information regarding the disclosure of AI tool use to create content or assist with manuscript creation can be found in the *AMA Manual of Style*.

### **Use of AI in Patient Care Settings**

In addition to the above, there are special considerations students must have while on supervised clinical practice experiences (SCPEs) regarding the use of generative AI. Students may never input protected health information into a generative AI tool for any reason, as this constitutes a HIPAA violation. Students may not use generative AI tools to create clinical notes on their personal devices due to the risk of exposing protected health information. While some clinical sites may have their own AI tools embedded in the electronic health record program that may be accessible to students, students are not to utilize these tools unless directed to do so by their clinical preceptor on a secure device provided by the clinical site.

### **Unauthorized Use of AI**

Violations of the above policy will result in the student being referred to the MSPA Progression and Professionalism Committee and may constitute a KGI Code of Conduct violation.

### **Social Media and Electronic Device Use**

It is the policy of KGI that the use of social media will be done in conjunction with the principles of the KGI Honor Codes, the Clinical Code of Conduct, the faculty and employee handbooks, delineated prohibited uses and best practices, and compliance with all federal and state rules and regulations. For a detailed overview of these policies, please review the *KGI Student Handbook*.

#### **Individuals are responsible for their own use**

Social media outlets, including discussion boards, may or may not be monitored or regulated. It is up to each user of a social media outlet or participant in a virtual discussion to regulate his or her content that is added or shared with the community.

#### **Social media postings must not violate HIPAA**

You may not post the personal information or photograph of any patient on KGI-affiliated clinical sites. Removal of an individual’s name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, types of treatment, or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from one of the medical outreach trips) may still allow the reader to recognize the identity of a specific individual. Posting of patient information could violate state or federal laws such as the Health Insurance Portability and Accountability Act (HIPAA) and are subject to the laws therein.

#### **Social media postings must not violate FERPA**

You may not post private (protected) academic information of a student or trainee. You may not post the personal information or photograph of any student/trainee at KGI within the context of a KGI event or interaction without obtaining permission from that person. Posting of

inappropriate student/trainee information could violate federal laws. This policy does not prohibit a student/trainee from posting his or her own information. Additionally, the policy does not prohibit posting information or photographs related to non-KGI interactions and activities.

- Social Media postings shall not be unprofessional nor discriminatory. You may not post vulgar, false, obscene, harassing statements, or statements disparaging the race, religion, age, sex, sexual orientation, gender identity, or disability of any individual with whom you come into contact as a result of your role at KGI.
- You may not disclose any financial, proprietary, or other confidential information of KGI.
- You may not present yourself as an official representative of, or spokesperson for, KGI.
- You may not utilize KGI's trademarks or logos without permission of the Marketing & Communications Department of KGI.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions included in this policy.
- You may not utilize websites and/or applications in a manner that interferes with your work responsibilities. That is, do not tie up KGI or institutional partner computers or phone lines with personal business when others need access.
- Faculty shall employ the highest professional and ethical standards in any social media interactions with students enrolled at KGI.

### **Electronic Device Use**

It is expected that during lectures and clinical time, use of devices employed for social media will be used only as authorized by faculty. If the device is combined with a cell phone, it is expected that the cell phone aspect of the device be silenced.

No personal phone conversations or texting are allowed at any time while in patient areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.

Use of computers (iPads, Notebooks, etc.) during class shall be restricted to note taking and classroom activities. Other use is distracting for not only the student involved in the activity but those in the immediate area/vicinity. Students may be asked to cease use altogether or change seats if the use is appropriate for the classroom.

No student shall videotape and/or audiotape instructors or peers for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients be videotaped or photographed without written permission of the patient/client and of the Clinical Preceptor.

Text messaging is not an acceptable form of communication with PA faculty or staff except during the clinical phase when requested by the Director of Clinical Education. KGI MSPA faculty and staff members are not permitted to extend or accept social media requests to/from enrolled MSPA Program students.

### **Confidentiality Policy**

The KGI MSPA Program reinforces the federal regulations addressing patient healthcare confidentiality as described in the Health Insurance Portability and Accountability Act (HIPAA).

Students receive HIPAA training as part of the program, and records of the training are maintained in their student files. For more information on HIPAA, please review the “Health Insurance Portability and Accountability Act (HIPAA)” policy on the KGI [website](#).

MSPA students must understand all of the following in regard to confidentiality:

1. A MSPA student will hold in confidence all personal client information and agency information entrusted to them.
2. Confidential clinical information and research data (written or oral) given to a MSPA student is considered privileged within the content of the learning site and the enrolled course.
3. A MSPA student will limit his or her discussion of client, family, and agency to structured learning situations, such as conferences and clinical learning experiences. Students should never discuss clients, families, or agencies at lunch tables, clinical or university dining facilities, elevators, dormitories, or any other public setting.

All MSPA students are required to sign a confidentiality statement at the time of enrollment in the program. The student is expected to comply with the terms of the statement throughout the program. Failure to comply represents unethical conduct for a MSPA student. These actions may lead to failure of the course in which the incident occurs or even dismissal from the program. A copy of the signed statement for MSPA is maintained in the student’s file.

The Confidentiality Statement for MSPA can be found in Appendix I of this handbook. Note that students may be required to sign additional confidentiality statements for clinical sites.

## Violations

Failure to comply with the requirements of the Professionalism Policy and the Confidentiality Policy may result in sanctions ranging from counseling to dismissal from the MSPA Program.

Disciplinary action will be determined by the MSPA Progression and Professionalism Committee, Dean of Students, and the Student Conduct Committee (if applicable). Based on the severity of the violation, the disciplinary actions may proceed as followed:

1. Written Warning from the Chair of the MSPA Progression and Professionalism Committee
2. Probation
3. Course Failure (which per policy will result in potential dismissal)
4. Dismissal from the MSPA Program

Violations of federal and state laws may also result in criminal or civil action undertaken by the government.

## Clinical Phase Overview

Prior to the clinical phase, students will complete a clinical orientation and review policies specific to the clinical phase from the *MSPA Clinical Policy Manual*.

All students will complete seven core supervised clinical practice experiences (SCPEs) in the following disciplines:

- Family Medicine

- Emergency Medicine
- Internal Medicine
- Surgery
- Pediatrics
- Women's Health
- Behavioral and Mental Health Care

SCPEs will take place in the following settings:

- Emergency Department
- Inpatient Facilities
- Outpatient Facilities
- Operating Room

Students will also complete an elective rotation to pursue further training in key areas of interest. Such rotations may include various surgical or non-surgical subspecialties, unique experiences such as street medicine, or a repeat of any core SCPE. Students will provide several choices for their clinical elective rotation. There is no guarantee that students will be placed in their top-ranked elective rotation choices.

SCPEs are not completed a specific order; rather, each student will have a unique schedule based on site availability. All SCPEs are six weeks in length and include five weeks at the clinical site, and one week for callback. During callback weeks, students will complete didactic and clinical requirements to ensure competency in program learning objectives for the rotation before being allowed to move to the next rotation type.

### **Clinical Sites for Supervised Clinical Practice Experiences (A3.03)**

Prior to the clinical phase, students have the opportunity to submit their ideal clinical sites/preceptors and locations. Prospective and enrolled MSPA students are not required to provide or solicit clinical sites or preceptors for the MSPA Program. Students may voluntarily submit information about potential preceptors or clinical sites to the Director of Clinical Education and/or the Director of Clinical Site Development if desired. The Director of Clinical Education and/or Director of Clinical Site Development must identify, contact, and evaluate clinical sites and preceptors for educational suitability prior to creating an official affiliation.

There is no direct or implied guarantee that the student will be assigned a rotation with any requested clinical site or preceptor. All clinical site placements are at the sole discretion of KGI.

The majority of clinical sites will be located within an 80-mile radius of the KGI campus. Students may be required to attend rotations at a site outside of this area and will be responsible for all expenses related to such assignments.

Out-of-state placements may be available, depending on state permissions, but cannot be guaranteed. California does not participate in NC-SARA, thus, we can only educate students in those states in which permission has been granted for our programs/student experiences. Guidance provided for other PA or medical school programs cannot be applied to our institution.

# Appendices

- Appendix A – Student Advising Form
- Appendix B – Student Encounter Form
- Appendix C – Incident Report Form
- Appendix D – Excused Absence Request Form
- Appendix E – Remediation Plan Form
- Appendix F – Screening, Immunization, and Background Check Release Form (Certiphi and CORE to MSPA Program)
- Appendix G – Screening, Immunization, and Background Check Release Form (MSPA Program to Clinical Sites)
- Appendix H – Emergency Contact Information
- Appendix I – Confidentiality Statement
- Appendix J – MSPA Program Student Handbook and Policy Acknowledgement

# Student Advising Form

Student: Name, Class of 202x

Advisor: Name

*Note whether the student is on target / some concerns / at risk for each topic, then document the discussion had with the student under each section below:*

- **Academic Progress:** evaluation of current grades, whether projected semester GPA is above minimum, and challenging courses.
- **Capacity for Academic Success:** student's perspective of progress, study habits, test-taking difficulties, barriers to preparation/learning, and tools or resources needed.
- **Wellness/Coping:** evidence of burnout, coping strategies, and referrals as needed
- **Professionalism:** any professionalism concerns from faculty or staff

Date	Academic Progress	Capacity for Academic Success	Wellness/Coping	Professionalism
FALL-1 Xx/xx/xxxx	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk
Action Plan				
Date	Academic Progress	Capacity for Academic Success	Wellness/Coping	Professionalism
SPRING-1 Xx/xx/xxxx	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk
Action Plan				
Date	Academic Progress	Capacity for Academic Success	Wellness/Coping	Professionalism
SUMMER-1 Xx/xx/xxxx	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk
Action Plan				
Date	Academic Progress	Capacity for Academic Success	Wellness/Coping	Professionalism
FALL-2 Xx/xx/xxxx	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk

	<b>Action Plan</b>			
<b>Date</b>	<b>Academic Progress</b>	<b>Capacity for Academic Success</b>	<b>Wellness/Coping</b>	<b>Professionalism</b>
CLINICAL-1 Xx/xx/xxxx	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk
	<b>Action Plan</b>			
<b>Date</b>	<b>Academic Progress</b>	<b>Capacity for Academic Success</b>	<b>Wellness/Coping</b>	<b>Professionalism</b>
CLINICAL-2 Xx/xx/xxxx	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk	<input type="checkbox"/> On target <input type="checkbox"/> Some concerns <input type="checkbox"/> At risk
	<b>Action Plan</b>			

## Student Encounter Form

Student: Name, Class of 20xx

Term: Semester Year; Advisor: Faculty Name

Date	Encounter Summary	Action item(s)	Completed by:

## Incident Report

In the event you are injured at KGI or a clinical site, your highest priority is prompt treatment. Do not delay seeking appropriate treatment to fill out paperwork or make notifications. Students should comply with all accident/injury protocols in place at the clinical site. In the absence of a protocol, seek treatment in the nearest emergency department.

Please submit this completed form with all supporting documentation directly to the Director of Didactic Education/Director of Clinical Education.

Student Information	
Student Name:	Student ID Number:
Expected Graduation Year:	Date:
Nature of Incident	
Date and Time of Incident:	Class/Rotation/Activity Where Incident Occurred:
Location of Incident:	
Facility Name	
Address	
City/State/Zip Code:	
Phone	
Nature of Incident: (e.g. needlestick, laceration, exposure, contusion)	
Possible Exposure to Bloodborne Pathogen: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Description of Incident:	

## Medical Treatment

Actions Taken Immediately Following Incident:

Was medical evaluation and treatment pursued by the student? ☐ Yes ☐ No

Date of Treatment Completion:

Name and Location of Facility Providing Evaluation and Treatment:

## Notifications

Please identify when the following individuals were notified about the incident:

Course Instructor/Clinical Preceptor:

Date and Time Notified:

Onsite Health Services/Emergency Department:

Date and Time Notified:

Director of Didactic Education or Director of Clinical Education:

Date and Time Notified:

## Corrective Action Recommendations

Please identify any corrective actions that should be pursued to avoid recurrence.

## Signatures

### KGI MSPA Program Student

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

### KGI MSPA Program Faculty

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## For Program Use Only

**Date/Time Form Was Received in MSPA Program Office:**

**Received by:**

**Additional Follow Up:**

# Excused Absence Request Form

## Excused Absence Policy Reminders

In all situations, students are responsible for completing an Excused Absence Request Form in a timely manner in accordance with the policies outlined in the *KGI MSPA Student Handbook*.

Students assigned to clinical rotation sites should not seek approval from the clinical preceptor without prior approval from the Director of Clinical Education.

Completion of this form **does not** guarantee approval.

## Student Information

Student Name:

Student ID Number:

Expected Graduation Year:

Date Form Completed:

## Absence Request

Date(s) of Requested Absence:

Reason for Absence:

- ☐ Personal Illness or Injury
- ☐ Personal Emergency or Immediate Family Emergency
- ☐ Attendance at a Professional Meeting
- ☐ Jury Duty
- ☐ Immigration/Naturalization Interview
- ☐ Religious Observance

Documentation/Verification: Attach if provided.

Course Name/Clinical Rotation:

Course Director/Clinical Preceptor:

Course Director/Director of Clinical Education Notes: Include affected assessments and activities.

## Acknowledgement and Signatures

By signing below, the student acknowledges that they have reviewed and understand the policies in the *KGI MSPA Program Student Handbook* regarding excused absences and missed assessments.

### KGI MSPA Program Student

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

### KGI MSPA Program Faculty

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## Outcome of Request

### Final decision regarding absence:

☐ Approved

☐ Denied

### Notes:

### Director of Didactic/Clinical Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## Remediation Plan

### Student Information

Student Name:

Student ID Number:

Expected Graduation Year:

Date:

### Reason for Remediation

Course Name:

Course Director:

Deficiency Category (check all that apply):

- ☐ Medical Knowledge
- ☐ Clinical and Technical Skills
- ☐ Clinical Reasoning and Problem Solving
- ☐ Time Management and Organization
- ☐ Interpersonal Skills and Communication
- ☐ Professionalism

Details of Deficiency: Include affected assessments and activities.

Student Explanation for Deficiency:

### Remediation Plan

Tasks to Complete:

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Date of Proficiency Evaluation:

Expected Remediation Plan Completion Date:

## Acknowledgement of Remediation Plan

As detailed in the *KGI MSPA Student Handbook*, the student is required to participate in a formal remediation plan to be considered for continuation in the program. By signing below, the student acknowledges the above remediation plan and agrees to complete the plan as outlined above.

## Signatures

### KGI MSPA Program Student

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

### KGI MSPA Program Faculty

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

### Director of Didactic Education

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

## Outcome of Remediation

Did the student satisfactorily complete the remediation plan above?

☐ Yes

☐ No

Results of Remediation/Final Grade:

Date of Completion of the Remediation Plan:

# Screening, Immunization, and Background Check Release Form

Certiphi and CORE to KGI MSPA Program

## Student Information

Student Name:

Student ID Number:

Expected Graduation Year:

Date:

## Student Contact Information

Address

Home Phone

Cell Phone

City/State/Zip Code

Email

## Permission to Release

I, \_\_\_\_\_, grant Certiphi and CORE permission to release my drug screening results, criminal background/sex offender check results, immunization status, tuberculosis screening status, and assurance of health screening to the KGI MSPA Program for the purpose of securing clinical rotations. I acknowledge that this permission will be in effect through the duration of my enrollment as a student at Keck Graduate Institute.

I may withdraw my permission at any time in writing to the Director of Clinical Education. If I choose not to grant permission, I understand that the KGI MSPA Program will not be able to secure clinical rotations for me, which will prohibit successful completion of the program.

## Student Signature

By signing below, the student agrees to the terms listed above and confirms that the personal information listed is accurate.

Signature

Date

Printed Name

# Screening, Immunization, and Background Check Release Form

## KGI MSPA Program to Clinical Sites

### Student Information

Student Name:

Student ID Number:

Expected Graduation Year:

Date:

### Student Contact Information

Address

Home Phone

Cell Phone

City/State/Zip Code

Email

### Permission to Release

I, \_\_\_\_\_, grant the KGI MSPA Program permission to release my drug screening results, criminal background/sex offender check results, immunization status, tuberculosis screening status, and health screening results to KGI-affiliated clinical sites for the purpose of securing clinical rotations. I acknowledge that this permission will be in effect through the duration of my enrollment as a student at Keck Graduate Institute.

I may withdraw my permission at any time in writing to the Director of Clinical Education. If I choose not to grant permission, I understand that the KGI MSPA Program will not be able to secure clinical rotations for me, which will prohibit successful completion of the program.

### Student Signature

By signing below, the student agrees to the terms listed above and confirms that the personal information listed is accurate.

Signature

Date

Printed Name

## Emergency Contact Information

### Student Information

Student Name:

Student ID Number:

Expected Graduation Year:

Date:

### Emergency Contact Information

#### EMERGENCY CONTACT 1

Name

Home Phone

Relationship

Cell Phone

Address

Work Phone

City/State/Zip Code

#### EMERGENCY CONTACT 2

Name

Home Phone

Relationship

Cell Phone

Address

Work Phone

City/State/Zip Code

#### MEDICAL CONTACT

Provider Name

Office Phone

Provider Name

Office Phone

### Acknowledgement and Signature

I have voluntarily provided the above contact information and authorize the KGI MSPA Program and its representatives to contact any of the above on my behalf in the event of an emergency.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

## Confidentiality Statement

### Student Information

Student Name:

Student ID Number:

Expected Graduation Year:

Date:

### Confidentiality Statement Acknowledgement

I, \_\_\_\_\_, acknowledge my responsibility to abide by applicable federal laws and the MSPA Program Confidentiality Policy to keep any information regarding a patient, client, or agency confidential. By signing below, I agree not to reveal to any person or persons (except authorized agency staff and associated personnel) any specific information regarding any patient, client, or agency. I further agree not to reveal to any third party any confidential information of an agency, except as required by law or as properly authorized by an agency.

I further understand that any unauthorized disclosure of confidential information may result in failure of the course in which the incident occurs and may include dismissal from the MSPA Program.

### Student Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

## MSPA Program Student Handbook and Policy Acknowledgement

### Student Information

Student Name:

Student ID Number:

Expected Graduation Year:

Date:

### MSPA Program Student Handbook and Policy Background

The information in the *MSPA Program Student Handbook* is an overview of current policies and procedures for the Master of Science in Physician Associate Studies (MSPA) Program at Keck Graduate Institute. This handbook is not designed to replace Keck Graduate Institute (KGI) policies and procedures. Students are expected to follow both the MSPA Program and KGI's policies and procedures. The information listed within the *MSPA Program Student Handbook* does not supersede policies in the *KGI Student Handbook* except if specifically noted.

The *MSPA Program Student Handbook* is meant to provide guidance for students and faculty on the day-to-day conduct in the MSPA Program. It does not represent an exhaustive list of all possibilities that might arise for students and faculty in the training and administration of the program. Unique situations may arise and will be handled in a manner that ensures fairness and mutual respect in all cases.

The *MSPA Program Student Handbook* is published annually. Every effort is made to provide accurate and correct information at the time of publication. The MSPA Program reserves the right to change policies, calendar dates, and any statements in the *MSPA Program Student Handbook*.

### Acknowledgement and Signature

**I agree that I have read and understand the policies outlined in the *MSPA Program Student Handbook*. I further acknowledge that I am responsible for understanding and following all policies and procedures outlined in all MSPA handbooks and the *KGI Student Handbook*. I also acknowledge that these policies apply to me at all times while enrolled in the program regardless of location.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name