

**University of South Alabama**  
**Pat Capps Covey College of Allied Health Professions**  
**Department of Physician Assistant Studies**  
**Student Progress Committee**  
**2014 – 2015**

**Student Progress Committee**

The Student Progress Committee (SPC) of the Department of Physician Assistant Studies (PA Studies) of the Pat Capps Covey College of Allied Health Professions (PCCCAHP) is responsible for reviewing academic, clinical and professional progress of all students enrolled in the Physician Assistant Program (the Program). The committee will review all student related issues including, but not limited to performance on examinations, performance in clinical rotations, professionalism, remediation, probation, progress to subsequent semester or clinical rotation, graduation or dismissal from the program. The SPC will serve as the academic misconduct committee for the program and in that capacity will function according to the University of South Alabama's guidelines regarding student academic misconduct and the PCCCAHP Behavioral Policy.

**Committee Membership and Meeting Schedule**

The SPC of PA Studies will consist of the program director, medical director and all full time faculty members. The Program strongly encourages the part time faculty to attend the SPC meetings but does not require them to do so. The part time faculty will be considered ad hoc and not required to vote. The SPC Chair is appointed by the program director and is responsible for scheduling and conducting the SPC meetings. The program director will schedule and conduct the SPC meetings in the absence of the SPC chair.

The committee will have regularly scheduled meetings at the end of each semester. The SPC Chair will circulate students' grades in all exams and their performance evaluations in all activities to the members of faculty prior to each regularly scheduled meeting. All course instructors / directors, including instructors who are not members of the PA faculty, will convey exam grades immediately after the exam to the SPC Chair. The SPC Chair will then inform the perspective student's advisor if any remediation or monitoring is necessary. Each faculty member will review the progress of their advisees, and the SPC will subsequently discuss all students' progress and will provide guidance as appropriate.

The program faculty (full time, part-time or adjunct) can formally request additional meetings to discuss students' problems as they arise. The request for an additional meeting is submitted in writing to the SPC Chair, who will then schedule a SPC meeting. The program director, medical director and the faculty member who requested the meeting should be present. The student who is the subject of the requested meeting should be informed in advance of the meeting so that they can provide information to the committee if they so choose. These additional meetings are only to address academic or professional discrepancies in a student's progress or approve revision of SPC policies. All student misconduct cases including, but not limited to, cheating, plagiarism, professional behavior, and sexual harassment, should be reported to the department chair/program director and resolved as per policies and procedures of the University of South Alabama. These policies and procedures are outlined in the University's student hand book, the Lowdown, which can be found on the University's website at:

<http://www.southalabama.edu/lowdown/> and the PCCCAHP Behavioral Policy.

As part of the Program's refining the program director's office will evaluate the effectiveness of the remediation process annually. The results will be presented to and discussed with the faculty during a scheduled SPC meeting in order to improve the remediation process as needed.

**Committee Responsibilities**

The committee will:

- Review each student's progress during its regularly scheduled meetings to determine if the student is eligible to progress to the next semester.

- Review progress of students who were remediated in any given course and make additional recommendations as deemed necessary.

Review remediation survey data and revise the departmental remediation procedure as guided by data analysis and results.

Review progress of students placed on probation by Graduate School, as per Graduate School policies and procedures, or by the department, per departmental policies and procedures.

Review each student with respect to professionalism as defined in the student handbook and PCCCAHP Behavioral Policy.

Review all student academic misconduct cases as per University of South Alabama's policies and procedures.

Review each student's summative evaluation results to approve or disapprove the student for graduation.

Review, revise and initiate policies and implement procedures for student performance evaluation and promotion, including summative evaluation and graduation.

## **Student Evaluation and Progress Guidelines**

All students should meet the minimum grade requirements of the program and the Graduate School of the University of South Alabama as outlined in the departmental student handbook, the University Bulletin, and the PCCCAHP Professionalism Behavioral Policy.

All students should meet and abide by the Physician Assistant Code of Conduct.

The following will cause automatic dismissal from the program:

Proven acts of violence, to include sexual harassment, as identified by the University of South Alabama in the university's handbook.

Failure to comply with state and federal laws, to include diversion, prescription falsification, and forgery.

A "D" grade at the end of a term in any course or on the summative evaluation.

## **Remediation**

### **Didactic Students**

#### **Grounds for Remediation**

Following is a list of incidences that a didactic student would require remediation for. A timeframe of when remediation is complete is discussed after each incidence.

Student cited for a lack of professionalism, determined by the PCCCAHP Behavioral Policy Appendix A. Remediation is complete when a satisfactory resolution of unprofessional behavior has occurred.

Student receives a grade of < 75% on any course exam.

Remediation is complete when the overall grade for that course is > 80%.

Student receives grades of < 80% on two successive course exams.

Remediation is complete when the overall grade for that course is > 80%.

Student receives an end of term grade of < 80% in any course.

Remediation is complete following the successful conclusion of the next term with a grade of > 80%.

Student fails the clinical skills practicum.

Remediation is complete when the student successfully passes an additional clinical skills practicum.

### **Process**

The course instructor / director will convey exam grades immediately after the exam to the SPC Chair. The SPC Chair will then inform the perspective student's advisor if any remediation or monitoring is necessary.

If the remediation is required for professional behavior, the requesting instructor will contact the SPC Chair, who will then inform the student's advisor.

The faculty advisor and an additional faculty member, hereafter referred to as the PA Performance Review Committee (PA PRC), will meet with the student to discuss concerns regarding the student's knowledge base, exam grade, and any weaknesses, deficiencies, or unsatisfactory progress. At this time the student has the opportunity to respond to these concerns and offer any observations and/or attributions regarding their performance.

The PA PRC and student will jointly determine if the student's problem is:

Behavioral

Cognitive

Both

### **Recommendations**

The PA PRC and student will jointly develop a remediation plan. The remediation plan may include, but is not limited to:

Review sessions

Review of clinical skills practicum and advise student to practice physical exam skills outside of structured class time.

Review of student study skills and provide student with instruction in test-taking strategies, identification of common test-taking errors, pacing for a timed exam, identification of key elements of questions, process of narrowing options, how to prioritize responses, discussion and rationales for question/response, and clinical-decision making skills.

Review of student learning style

Recommend study groups or advise student to utilize independent study by means of multimedia or mix of media and supplemental readings from additional resources to help concentrate course content.

Tutoring with course instructor as appropriate (clinical content and/or practicum skills)

Provide student with extra coursework for self-directed learning and increased depth of knowledge.

Recommend private tutor, PA review textbooks, and web resources with interactive case scenarios.

Referrals to:

USA Counseling and Testing Center (test taking strategies, test anxiety, study skills, diagnostic assessment to determine learning strengths and weaknesses)

Primary care provider as needed

A behavioral counselor

Writing center

Resources offered by the office of Dean of Students, Office of Minority Affairs, and/or Office of Veteran Affairs

The Office of Student Retention and Remediation

While on remediation the student is required to review their examinations, in the affected course, with the course instructor to identify student weaknesses.

Remediation plan and timeline is documented on the Student Remediation Form, signed and dated by the PA PRC and the student.

A copy of the remediation plan and timeline is given to the student and must be followed as a measurable means for improving performance. The original is placed in the remediation binder.

The PA PRC monitors student progress and documents academic performance. The student will be notified in a timely manner when their remediation is complete.

Records will be permanently maintained in the student's file.

### **Clinical Students**

#### **Grounds for Remediation**

Following is a list of incidences that a clinical student would require remediation for. A timeframe of when remediation is complete is discussed after each incidence.

Student cited for a lack of professionalism, determined by the PCCCAHP Behavioral Policy Appendix A.

Remediation is complete when a satisfactory resolution of unprofessional behavior has occurred.

Student ends a rotation with a grade of < 80%.

Remediation is complete following the successful conclusion of the next rotation with a grade of > 80%.

Student receives a grade of < 60% on any End of Rotation (EOR) Exam.

Remediation is complete when the student successfully passes an additional EOR exam with a grade of > 60%.

Student receives a score of 3 or less on any portion of their Mid Rotation Clinical Evaluation.

Remediation is complete when the student no longer receives a score of 3 or less on additional Clinical Evaluations.

### **Process**

The Director of Clinical Education will convey rotation to the perspective student's advisor if any remediation or monitoring is necessary.

If the remediation is required for professional behavior, the requesting instructor will contact the SPC Chair, who will then inform the student's advisor.

The faculty advisor and the Director of Clinical Education will meet with the student to discuss concerns regarding the student's knowledge base, and any weaknesses, deficiencies, or unsatisfactory progress. At this time the student has the opportunity to respond to these concerns and offer any observations and/or attributions regarding their performance.

The PA PRC and student will jointly determine if the student's problem is:

Behavioral

Cognitive

Both

### **Recommendations**

The faculty advisor, Director of Clinical Education and the student will jointly develop a remediation plan. The remediation plan may include, but is not limited to:

Meet with the clinical preceptor for feedback and assessment of student performance thus far and identify areas that require additional work for the rest of the rotation.

Perform student self-evaluation about the learning experience, expectations and rotation objectives.

Review case presentation, documentation, assessments and plans.

Review patient history-taking and physical examination skills.

Review assigned case-based learning materials.

Referrals to:

USA Counseling and Testing Center (test taking strategies, test anxiety, study skills, diagnostic assessment to determine learning strengths and weaknesses)

Primary care provider as needed

A behavioral counselor

Writing center

Resources offered by the office of Dean of Students, Office of Minority Affairs, and/or Office of Veteran Affairs

The Office of Student Retention and Remediation

Students scoring a grade < 60% on an EOR exam are required to schedule an appointment to review this examination within four weeks.

Remediation plan and timeline is documented on the Student Remediation Form, signed and dated by the faculty advisor, Director of Clinical Educations and the student.

A copy of the remediation plan and timeline is given to the student and must be followed as a measurable means for improving performance. The original is placed in the remediation binder.

The faculty advisor and Director of Clinical Education monitors student progress and documents clinical performance. The student will be notified in a timely manner when their remediation is complete.

Records will be permanently maintained in the student's file.

**USA PA Program Student Remediation Form**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Performance Review Committee \_\_\_\_\_

Nature of academic concern/issue:

Identified problem:

Relationship of academic concern to overall student success in the program:

Recommendation(s) to improve chances for success:

Timeline to demonstrate needed improvement:

Student made aware of Graduate School Policy regarding "C" grade and PA Department policy regarding grade of "D" or lower:

\_\_\_\_\_  
*By signing this document I affirm that I have been placed on a remediation plan agreed upon by the PA PRC and myself. I have been given a copy of this form.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*My signature below denotes that I have discussed this report with the involved. A copy of this form has been provided to the Department Chair for placement in the student's academic file located in the departmental file room to be maintained permanently in the student's file.*

PA PRC Signatures \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

*The student's academic performance issue(s) has been satisfactorily resolved via:*

PA PRC Signatures \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

**UNIVERSITY OF SOUTH ALABAMA  
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES  
STUDENT PROGRESS FORM**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_ Semester: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Class of: \_\_\_\_\_

<b>Content</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>	<b>N / A</b>
Basic medical / clinical knowledge						
History taking						
Physical examination skills						
Interpersonal / interdisciplinary skills						
Medical documentation						
Critical thinking						
Professionalism						
Overall impression and readiness for advancement						

Points: Excellent – 5; Very Good – 4; Average – 3; Fair – 2; Poor – 1

Comments:

Total Points: