PHYSICIAN ASSISTANT, M.M.S.

Saint Louis University’s physician assistant program is a 27-month, year-round graduate program with a rigorous didactic and clinical curriculum that provides a broad foundation in medicine and surgery. The Master of Medical Science (M.M.S.) degree is awarded upon program completion.

After four semesters of classroom instruction, students will undertake six six-week and three four-week supervised clinical clerkships in the following disciplines:

Clinical Elective
Many specialty options are available for this elective experience. Specific clinical disciplines may be chosen based on your interests or what students believe would best augment your existing clinical knowledge and skills.

Emergency Medicine
This clinical experience includes the management of acute medical and surgical problems, with an emphasis on the importance of precise diagnosis as well as the principles of emergency therapy.

Evidence-Based Medicine Clerkship
Students will choose a clinical specialty and critically review one area of the medical literature based on a clinical question of interest. Students will then develop a project that includes concepts of evidence-based medicine in relation to the clinical question and your clinical experience.

Family Medicine
This clinical practicum provides students an opportunity to gain experience in a primary care setting with patients experiencing a wide range of common ambulatory care problems.

General Surgery
This clinical experience exposes students to concepts and principles that characterize the practice of general surgery. Students will participate in the pre-operative, operative and post-operative care of patients admitted to a variety of surgical services in both inpatient and outpatient settings.

Internal Medicine
Participate in all aspects of direct patient care in inpatient or outpatient adult medicine. This fundamental clinical experience places emphasis on patient evaluation and assessment and oral and written case presentations. Students will also focus on understanding the complexities and interrelationships of disease processes and diagnostic and therapeutic collaboration.

Pediatrics
This four-week clinical rotation provides practical clinical experience in the recognition and management of common pediatric problems, including assessment of the newborn, well baby care, preventive pediatrics and parent counseling.

Psychiatry and Behavioral Medicine
This four-week clinical rotation provides experience working with patients in a psychiatric or behavioral medicine setting. Emphasis is placed on the clinical presentation, diagnostic work-up, treatment and management of these patients in both inpatient and outpatient settings.

Women’s Health
This four-week clinical experience encompasses the fundamentals of women’s health. Emphasis is on the medical history, physical examination, diagnosis and treatment involved with pre-natal, post-natal and general gynecologic care.

Recognition
As one of the first universities in the country to offer physician assistant programs, Saint Louis University has maintained a tradition of academic excellence and earned a national reputation as a solid leader in physician assistant education.

Curriculum Overview
The physician assistant curriculum offers a broad foundation in the medical and surgical disciplines. In addition to the principal faculty members, the program draws from a vast network of experts in their respective fields.

Fieldwork and Research Opportunities
Clinical education is an essential component of the physician assistant program and begins after students complete four semesters of didactic education. Through clinical rotations in the major disciplines of medicine and surgery, students will learn to integrate clinical knowledge and skills with active patient care. Saint Louis University is clinically affiliated with numerous hospitals, clinics, and private practices.

Most students are required to do a minimum of one or two assigned out-of-town rotations each year. These are at least 60 miles outside of St. Louis but are regional in nature — typically within a five-hour drive of campus. In some locations the PA student society may be able to assist students in finding affordable housing.

Clinical Clerkships
Saint Louis University is a member of NC-SARA, the National Council for State Authorization and Reciprocity Act, which allows students to complete a portion of their education in a different state.

First-time PANCE Pass Rate Information (https://www.slu.edu/doisy/degrees/program-pdfs/pance-report-0318.pdf)

Educational facilities at SLU provide an exceptional learning environment and house classrooms, a computer laboratory, a lecture hall, a 300-seat auditorium and a simulated medical office with eight exam rooms. The simulated medical office is equipped with cameras in each exam room for recording and reviewing student performance.

Department Information (http://catalog.slu.edu/colleges-schools/health-sciences/physician-assistant-education)

Students are involved in a variety of University and community service as well as national physician assistant activities.

Graduates of SLU’s PA program are eligible to sit for the Physician Assistant National Certifying Exam (PANCE).


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In some cases, students may be allowed to develop up to three of your own clerkships, following a careful screening process and programmatic approval.

**Certification and Licensure**

PAs are certified nationally and licensed by state. After graduation from an ARC-PA accredited PA program, physician assistants can sit for the national certification exam, the PANCE (Physician Assistant National Certifying Exam). The PANCE is administered by the National Commission on Certification of Physician Assistants (NCCPA) which is the nationally recognized certification organization for physician assistants. The NCCPA assures high standards in the profession, provides the consumer with safeguards and the physician employer with evidence of competency. Saint Louis University Physician Assistant Program graduates have consistently performed above the national average on the Physician Assistant National Certifying Exam (PANCE).

National certification via the NCCPA is required for clinical practice as a PA. Certified physician assistants are also required to demonstrate continued competency via mandatory continuing education every two years and successful completion of the national PA recertification exam every ten years.

State licensure is also required for clinical practice as a PA. Specific requirements for licensure vary by state. Depending on state-specific requirements, the supervisory agreement between the PA and his or her supervising physician (MD or DO) may be maintained with state licensure documents.

Note: Many state regulatory and governing organizations will not grant a license, registration or other professional practice document if one has been convicted of a felony, or in some cases, a misdemeanor. Prospective applicants are encouraged to consult with the state licensing organization for more detailed information before applying.

**Careers**

Physician assistants are employed in essentially every medical and surgical specialty and subspecialty in which physicians are employed. PAs work in hospitals, clinics, offices and other settings. PAs obtain histories, perform physical exams, order diagnostic tests and imaging, interpret the results, diagnose and treat illnesses, counsel and educate patients, assist in surgery, and prescribe medications. Some physician assistants work in primary care, such as family medicine, internal medicine, pediatrics and women’s health, while others work in various medical and surgical specialties and subspecialties. M.M.S. graduates can be found in hospitals, clinics, private offices, community health centers, and many other settings.

**Admission Requirements**

**Baccalaureate Degree**

Applicants should possess or be on track to a baccalaureate degree earned by the May prior to matriculation. An exception may be considered if students will earn an August degree, have completed all prerequisites and have three credits or fewer to complete during the summer.

**Sufficient GPA**

Applicants must have a science GPA of at least 3.00 and an overall GPA of at least 3.00. These are considered minimum GPAs, not competitive GPAs. Average competitive GPAs are typically greater than 3.50. Prerequisite coursework includes:

- Medical terminology (1-3 credits)
- Statistics (3 credits)
- College chemistry I and II (8 credits)
- Organic chemistry I and II (6-8 credits)
- Microbiology (3-4 credits)
- Vertebrate or human anatomy (3-4 credits)
- Vertebrate or human physiology (3-4 credits)
- A combined Anatomy and Physiology I and II (6-8 credits) will be accepted in place of separate anatomy and physiology courses.
- Genetics (3-4 credits)

Students cannot transfer into the PA program. No advanced placement is allowed for any coursework, degree or experience.

All prerequisite coursework must be completed by the May prior to matriculation. All science prerequisite courses must be those for science majors; if offered, accompanying laboratories are highly recommended. Only grades of C or better are acceptable for science and math prerequisite courses; grades of C- or below are not acceptable. Prerequisite course work should be completed within seven years of application. Community college or online courses (except medical terminology) are not considered competitive substitutes.

**Patient Care Experience**

Applicants to the PA program must have acquired a minimum of 500 hours of direct patient care experience by the time the CASPA application is submitted. Hours earned after this, regardless of when the file is reviewed by the PA admissions committee, are not considered. This experience varies and can be acquired on a full- or part-time basis. Direct patient care experience requiring certification and providing monetary compensation is most competitive. This could include work as a CNA, EMT or patient care technician. The average applicant has at least 2,000 hours.

Unless students are already closely working with a PA, shadowing a PA is important and can enhance your application but is not considered health care experience. Only 100 student clinical hours (obtained while fulfilling the required components of an educational program or course) can count toward the 500 hours of health care experience needed. Volunteer hours are not considered competitive health care experience and often cannot be counted towards the 500 hour minimum. If volunteer hours are accepted, only a maximum of 250 hours may count.

**Background Check**

Students in this program are required to obtain a criminal background check and undergo drug testing. A positive background check or drug screen could have serious consequences for the student, including forfeiture of any or all clinical rotations and/or inability to complete the program. The potential to sit for the Physician Assistant National Certifying Exam (PANCE) may also be impacted. Additionally, any state regulatory and governing organizations will not grant a license, registration or other similar professional practice document if there is a positive criminal background check or drug screen.

**Application Process**

Apply through the Central Application Service for Physician Assistants (CASPA) between mid-April and November 1. The PA supplemental application, found in the CASPA Program Materials section, must also be completed during the same time frame. CASPA will not send your application materials without completion of this section. Payment
for the supplemental application processing is made by going to SLU Marketplace.

CASPA applications and PA supplemental applications are reviewed beginning June 1. It is recommended to submit of all application materials by August 1.

Letters of reference submitted to CASPA should be from people who know students well, either professionally or academically, such as a job supervisor, professor or academic adviser. Please note: the PA program requires three letters of reference, even though CASPA completes an application with only two.

Applications completed and verified by CASPA will not be reviewed without the supplemental fee or appropriate fee waiver.

A limited number of processing fee waivers will be available for applicants experiencing severe financial hardship. To be considered for a fee waiver, applicants must email a request to pasupplemental@slu.edu. The request should outline the reasons for the request and the nature of the financial hardship. Requests must be emailed by July 31 to be considered.

Requirements for International Students
Graduates of an international college or university are required to successfully complete at least nine credits of social-behavioral science courses, such as psychology, sociology, and 12 credits of upper division science courses at an accredited, four-year U.S. college or university. Online coursework is not acceptable. International medical graduates with 500 hours of health care experience outside of the United States must also acquire at least 250 hours of patient care experience in the United States by the time of application.

Applicants whose native language is other than English are required to take the TOEFL® Internet-based Test by November 1. A combined minimum score of 100 is required, along with minimum component scores of 22-Reading, 22-Listening, 26-Speaking and 24-Writing. Scores should be submitted to CASPA and to the PA Program. The school code is R6629. The department code for health science is 0601.

Application Deadline
Applications for this program close November 1. Due to the CASPA verification process, it is recommended applications be submitted by Oct. 15 to meet the November 1 deadline. Applicants who have met all requirements are encouraged to apply early between June and August. Completed applications are reviewed in the order applications are received.

Interview Process
Personal interviews occur between October and March. Five interview dates are scheduled with 20 applicants each date. Highly qualified applicants may be invited to an interview three to four weeks prior to the scheduled interview dates.

Selection Factors
The Committee on Admissions will select students for the Program based on the overall strength of the applicant relative to the applicant pool. The following areas are of primary consideration:

• Academic potential as demonstrated by prior coursework
• Motivation for and familiarity with the role of the PA in health care and society

• Quality and duration of prior health care experience
• Alignment with the mission of the SLU PA Program
• Maturity
• Ability to make sound professional and personal judgments
• Compassion and empathy
• Interpersonal skills
• Oral and written communications skills
• Capacity for performance of the technical standards required of a PA
• Potential for success in the SLU Program and in the PA profession

Scholarships and Financial Aid
For more information, visit the student financial services office online at http://finaid.slu.edu.

Accreditation
Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
12000 Findley Road, Suite 150
Johns Creek, GA 30097
(770) 476-1224
http://www.arc-pa.org

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Learning Outcomes
1. Graduates will be able to evidence communication skills that result in effective clinical encounters.
2. Graduates will be able to demonstrate the critical thinking skills necessary to evaluate patient medical problems.
3. Graduates will be able to demonstrate professionalism in medical practice.
4. Graduates will be able to demonstrate core medical knowledge in the provision of patient care.
5. Graduates will be able to conduct themselves in accordance with Jesuit values when treating patients.

Program Competencies
Students matriculating in the SLU PA Program undertake a difficult, rewarding and life-changing journey. The program has high expectations of its students and the students are expected to live up to the challenge. Along the way as students and afterwards as health care providers, there is great responsibility placed upon them.
The SLU PA student competencies help prepare them for this responsibility. SLU’s original competencies have served the program well for many years and were reviewed and revised in 2016-2017 to better align with the national competencies for practicing PAs. The national PA competencies were devised collaboratively by the four national PA organizations - Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), Physician Assistant Education Association (PAEA) and the National Commission on Certification of Physician Assistants (NCCPA).

Students are expected to work toward attainment of the program competencies as they progress through the curriculum. And certain patterns and/or levels of attainment are expected along the course of the didactic and clinical phases of the program. Aligned with the national PA competencies, our student competencies include six major components - Medical Knowledge, Interpersonal and Communication Skills, Patient Care, Professionalism, Practice-Based Learning and Improvement, and Systems-Based Practice. Each of these has multiple subcomponents correlating to specific competencies (knowledge, skills and attitudes) required of our PA students. These can be mapped to our curriculum and with various assessment tools in place we can track competency attainment for each student.

The competencies are interwoven with and complementary to our program goals, learning outcomes, and instructional objectives and are fundamental to the curricular and operational framework of our program.

**Achievement of Program Goals**

The SLU PA Program has a long and rich history of excellence in didactic and clinical PA education. There are five overarching goals which impact didactic and clinical phases of the program. Aligned with the national PA competencies, our student competencies include six major components - Medical Knowledge, Interpersonal and Communication Skills, Patient Care, Professionalism, Practice-Based Learning and Improvement, and Systems-Based Practice. Each of these has multiple subcomponents correlating to specific competencies (knowledge, skills and attitudes) required of our PA students. These can be mapped to our curriculum and with various assessment tools in place we can track competency attainment for each student.

The five program goals are:

1. Prepare students to practice patient-centered medicine as graduate PAs.

2. Foster intellectual curiosity in order to graduate PAs who are committed to lifelong learning, evidence-based medical practice, and continuous improvement in the practice of medicine and the delivery of patient care.

3. Cultivate an environment that expects and encourages respect for others and outstanding professionalism.

4. Provide a rigorous and supportive educational environment to attain a respectable first time PANCE pass rate.

5. Promote Jesuit Values to prepare students to serve their community and patients in the spirit of *cura personalis*.

We have various assessment tools and benchmarks in place to determine whether we are successfully meeting program goals. Information about achievement of our SLU PA Program goals is outlined below.

**Program Goal #1**

Prepare students to practice patient-centered medicine as graduate PAs.

1. Learning outcomes within this goal include interpersonal and communication skills as well as patient care. Specific parameters within these include skills resulting in effective information exchange with patients, their families, physicians, professional associates and others within the health care system as well as effective, safe, high quality patient care that is equitable in various settings and for various populations.

2. As evidenced via assessment tools like OSCEs, the End-of-Program Survey and the Graduate Survey, the program has been successful in meeting Goal#1. Some examples of outcomes demonstrating this success are listed below.

   a. With respect to *interpersonal and communication skills*.

   i. 71% of recent graduates strongly agree and 29% agree that the didactic phase of the program prepared them for presenting patients orally in the clinical phase of the program.

   ii. For the five most recent cohorts completing the Graduate Survey, 61% strongly agree and 32% agree that the program prepared them for the documentation of patient encounters required as a practicing PA. Also, 84% agree or strongly that the program prepared them for the oral patient presentations required for their practice as a PA.

   b. With respect to *patient care*.

   i. 90% of recent graduates strongly agree that the Didactic Phase (Phase I) prepared them to take patient histories and perform physical exam skills. 65% strongly agreed that Phase I prepared them to form a differential diagnosis and patient assessment & plan, and 76% felt that Clinical Phase (Phase II) allowed them to learn about many different patients and disease processes. 100% of recent graduates either agree or strongly agree that they were able to provide medical care to patients from diverse populations in Phase II.

   ii. For the five most recent cohorts completing the Graduate Survey 87% agree or strongly agree that the program prepared them to work collaboratively with health professionals from various disciplines to provide optimal patient care.

   iii. Additionally, 95% either agree or strongly agree that they were prepared to take a history upon graduation, 94% either agree or strongly agree that they were prepared to do a physical exam, and 89% either agree or strongly agree that they were able to develop a differential diagnosis.

**Program Goal #2**

Foster intellectual curiosity in order to graduate PAs who are committed to lifelong learning, evidence-based medical practice, and continuous improvement in the practice of medicine and the delivery of patient care.

1. Learning outcomes within Goal #2 include practice-based learning and improvement as well as systems-based practice. Specific parameters within these include critical thinking skills allowing students to investigate and analyze clinical situations in order to evaluate and improve patient care within a fiduciary context as well as an awareness and responsiveness to the larger system of health care in order to provide patient care that balances quality and cost with prioritization of the patient.
2. As evidenced via assessment tools like professional development assessments (PDAs), preceptor-completed student evaluations, OSCEs and the Graduate Survey, the program has been successful in meeting Goal #2. Some examples of outcomes demonstrating this success are listed below.

   a. With respect to improving patient care within a fiduciary context.
      i. 94% of the most recent graduating cohort felt the PA program helped them gain awareness of the larger system of health care and gain critical thinking skills necessary to improve patient care in a cost-conscious manner.

   b. With respect to awareness and responsiveness to the larger system of health care.
      i. 95% of the five most recent cohorts completing the graduate survey felt they understood the concept of systems-based practice and
      ii. 91% felt they understood the concept of practice-based learning and improvement.

Program Goal #3
Cultivate an environment that expects and encourages respect for others and outstanding professionalism.

The primary learning outcome within Goal #3 is professionalism and specific parameters include a high level of professional behavior and conduct that results in responsible ethical practice, sensitivity to a diverse patient population and work environment and adherence to legal and regulatory requirements.

1. As evidenced via assessment tools like preceptor-completed student evaluations, professional development assessments (PDAs) and OSCEs, and the Graduate Survey, the program has been successful in meeting Goal #3. Some examples of outcomes demonstrating this success are listed below.

   a. With respect to PDAs which provide a glimpse into student perspectives of their own professionalism.
      i. 97% of students from the Classes of 2016 and 2017 agreed or strongly agreed that they demonstrated a high level of professionalism regarding attendance, punctuality, reliability, attire and personal appearance.
      ii. 100% of graduates from the Class of 2016 either agree or strongly agree that they have a high level of professionalism regarding being respectful, polite, non-discriminatory, and protecting confidentiality of patients.
      iii. 92% of the Class of 2017 either agree or strongly agree that they are very professional in their attire and personal appearance. 95% agree or strongly agree that they are very respectful, courteous and polite and protect patient confidentiality. 97% agree or strongly agree that they are collegial and non-discriminatory towards fellow students.

   b. With respect to other perspectives on professionalism.
      i. For the most recent graduating cohort, the professionalism component of Preceptor-Completed Evaluations (PCEs) for students in Phase II reveals an overall average of 96.7% for all professionalism components (Interest and Initiative; Reliability, Dependability and Maturity, Punctuality and Appearance; Recognition of Personal Limitations; Interpersonal Skills; Sensitivity to Diversity; Interprofessional Interaction).
      ii. The for cohort currently in the midst of Phase II, the professionalism component of the PCEs reveals an overall average of 98.3% for the same eight professionalism components.
      iii. Of the five most recent cohorts completing the graduate survey, 21% agree and 65% strongly agree that the SLU PA Program prepared them to understand professionalism and the importance of professional behavior.

Program Goal 4
Provide a rigorous and supportive educational environment to attain a respectable first time PANCE pass rate.

1. The primary learning outcome within Goal #4 is medical knowledge and specific parameters include core knowledge about medicine and the application of this to patient care in varying clinical situations and in different patient populations.

2. As evidenced via assessments like the End-of-Program Survey, the Graduate Survey, PACKRAT scores, Phase II End-of-Rotation Exams (EOREs), and PANCE results, the program has been successful in meeting Goal #4. Some examples of outcomes demonstrating this success are listed below.

   a. With respect to medical knowledge as well as its application to patient care.
      i. Of the five most recent cohorts completing the Graduate Survey 90% agree or strongly agree that the program helped prepare them to counsel patients regarding health promotion and disease prevention and
      ii. 72% of graduates agree or strongly agree that they are prepared to order and interpret appropriate labs and diagnostics.
      iii. The average first-time PANCE pass rate since 2001 is 97.94%

   b. With respect to medical knowledge applied to patient care in varying clinical situations and in different patient populations.
      i. 94% of graduates from the Classes of 2015 and 2016 agree or strongly agree that the didactic phase of the program prepared them to understand the scientific basis of medicine that is essential to building the foundation of clinical medicine and
      ii. 100% of recent graduates either agree or strongly that they were able to provide medical care to patients from diverse populations in Phase II.

Program Goal 5
Promote Jesuit Values to prepare students to serve their community and patients in the spirit of cura personalis (or “care for the entire person” - respect for the dignity of each person, mind, body and soul, to include respect for the unique strengths and gifts of others as well as the unique cultural, physical, psychological, spiritual and socioeconomic circumstances of others).
1. The primary learning outcome within Goal #5 is Jesuit Values and the alignment of our program mission and specific parameters including access to opportunities for increasing student understanding and application of Jesuit education principles and values.

2. As evidenced via assessments like Professional Development Assessments (PDAs) and End-of-Program Survey, the program has been successful in meeting Goal #5. Some examples of outcomes demonstrating this success are listed below.
   a. With respect to increasing student understanding of Jesuit principles and values,
      i. Recent PDAs reveal that 92% of the class of 2016 and 72% of the Class of 2017 either agree or strongly agree that they have a strong understanding of Ignatian values and Jesuit principles.
      ii. The End-of-Program Survey revealed that 91% of Class of 2015 and Class of 2016 graduates agree or strongly agree that the program did a good job responding to students and modeling cura personalis, living up to the program mission and helping students understand Ignatian values.
   b. With respect to opportunities for students to understand and apply these values,
      i. 85% of the two recent graduating cohorts feel the program did an outstanding or good to very good job of providing opportunity for community service, and
      ii. 97% feel the program helped them understand and practice Ignatian/Jesuit values (like the acquisition of knowledge for the good of others, etc.)

### Requirements

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<td>PAED 5700</td>
<td>Clinical: Behavioral Medicine</td>
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<tr>
<td>PAED 5750</td>
<td>Clinical:Ob/Gyn,Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>PAED 5800</td>
<td>Clinical: Emergency Medicine</td>
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</tr>
<tr>
<td>PAED 5860</td>
<td>Clinical: EBM Clerkship</td>
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<tr>
<td>PAED 5930</td>
<td>Clinical: Elective</td>
<td>4</td>
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<tr>
<td>PAED 6000</td>
<td>Graduate Seminar (taken over multiple semesters)</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>98</strong></td>
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</table>

### Performance Standards

During the entirety of the PA Program, students are expected to adhere to specific academic and professional standards which are outlined in the Student Handbook and Policy Manual.

As healthcare professionals, PAs must be sensitive to the value of human dignity. This value is manifested in behaviors and attitudes demonstrating inclusion, sensitivity to the well-being of others and honesty in all endeavors. PA students, therefore, are held to standards of professional behavior in areas including overall conduct, academics, health information, daily interactions with others, clinical compliance, patient encounters, title identification, attire and attendance.

In addition to expectations for professional behavior, PA students must also meet academic standards. The academic expectation is that all PA students maintain a minimum cumulative GPA of 3.0 and perform at or above 70 percent on exams and other graded components.

The complex nature of medicine and the condensed educational time frame of the PA Program combine to create a curriculum that is very rewarding, yet also rigorous, time-consuming and intense. Whether engaged in classroom and lab activity, reading and studying, or clinical rotation obligations, students should assume they will be involved in program requirements all day, every day for the duration of the program. It is recommended that students do not work during the 27 months they are enrolled in the program. Additionally, students may not work for the PA program nor serve as instructional faculty or clinical/ administrative staff.

### Technical Standards

Students enrolled in the Saint Louis University Physician Assistant Program must be able to complete all requirements leading to the Master of Medical Science degree. This degree signifies that the holder is a clinician prepared for entry into the practice of medicine as a physician assistant, possessing the knowledge, skills and competencies necessary to function in a variety of clinical situations and to provide a broad spectrum of care consistent with physician assistant practice.

To achieve success in the program and the profession, individuals must possess certain more specifically defined abilities and skills. Saint Louis University has systems in place to assist any student who has a documented physical, psychological or cognitive disability. SLU is committed to full compliance with the Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act of 1990. A student who...
believes he/she may not be able to perform one or more of the listed essential program requirements should discuss the issue with personnel in the Disability Services (314.977.3838; DuBourg Hall, Room 36, 221 North Grand Blvd., St. Louis, MO 63103-2097). Students who believe they cannot meet or fulfill any part of the technical standards must contact Disability Services which will document the matter and address reasonable accommodations for the student if warranted.

Students enrolled in the program must have the emotional and intellectual ability to learn, assimilate, analyze and integrate information and data. Motor function capabilities must allow candidates to meet the demands of PA education and patient care. Candidates must be able to develop mature, sensitive, and effective relationships with patients and colleagues. They must be able to tolerate physical and emotional stress and a fast-paced academic and clinical environment and continue to function effectively. They must be adaptable, flexible and able to function in the face of uncertainty.

In addition to acquiring the knowledge, skills, abilities, attitudes and behaviors detailed in the general PA program objectives, the technical standards must be met by each physician assistant student. If students are unable to meet or fulfill the technical standards with or without reasonable accommodation as determined by the Saint Louis University Disability Services their status as a PA student may be affected. The technical standards require that the physician assistant student, with or without reasonable accommodations must demonstrate the ability to:

1. Communicate effectively and sensitively with patients, health professionals, teachers, staff and peers in settings where communication is typically oral or written or when the time span available for communication is limited. Students must be able to understand and convey information, accurately perceive nonverbal communication, and describe findings related to patients.

2. Observe demonstrations and visual adjuncts used in classroom, laboratory and clinical instruction. PA students must be able to observe patients accurately and completely from a distance and at close range.

3. Elicit data from patients via palpation, percussion, and auscultation. These skills and others necessary to carry out a variety of diagnostic maneuvers and therapeutic procedures require coordination of gross and fine muscular movements, equilibrium and sensation.

4. Acquire, assimilate, interpret, integrate and apply information from direct observation, oral communication, written messages, films, slides, microscopes, imaging science, ECG readouts and other material or media.

5. Possess motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients, such as those required in physical examination, airway management, cardiopulmonary resuscitation, suturing and assisting in surgery.

6. Perform problem-solving tasks quickly and efficiently in an environment which may change rapidly, without warning or in unpredictable ways. Such tasks require not only intellectual-conceptual, integrative and quantitative abilities, but also the ability to comprehend three-dimensional and spatial relationships.

7. Exercise sound judgment and perform all tasks related to the care of patients in a responsible and professional manner.

8. Carry out procedures involved in learning the sciences fundamental to medicine. This includes the ability to participate fully in curricular activities and requirements in the classroom, laboratory and clinical setting. It also may include performing physical exams on a classmate.

Additional Requirements

1. In keeping with our Jesuit values and program mission, SLU PA students are required to complete community service hours during their time in the program. Required service hours at the PA student-operated free clinic, the HRC (Health Resource Center) can count towards this.

2. Admitted Physician Assistant students must meet certain health, immunization and related requirements prior to and during their matriculation. Immunization policies are based on Centers for Disease Control (CDC) recommended vaccines for healthcare workers.

3. Students are required to obtain a criminal background check and undergo drug testing through Saint Louis University just after matriculation and again before clinical rotations begin. A positive background check or drug screen could have serious consequences for the student including forfeiture of any or all clinical rotations and/or inability to complete the program. The potential to sit for the Physician Assistant National Certifying Exam (PANCE) may also be impacted. Additionally, many state regulatory and governing organizations will not grant a license, registration or other similar professional practice document if there is a positive criminal background check or drug screen.

Continuation Standards

Students must maintain a cumulative grade point average (GPA) of 3.00 in all graduate/professional courses.

Roadmap

Roadmaps are recommended semester-by-semester plans of study for programs and assume full-time enrollment unless otherwise noted.

Courses and milestones designated as critical (marked with !) must be completed in the semester listed to ensure a timely graduation. Transfer credit may change the roadmap.

This roadmap should not be used in the place of regular academic advising appointments. All students are encouraged to meet with their advisor/mentor each semester. Requirements, course availability and sequencing are subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PAED 5010</td>
<td>Professional &amp; Psychosocial Issues of Physician Assistant Practice</td>
<td>3</td>
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<tr>
<td>PAED 5040</td>
<td>Physiology</td>
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<tr>
<td>PAED 5070</td>
<td>Prin of the Medical Interview</td>
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<tr>
<td>PAED 5120</td>
<td>Hematology Fundamentals</td>
<td>2</td>
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<tr>
<td>PAED 5150</td>
<td>Clinical Pharmacology I</td>
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### PAED 5300 Evidence Based Medicine 2

### Spring

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<td>ANAT 5050</td>
<td>Human Gross Anatomy</td>
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<td>PAED 5110</td>
<td>Dermatology Fundamentals</td>
<td>2</td>
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<tr>
<td>PAED 5130</td>
<td>Otorhinolaryngology and Ophthalmology Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>PAED 5231</td>
<td>Gastroenterology Fundamentals I</td>
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<tr>
<td>PAED 5310</td>
<td>Orthopedics and Rheumatology Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>PAED 5320</td>
<td>Neurology Fundamentals</td>
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### Credits 18

### Summer

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<tr>
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<tr>
<td>PAED 5201</td>
<td>Clinical Pharmacology II A</td>
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<tr>
<td>PAED 5211</td>
<td>Pulmonary Fundamentals I</td>
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<td>PAED 5221</td>
<td>Cardiovascular Fundamentals I</td>
<td>2</td>
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<tr>
<td>PAED 5232</td>
<td>Gastroenterology Fundamentals II</td>
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### Credits 7

### Year Two

#### Fall

Late June – December

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<tr>
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<td>Clinical Pharmacology II B</td>
<td>1</td>
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<tr>
<td>PAED 5212</td>
<td>Pulmonary Fundamentals II</td>
<td>1</td>
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<tr>
<td>PAED 5222</td>
<td>Cardiovascular Fundamentals II</td>
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<tr>
<td>PAED 5240</td>
<td>Nephrology and Genitourinary</td>
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<tr>
<td>PAED 5250</td>
<td>Endocrinology Fundamentals</td>
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<td>PAED 5330</td>
<td>Essentials of Surgery</td>
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<tr>
<td>PAED 5340</td>
<td>Essentials of Emerg. Medicine</td>
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<tr>
<td>PAED 5360</td>
<td>Essentials of Pediatrics</td>
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<td>PAED 5370</td>
<td>Essentials of Behavioral Medicine</td>
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<tr>
<td>PAED 5380</td>
<td>Essentials of OB &amp; Gynecology</td>
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### Credits 20

#### Spring

January – Late June

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<tr>
<th>Course</th>
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<td>PAED 5400</td>
<td>Clinical: Internal Medicine</td>
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<tr>
<td>PAED 5420</td>
<td>Clinical: Family Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PAED 5510</td>
<td>Clinical: General Surgery</td>
<td>4</td>
</tr>
<tr>
<td>PAED 5800</td>
<td>Clinical: Emergency Medicine</td>
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</tr>
<tr>
<td>PAED 6000</td>
<td>Graduate Seminar</td>
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### Credits 17

#### Year Three

#### Fall

Late June – December

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<tr>
<th>Course</th>
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<tbody>
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<td>Clinical: Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>PAED 5700</td>
<td>Clinical: Behavioral Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PAED 5750</td>
<td>Clinical:Ob/Gyn,Women's Health</td>
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<tr>
<td>PAED 5860</td>
<td>Clinical: EBM Clerkship</td>
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</tr>
<tr>
<td>PAED 5930</td>
<td>Clinical: Elective</td>
<td>4</td>
</tr>
<tr>
<td>PAED 6000</td>
<td>Graduate Seminar</td>
<td>1</td>
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</tbody>
</table>

### Credits 18

### Total Credits 98

### Program Notes

**Phase I**

The didactic phase of the PA Program consists of pre-clinical lectures, small group discussions, laboratory sessions and demonstrations. The student studies the basic medical sciences like anatomy and physiology, as well as applied behavioral sciences and the foundations of clinical medicine. Educational material is presented through organ system-based courses which support the integration of complex disease processes with diagnosis and treatment. Rather than discrete courses in pathophysiology and physical examination, the curriculum integrates these components within each system-based course. Phase I also incorporates patient assessment, clinical documentation, genetics and interpretation of appropriate labs, diagnostics and imaging/studies.

The actual Phase I course sequence for PAED 5110 Dermatology Fundamentals (2 cr) through PAED 5380 Essentials of OB & Gynecology (2 cr) may vary slightly.

**Phase II**

The clinical phase of the PA Program includes rotations in Internal Medicine, General Surgery, Pediatrics, Emergency Medicine, Women’s Health, Family Medicine, Psychiatry/Behavioral Medicine and two rotations in clinical specialties of each student’s choice, Clinical Elective and EBM Clerkship. While working with the supervision of a clinical preceptor, the student actively participates in the daily care of patients of all ages and backgrounds.

When assigned to hospital teaching services the student functions as an integral member of the inpatient team. The student may interact daily with attending and resident physicians, PAs, medical students and other health care professionals in practice or in training. When assigned to ambulatory care clinics and private clinical practices, the student may function in a one-on-one relationship with the physician or PA who serves as instructor and supervisor. Students will complete rotations in medically underserved areas and should expect to complete at least two rotations at an assigned out-of-town site. Finding and planning for appropriate housing for out-of-town clinical rotations, if needed, and paying for housing, are responsibilities of the PA student.

Every student enrolls in each of the nine Phase II clinical courses, but the actual course sequence differs by student.

### Contact Us

RSVP for a PA Info Sessions ([https://docs.google.com/forms/d/e/1FAlpQLsfDOxQDKKe8yXB8JZi1u1ujmiDjP8Mu7-zAbrncJC-mEyAxunA/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAlpQLsfDOxQDKKe8yXB8JZi1u1ujmiDjP8Mu7-zAbrncJC-mEyAxunA/viewform?usp=sf_link))

Friday, March 1, Allied Health Professions Building Room 2030, 2:00 - 4:00 PM

Friday, May 31, Allied Health Professions Building Room 2030, 2:00 - 4:00 PM

For additional admission questions please contact, Katie Smialek

Recruitment Specialist

(314) 977-2570
dchs@health.slu.edu