



College of Health Professions  
Pathologists' Assistant Department

# STUDENT HANDBOOK

## 2023-2024

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# Policies and Guidelines

## **RFUMS STATEMENT ON ACADEMIC INTEGRITY**

Rosalind Franklin University is a community of individual students, faculty, administrators, clinicians and staff who form a professional graduate health sciences university. As a community, we have common core professional values including accountability, altruism, excellence, integrity, duty and respect for others. Members of our community are expected to uphold these core values in all of their activities on and off campus. Central to these core values is the idea of academic integrity.

Academic integrity forms the cornerstone for building a professional academic community, where individuals come to teach, learn and discover new knowledge. Academic integrity encompasses ethical standards, profession specific standards, and shared Rosalind Franklin University standards.

These standards apply to all members of our community and support the interprofessional nature of our university, where students from various professions come together to learn collaboratively with, from, and about each other. These interprofessional collaborative experiences require common standards of academic integrity to ensure that all participants are held to the same standards of academic conduct.

Academic dishonesty violates the University's standards. As an academic community, we will not tolerate any form of academic dishonesty. It is incumbent upon every member of the community to uphold the highest levels of academic integrity.

Because the University prepares students to become healthcare professionals, integrity is particularly important. Academic dishonesty not only violates community standards and corrupts the learning process, but also potentially endangers the very lives of future patients.

View the full policy and definitions in the [RFU Student Policies Handbook](#) and the [RFU Academic Catalog](#).

*\*For the most up-to-date versions, visit [www.rosalindfranklin.edu](http://www.rosalindfranklin.edu) and [www.insite.rosalindfranklin.edu](http://www.insite.rosalindfranklin.edu).*

## **STUDENT CONDUCT VIOLATIONS**

Students assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the University community. There is no timeframe which governs the University's ability to act to exclude a student or impose disciplinary sanctions on a student for violations of the Standards of the Student Conduct Policy.

View the full policy and definitions in the [RFU Student Policies Handbook](#), [RFU Academic Catalog](#) and [CHP Student Handbook](#).

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## PROFESSIONALISM

The Pathologists' Assistant Program believes that professionalism is an important quality of a pathologists' assistant student and future member of the healthcare team. Professionalism includes, but is not limited to, the following areas, honesty, in-class behavior and preparedness, respectful and appropriate interaction with faculty, staff and fellow students, ability to work effectively as a team member, overall attitude and communication skills.

## SOCIAL NETWORKING POLICY

The Social Networking Policy and Procedures is outlined in the [RFU Student Policies Handbook](#).

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## STUDENT HEALTH, IMMUNIZATIONS & BACKGROUND CHECKS

All students entering Rosalind Franklin University of Medicine and Science (RFUMS) are required to show proof of immunity through immunization records and blood titers in order to ensure that the spread of communicable diseases is minimized. Each student must also complete a health history and physical form documenting their health status. This policy complies with the recommendations from the State of Illinois College Immunization Code (77 ILL ADM Code 694) as well as follow guidelines from the Centers for Disease Control and Prevention and the Immunization Action Coalition.

In accordance with the University's procedures for clinical programs, each student will create a personal profile through CastleBranch and upload their titer lab reports, including initial titer results that are negative, along with proof of required immunizations.

In order to comply with the requirements of some clinical sites, students may be required to submit to criminal, sexual offender and other background checks. Some sites may require drug screen testing or other conditions. The program will inform students of the necessary procedures to meet any such requirements. In order to remain a student in good standing in the program, students must meet the technical standards, found on the department website. Students requesting reasonable accommodations based on a disability should refer to the Academic Accommodation section of this handbook.

Refer to the [RFU Student Policies Handbook](#).

*\*For the most up-to-date version, visit [www.rosalindfranklin.edu](http://www.rosalindfranklin.edu) and [www.insite.rosalindfranklin.edu](http://www.insite.rosalindfranklin.edu).*

## COMMUNICABLE DISEASE GUIDELINES

Any student experiencing a life-threatening medical emergency should call 9-1-1 immediately. Students who are ill, and likely infectious (see reference from CDC below), should tend to their own health and not jeopardize the health of their classmates by attending school activities while ill (i.e. having a fever over 37.8<sup>o</sup> C/100<sup>o</sup> F). Further, while convalescing, good hygiene practices should be followed, such as frequent hand washing, covering sneezes, etc. Absences in excess of two (2) consecutive days will require a doctor's note to be presented to faculty and the department's Administrative Coordinator.

Reference: <http://www.cdc.gov/H1n1flu/guidance/exclusion.htm>

## **QUIZ AND EXAM POLICY**

Unexcused tardiness to a quiz or exam is defined as “arriving 5 or more minutes late for a scheduled quiz or exam”. Students who have an unexcused absence or tardiness will not be permitted to complete an attempt of the assessment. Missed quizzes or exams that are the result of an unexcused absence or tardiness will result in a recorded grade of 0%.

In the event that you are absent for a quiz or exam as a result of an illness, a letter from a healthcare provider may be requested before a makeup attempt will be scheduled. Extenuating circumstances resulting in a student's tardiness or absence from an exam may require documentation, and these events will be handled on a case-by-case basis. If a student has advanced knowledge that they may be absent or tardy from a scheduled exam, the student must request excusal from the course director as soon as possible to obtain permission to reschedule the exam.

## **EXTERNAL CERTIFYING EXAMINATION POLICY STATEMENT**

The issuing of the Master of Science degree in Pathologists' Assistant studies from Rosalind Franklin University of Medicine and Science is not contingent upon students passing any type of external certification or licensure examination, including but not limited to the ASCP Pathologists' Assistant Certification Examination.

## **LEAVE OF ABSENCE**

Students are required to maintain continuous enrollment from their first quarter of registration until completion of all degree requirements, with the exception of school approved breaks or approved leaves. However, at times it may be necessary, or desirable, for a student to take a leave of absence. When, for any reason, a student will not be able to participate fully in student activities for three weeks or longer, the student must request a leave of absence. All leave of absence requests must be approved by the appropriate dean or dean's designee. Forms are available from the [Registrar's InSite webpage](#), and the student must comply with the University's Leave of Absence and Withdrawal Policy, which can be found in the [RFU Academic Catalog](#).

## **RETURN FROM LEAVE OF ABSENCE**

It is the student's responsibility to contact their Leave of Absence Coordinator and the Dean or Dean's designee at least 8 weeks prior to the start of the term they are scheduled to return or as stated in their LOA plan approval. The Leave of Absence Coordinator will guide the student through the return process and procedures.

As a means to re-integrate themselves within the program, any students returning from an extended leave of absence will be required to review the Student Handbook and Student Clerkship Manual for the current academic year. Subsequently, the student shall sign the Student Handbook, and if applicable, Student Clerkship Manual Agreement and will agree to be bound by the terms, conditions, policies and guidelines therein. Any student requesting a Leave of Absence during the clinical year is not guaranteed re-assignment to their previous clinical placement upon their return. The return from a leave of absence form is available from the [Registrar's InSite webpage](#), and the student must comply with the University's Leave of Absence and Withdrawal Policy, which can be found in the [RFU Academic Catalog](#).

## **ADVISING POLICY**

The program assigns faculty advisors for each student at the beginning of the summer quarter. Advisors are established as a means to enrich the students' education and success in the program and are maintained for the entirety of their enrollment. The program may change assignments at their discretion.

## **EMPLOYMENT POLICY**

The program strongly recommends not engaging in any work outside of school during the summer quarter, and advises students to proceed with extreme caution when seeking employment during the subsequent quarters.

Any work done outside of the program is noncompulsory and should not interfere with the students' progress within the program, nor should it overlap with the job duties of a pathologists' assistant. If there is a perception that work being done outside of the program is interfering with a students' studies, the Program Director may recommend and counsel the student to cease any outside work commitments.

A policy for second year service work also exists, and may be found in the Student Clerkship Manual, which is distributed and discussed prior to embarking to clerkship.

# Program Information



## MISSION, VISION, AND PHILOSOPHY STATEMENT

### *Mission*

The mission of the Pathologists' Assistant Department is to prepare and develop individuals for the professional practice of surgical and autopsy pathology in a continually evolving health care environment.

### *Vision*

The Pathologists' Assistant Department will be recognized as the leader in providing graduate-level training in Pathologists' Assistant studies through its outstanding graduates, curricular innovation, scholarly activity, community service, and the leadership it provides to the pathologists' assistant community worldwide.

### *Philosophy Statement*

The Pathologists' Assistant Department assures a level of professional training, both academic and clinical, that prepares its graduates to serve as stewards of the profession and empowers them to set forth and provide exceptional care and leadership for the profession as well as educate future generations of health care providers in the art and science of practicing anatomic pathology.

The Pathologists' Assistant Department asserts that there is an inherent dignity in surgical specimens that represent a unique human being and that the utmost care and skill will be provided in transmitting the information contained within to pathologists, surgeons, and other members of the health care team. As such, the same professional care will be delivered to our patients in the autopsy service who have come to teach the living from their individual lives and deaths.

## FACULTY & STAFF

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## **STANDARDS FOR PROMOTION**

The Pathologists' Assistant Department utilizes the grading system as established by University in the Academic Catalog. The Department has a pre-determined, sequenced degree plan in which students are required to earn a minimum grade of a "C" or "P" in all courses of the curriculum, including both the didactic and clinical year. A student failing to meet these minimal standards may become subject to dismissal in accordance with University policy. Continuance into the clinical year and assignment to a clinical site is guaranteed to students who have fulfilled all requisite criteria to complete the didactic year. If a student is removed from a clinical site during their clinical experience for any reason, the student will receive a grade of an "F" for that quarter which will result in a subject to dismissal hearing.

## **STANDARDS OF PERFORMANCE**

*Satisfactory academic performance* is defined as maintaining a minimum grade of at least a "C" in each course throughout the program, achieving a passing grade in all pass/fail courses, and maintaining a minimum overall 2.00 GPA beginning the summer quarter of the first year. In addition to academic performance, students must comply with the professionalism policy set forth in this handbook and the ethical standards of the University and CHP.

*Unsatisfactory progress* is defined as failing to maintain a minimum grade of a "C" in any course in the curriculum, a failure in a pass/fail course, a cumulative GPA less than 2.00, and/or failing to comply with the professional and ethical standards of the program and the ethical standards of the University and CHP.

Note the following guidelines and standards regarding unsatisfactory academic performance:

- Failing two examinations within a single quarter may result in a letter of Academic Warning (see policy below). Only one Academic Warning will be issued per student per Academic Year.
- One course remediation attempt is allowed per student per Academic Year.
- An Academic Warning may also be issued for professionalism concerns.
- A student will be subject to dismissal from the program if they receive a grade of an "F" in any course. For more information regarding the program's dismissal policies, refer to the Dismissal Procedure policy in the CHP Student Handbook.

### ***Academic Warning***

The letter of Academic Warning will be issued to and reviewed with the student by the Program Director. Failure to meet the aforementioned requirements for promotion may result in a subject to dismissal hearing.

### ***Student Affairs Judiciary Committee (SAJC)***

A student who fails to meet the above standards for satisfactory academic progress, or who violates academic integrity standards, will be referred to the SAJC in accordance with the Student Conduct Policy posted in the [RFU Student Policies Handbook](#).

### ***Academic Review Committee***

The Academic Review Committee consists of the core faculty members of the Pathologists' Assistant Program. The Committee oversees all matters of student performance during the program. In the event a student fails to make satisfactory progress in any area of the program, the Academic Review Committee will be convened to identify challenges and consider strategies for satisfactory progress.

The Committee's recommendations will be discussed with the student by their faculty advisor, the Program Director, or other designee as determined by the Committee. If the student fails to make satisfactory academic progress despite recommendations, and the Committee finds no reasonable expectation of a successful resolution of the situation, the Committee may recommend that the student be dismissed from the program in accordance with the Dismissal Procedure posted in the [CHP Student Handbook](#).

## **COMPLETION OF DEGREE**

Students enrolled in the Pathologists' Assistant program usually complete all graduation requirements, including coursework and clinical rotations, in no more than two (2) calendar years. Rare exceptions exist, and these will be evaluated on a case-by-case basis by the Program Director.

## **STUDENT LEARNING OUTCOMES**

Upon completion of the 22-month Master's Degree Program for Pathologists' Assistants, the graduates will:

1. Recognize and respect the diversity of patients and fellow health care providers as well as acknowledge one's responsibilities to patients' families and the community at large.
2. Effectively communicate and collaborate with other health care professionals in interprofessional teams.
3. Engage in evidence-based practice within the anatomic pathology laboratory while making a conscious, continued effort to improve performance.
4. Synthesize clinical information from various sources to present comprehensive clinical pathologic correlations.
5. Communicate complex anatomic pathology information effectively in written, verbal, and photographic forms.
6. Discern normal structure and function of organs, tissues, and cells from pathologic changes as demonstrated by selecting appropriate techniques for collecting, handling, submitting, and processing specimens.
7. Embrace and actively participate in a systems-based approach to reducing error, ensuring safety, and improving quality of care.
8. Understand the value of information technology and promote its utilization in professional practice.
9. Provide leadership in the laboratory through an understanding of management techniques and the operations and services provided in the anatomic pathology laboratory to facilitate efficiency and productivity.
10. Conduct the practice of a Pathologists' Assistant in a professional manner, and by doing so, act as a steward of the profession for students, colleagues, and the public through education and research into the art and science of the practice of anatomic pathology.

## DEGREE PLAN

### YEAR 1

#### SUMMER QUARTER

#### CREDIT HOURS

HAPX 563	Clinical Anatomy	10
HAPA 560	Clinical Correlations I	3
HAPA 560a	Clinical Correlations I, Lab	2
HAPA 550	Seminar I	2
HAPA 535	Medical Terminology	1

#### FALL QUARTER

HAPX 677	General and Systemic Pathology	6
HAPX 578	Structure and Function	6
HAPA 561	Clinical Correlations II	3
HAPA 561a	Clinical Correlations II, Lab	2
HAPA 551	Seminar II	2
HAPX 529	Foundations for Interprofessional Practice	1

#### WINTER QUARTER

HAPX 677	General and Systemic Pathology	3
HAPX 578	Structure and Function	5
HAPA 562	Clinical Correlations III	3
HAPA 562a	Clinical Correlations III, Lab	2
HAPA 552	Seminar III	2
HAPX 529	Foundations for Interprofessional Practice	1

#### SPRING QUARTER

HAPX 677	General and Systemic Pathology	3.5
HAPX 579	Neuroscience	5
HAPA 563	Clinical Correlations IV	3
HAPA 563a	Clinical Correlations IV, Lab	2
HAPA 553	Seminar IV	2
HAPA 540	Autopsy Pathology	2
HAPA 540a	Autopsy Pathology, Lab	2
HAPX 532	Leadership in the Healthcare Environment	2

### YEAR 2

HAPA 630	Anatomic Pathology Clerkship I, Summer Quarter	9
HAPA 631	Anatomic Pathology Clerkship II, Fall Quarter	13
HAPA 632	Anatomic Pathology Clerkship III, Winter Quarter	15
HAPA 633	Anatomic Pathology Clerkship IV, Spring Quarter	7

## COURSE DESCRIPTIONS

### Year 1

#### **Summer Quarter**

##### HAPX 563 Clinical Anatomy (10 QH)

Both gross anatomy and developmental anatomy are studied in this course. Laboratory time is devoted exclusively to the regional dissection of human cadavers. Supplementary offerings within the course include films, prosected cadavers and bone sets for individual study.

##### HAPA 560 Clinical Correlations I, Lecture (3 QH)

This is the first part of a full-year sequence designed to provide a bridge between the didactic coursework of the first-year curriculum and its application to the practice of surgical and autopsy pathology by Pathologists' Assistants in the clinical setting. This course is taken in conjunction with the corresponding Clinical Correlations Laboratory sequence and provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

##### HAPA 560A Clinical Correlations I Lab, Laboratory (2 QH)

This is the first part of a full-year laboratory sequence designed to provide practical, hands-on experience to complement the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

##### HAPA 535 Medical Terminology, Lecture (1 QH)

This course instructs the student in an advanced level of medical terminology pertinent to the practice of Pathologists' Assistants.

##### HAPA 550 Seminar I, Lecture/Discussion (2 QH)

This is the first part of a four-course sequence designed to address special topics pertinent to Pathologists' Assistant students in the didactic year. The content includes topics such as history of the profession, professional development, pathology in literature, etc. In each course, students will examine current and emerging information relevant to the topic addressed as a means to help students develop an understanding of the commitment to continuous learning that is required of Pathologists' Assistants.

#### **Fall Quarter**

##### HAPX 677 General and Systemic Pathology (6 QH)

This course covers the biologic bases and mechanisms of disease, including inflammation and repair, and cell injury by infectious, immunologic, vascular, genetic, physical, chemical and neoplastic mechanisms, followed by a beginning survey of disease with emphasis on clinical pathologic correlations.

##### HAPX 578 Structure and Function (6 QH)

This 11 credit-hour lecture and laboratory course presents the principles of medical histology and physiology. Normal organ systems will be examined at the ultrastructural, microscopic and whole-organ levels. The course is an important prerequisite for Pathology, Pharmacology and Medicine.

#### HAPA 561 Clinical Correlations II, Lecture (3 QH)

This is the second part of a full-year sequence designed to provide a bridge between the didactic coursework of the first-year curriculum and its application to the practice of surgical and autopsy pathology by Pathologists' Assistants in the clinical setting. This course is taken in conjunction with the corresponding Clinical Correlations Laboratory sequence and provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

#### HAPA 561A Clinical Correlations II Lab, Laboratory (2 QH)

This is the second part of a full-year laboratory sequence designed to provide practical, hands-on experience to complement the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

#### HAPA 551 Seminar II, Lecture/Discussion (2 QH)

This is the second part of a four-course sequence designed to address special topics pertinent to Pathologists' Assistant students in the didactic year. The content includes topics such as history of the profession, professional development, pathology in literature, etc. In each course, students will examine current and emerging information relevant to the topic addressed as a means to help students develop an understanding of the commitment to continuous learning that is required of Pathologists' Assistants.

#### HAPX 529 Foundations for Interprofessional Practice (1 QH)

Foundations for Interprofessional Practice is an experiential learning opportunity for students to engage in interprofessional healthcare teams. This interactive course is intended to prepare the healthcare professional student to provide effective interprofessional patient-centered preventative health care through small/large group discussion and problem-solving activities. The curriculum of evidence-based lifestyle healthcare is focused on the promotion of health and prevention of disease. Through this content, students will learn the roles/responsibilities of other healthcare providers, how to work on teams and practice teamwork and to communicate interprofessionally to optimally care for themselves and their patients.

### **Winter Quarter**

#### HAPX 677 General and Systemic Pathology (3 QH)

Continuation.

#### HAPX 578 Structure and Function (5 QH)

Continuation.

#### HAPA 562 Clinical Correlations III, Lecture (3 QH)

This is the third part of a full-year sequence designed to provide a bridge between the didactic coursework of the first-year curriculum and its application to the practice of surgical and autopsy pathology by Pathologists' Assistants in the clinical setting. This course is taken in conjunction with the corresponding Clinical Correlations Laboratory sequence and provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

HAPA 562A Clinical Correlations III Lab, Laboratory (2 QH)

This is the third part of a full-year laboratory sequence designed to provide practical, hands-on experience to complement the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

HAPA 552 Seminar III, Lecture/Discussion (2 QH)

This is the third part of a four-course sequence designed to address special topics pertinent to Pathologists' Assistant students in the didactic year. The content includes topics such as history of the profession, professional development, pathology in literature, etc. In each course, students will examine current and emerging information relevant to the topic addressed as a means to help students develop an understanding of the commitment to continuous learning that is required of Pathologists' Assistants.

HAPX 529 Foundations for Interprofessional Practice (1 QH)

Continuation.

**Spring Quarter**

HAPX 677 General and Systemic Pathology (3.5 QH)

Continuation.

HAPA 563 Clinical Correlations IV, Lecture (3 QH)

This is the fourth part of a full-year sequence designed to provide a bridge between the didactic coursework of the first-year curriculum and its application to the practice of surgical and autopsy pathology by Pathologists' Assistants in the clinical setting. This course is taken in conjunction with the corresponding Clinical Correlations Laboratory sequence and provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

HAPA 563A Clinical Correlations IV Lab, Laboratory (2 QH)

This is the fourth part of a full-year laboratory sequence designed to provide practical, hands-on experience to complement the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

HAPA 540 Autopsy Pathology, Lecture (2 QH)

This course provides an introduction to autopsy pathology and includes instruction in evisceration techniques and perinatal and pediatric pathology.

HAPA 540A Autopsy Pathology Lab, Laboratory (2 QH)

This is the corresponding laboratory to complement the Autopsy Pathology lecture-based course, and provides the student with hands-on experience practicing autopsy techniques on cadavers.

HAPA 553 Seminar IV, Lecture/Discussion (2 QH)

This is the fourth part of a four-course sequence designed to address special topics pertinent to Pathologists' Assistant students in the didactic year. The content includes topics such as history of the profession, professional development, pathology in literature, etc. In each course, students will

examine current and emerging information relevant to the topic addressed as a means to help students develop an understanding of the commitment to continuous learning that is required of Pathologists' Assistants.

#### HAPX 579 (5 QH)

Neuroscience is a comprehensive series of lectures on the structure, neurophysiology, function and neurological disorders of the human nervous system. The lectures are complemented by PowerPoint presentations, laboratory demonstrations, and clinical correlations.

#### HAPX 532 Leadership in the Healthcare Environment, Lecture/Discussion (2 QH)

This interprofessional course is designed to introduce the student to the concept of leadership within the healthcare environment. The course begins with an overview of leadership styles, and then continues with more specific topics such as building teams, evaluating others, managing finances, managing risk, marketing of healthcare and healthcare policy.

### Year 2

#### **Summer Quarter**

##### HAPA 630 Anatomic Pathology Clerkship I (9 QH)

This is the first part of a ten-month practical course sequence that forms the curriculum for the second year. Students rotate through various clinical sites and departments and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis will be placed on developing the student's skills of gross tissue description, dissection and frozen section preparation in surgical pathology. In autopsy pathology, emphasis will be placed on autopsy technique including evisceration and block dissection.

#### **Fall Quarter**

##### HAPA 631 Anatomic Pathology Clerkship II (13 QH)

This is the second part of a ten-month practical course sequence that forms the curriculum for the second year. Students rotate through various clinical sites and departments and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis will be placed on developing the student's skills of gross tissue description, dissection and frozen section preparation in surgical pathology. In autopsy pathology, emphasis will be placed on autopsy technique including evisceration and block dissection.

#### **Winter Quarter**

##### HAPA 632 Anatomic Pathology Clerkship III (15 QH)

This is the third part of a ten-month practical course sequence that forms the curriculum for the second year. Students rotate through various clinical sites and departments and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis will be placed on developing the student's skills of gross tissue description, dissection and frozen section preparation in surgical pathology. In autopsy pathology, emphasis will be placed on autopsy technique including evisceration and block dissection.

#### **Spring Quarter**

##### HAPA 633 Anatomic Pathology Clerkship IV (7 QH)

This is the fourth part of a ten-month practical course sequence that forms the curriculum for the second year. Students rotate through various clinical sites and departments and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis will be placed on developing the student's skills of gross tissue description, dissection and frozen section preparation in surgical



pathology. In autopsy pathology, emphasis will be placed on autopsy technique including evisceration and block dissection.

### **CAMPUS VISITATION**

Curricular activities, including classes, laboratories and seminars are typically closed to outside visitors. On rare occasions, it may be appropriate for outside visitors (such as family and friends) to attend a curricular activity, and these will be announced (e.g. student research presentations, etc.). All other visitations must be approved in advance by the Program Director and Campus Safety.

### **CLINICAL SITE PLACEMENT**

Clinical assignments are guaranteed upon acceptance into the program. In the event that a site becomes unavailable after a student has been previously scheduled to complete a clinical rotation at that site (due to an emergency, safety reasons and/or unforeseen circumstances), the student will be reassigned to a different clinical site. Discussion of clinical sites will start during the winter quarter and will be initiated by the Director of Clinical Education (DCE).

# Student Responsibilities

## **ACADEMIC SCHEDULE**

The Program's student calendar and University hours follow Central Standard Time (CST). During the didactic year, classes and labs are generally held from 8:00 a.m. – 6:00 p.m., Monday through Friday. At the beginning of each academic year, a schedule will be provided. Although infrequent, circumstances arise in which a class cancellation and subsequent rescheduling is required. When this happens, notification will be made on Google Calendar as soon as possible. Rescheduled classes will be moved into empty slots on the quarter schedule, and hence, slots unscheduled on the quarter schedule during normal class hours may be used, and are not to be considered “free time.” Students are expected to be available for all classes during normal class time (8-6 pm, Monday- Friday).

Occasionally, curricular activities outside these hours may be required, and these will be listed on the schedule providing advance notice. Every attempt possible will be made to reschedule classes during normal class hours.

On the schedule, a day labeled as “No Classes”, “RFU Closed” or “Break” represents a day in which no rescheduled or added classes will occur. Students may consider these days as “free time”.

Every effort should be made to schedule medical and other personal appointments outside of normal school hours. On rare occasions, this may not be possible. In those instances, please contact the course director, Program Director and Administrative Coordinator via email ahead of time to request approval for time off.

If a significant life event occurs, and you may be unable to attend a class(es), contact the course director, Program Director and Administrative Coordinator via email as soon as possible.

## **SICK TIME**

There are no sick days given up front; however, if you are sick and unable to attend classes, you must notify the Course Director, Program Director and Administrative Coordinator. You will also be asked to submit a healthcare provider's note if there is a perceived abuse of sick time. Examples of perceived abuse of sick time include, but are not limited to: not reporting an absence, requesting sick time when not appropriate, and excessive absences. Failure to provide appropriate documentation will result in a subject to dismissal hearing. Refer to the Exam Policy if your absence results in missing a quiz or exam.

## **CORRESPONDENCE**

While you are in the Pathologists' Assistant Program, the department will use your Rosalind Franklin University email address for all email correspondence. It is your responsibility to check your Rosalind Franklin email account on a daily basis, at least once before classes start and once at the end of the school day.

D2L, the University's online learning management system, also has a closed internal email system that may be used in certain courses, and will pertain only to those specific courses. Otherwise, all other departmental and university correspondence will utilize your “my RFU” account.

## **ACADEMIC ACCOMMODATION**

Rosalind Franklin University of Medicine and Science is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure access, please contact the ADA Coordinator at 847.578.8354 or [ada.coordinator@rosalindfranklin.edu](mailto:ada.coordinator@rosalindfranklin.edu) to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with the ADA Coordinator as soon as they begin their program. Rosalind Franklin University of Medicine and Science encourages students to access all resources available. More information can be found by contacting the ADA Coordinator.

## **STUDENT COMPLAINTS**

The Pathologists' Assistant Department takes student complaints very seriously and will investigate all complaints in a timely fashion in order to arrive at an appropriate resolution. Students should refer to the College of Health Professions Student Handbook for college policies related to appeal of grades, appeal of dismissal and/or appeal or reporting of violations in ethical and/or program standards. All other student complaints should be direct to the Program Director unless the complaints are related to the Program Director, in which case the student complaints should be directed to the College of Health Professions' Office of the Dean.

## **ELECTRONIC DEVICES**

While in classes, electronic devices, such as laptops, cell phones, tablets, etc., should be used appropriately for academic purposes, and should not disrupt or interfere with the learning of others.

## **ESTIMATED EXPENSES**

Student financial aid packages have been calculated, in part, to include various expenses incurred beyond tuition and living expenses, including but not limited to:

- Project printing, including posters and clinical portfolios
- AAPA conference attendance fees
- Laboratory fees/personal protective equipment
- Headphones with a microphone that are compatible with a cell phone for laboratory dictation
- Digital camera purchase, or comparable photography device (ie: cell phone camera)
- Transportation to/from clinical sites, including for round-ups
- Laptop or other qualified electronic device that meets the Exam Soft requirements; must have the most current versions of Microsoft Word and Microsoft Power Point
- Additional technology purchases as required

Students are responsible for covering the costs associated with these items, and should be mindful of their inclusion when budgeting. All questions regarding financial aid should be directed to the Financial Aid Office (847) 578-3217 or <https://rosalindfranklin.edu/admission-aid/financial-services/financial-aid/>.

## **ATTIRE**

While in the laboratory, Personal Protective Equipment (e.g. gloves, protective eyewear, closed-toe shoes, lab coats, scrubs etc.) must be donned as appropriate. Outside of the laboratory, dirty PPE such as scrubs should be replaced with clean civilian attire.

## **PATIENT INFORMATION AND CONFIDENTIALITY**

Students will be trained in the Health Insurance Portability and Accountability Act of 1996 during the first quarter of the program. Pathologists' Assistants, like all healthcare professionals, are entrusted with private and sensitive information about their patients. This professional duty and privilege requires the highest standards of care and respect.