YESHIVA UNIVERSITY
KATZ SCHOOL OF SCIENCE AND HEALTH

PHYSICIAN ASSISTANT PROGRAM

PA STUDENT HANDBOOK

2024-2025

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Section I: GENERAL PROGRAM INFORMATION

YESHIVA UNIVERSITY MISSION

Yeshiva University (YU), our mission, Torah Umadda, is to bring wisdom to life through all that we teach, by all that we do and for all those we serve.

- Our students learn and go forth, as both educated and ethical people, to share their own special talents and wisdom with society.
- Our faculty's research, academic work and scholarly writings help bring wisdom to many of the most pressing social, political, medical, legal, and human rights issues facing the world today.
- Our University serves as a platform to bring Yeshiva's collective wisdom to the world through our community outreach, publications, seminars, and broad range of academic programs.

For Graduate Students, Yeshiva brings wisdom to life by not only teaching the knowledge and skills to be highly accomplished scholars and professionals, but by teaching the ethical and moral values that will make them truly admirable people. It is our dual emphasis on professional excellence and personal ethics that give our graduate students the wisdom to succeed in both their professions and their lives.

ABOUT THE KATZ SCHOOL

The Katz School of Science and Health is an academic powerhouse concentrating on five sectors that are redefining the economy: Artificial Intelligence, Cybersecurity, Biotech and Health, Digital Media, and Fintech. Its mission is to lead in the lab, classroom and clinic with kindness, integrity, and generosity and its commitment is to leave the world a smarter, safer, and healthier place.

PHYSICIAN ASSISTANT (PA) PROGRAM MISSION STATEMENT

The Yeshiva University PA program will prepare diverse, culturally competent physician assistants to lead lives of kindness, generosity, and integrity as they provide excellent, patient-centered health care for patients from all cultural and socioeconomic backgrounds. The PA program mission will be accomplished through the provision of a nurturing learning environment, excellence in teaching and learning, service to the community, and the delivery of evidence-based medical education through the lifespan.

PA PROGRAM GOALS

Clinical Excellence: Graduates will demonstrate a knowledgeable, analytical approach to clinical situations and provide patient care that is effective, high quality, and evidence based through the lifespan.

Professionalism: Graduates will provide health care with integrity, respect, accountability, ethics, and compassion and demonstrate a commitment to excellence, lifelong learning, and professional development.

Cultural Competence: Graduates will effectively and sensitively provide culturally competent, equitable health care to an increasingly diverse patient population.

Leadership: Graduates will contribute to and enrich the PA profession throughout their careers as mentors, educators, clinicians, and members of state and national professional organization. Graduates will contribute to the advancement of medicine and health care at their work sites and in the US healthcare systems.

Scholarship: Graduates will commit to lifelong learning, inquiry, study, evidence-based practice and continuous professional development.

PA PROGRAM VALUES

Kindness: Care delivered with kindness, compassion, and empathy quickens healing and leads to better outcomes for patients and clinicians alike. Communication skills that foster the development of kindness and compassion will be honed through coursework and supervised patient care experiences.

Generosity: Recognition that the life of another is as valuable as one's own is fundamental in the practice of medicine and the service of patients. Altruistic behaviors and selflessness will be developed through active community service.

Integrity: Integrity is the bedrock of trust development between the patient and clinician. Adherence to the highest standards of professionalism and ethics in the classroom and during supervised clinical practice experiences is mandatory.

Diversity: Diversity of students and staff leads to a rich experience in the classroom and clinic and fosters the development of cultural competence.

Collaboration: Collaboration on inter-professional health care teams promotes patient-centered care and improves patient outcomes.

YU PA PROGRAM COMPETENCIES

To graduate from the YU PA Program and enter PA practice, the PA Student must be able to demonstrate the following competencies:

1. Medical Knowledge
The PA Student must be able to: Demonstrate knowledge of established and evolving biomedical and clinical sciences and use this knowledge to problem solve and think critically in the provision of person-centered patient care. The PA student must be able to apply medical knowledge in the assessment and management of patients across the lifespan to prevent, diagnose, and treat acute, chronic, urgent, and emergent disease states.

2. Interpersonal and Communication Skills
The PA Student must be able to: Demonstrate interpersonal and communication skills that result in an effective exchange of information, facilitating the acquisition of medical histories and provision of counseling in a diverse population of patients and their families. The PA student must demonstrate the ability to engage and effectively communicate with other health care providers on the interprofessional team in a manner that optimizes safe, effective, person- and population-centered care.

3. Clinical & Technical Skills
The PA Student must be able to: Elicit information from patients by interview, physical exam, and other diagnostic and therapeutic maneuvers. The PA student must be able to perform medical and surgical diagnostic and therapeutic procedures essential to physician assistant practice.

4. Critical thinking, Clinical Reasoning, and Problem-Solving Skills
The PA Student must be able to: Synthesize and analyze historical findings, physical examination findings, and clinical diagnostic findings to develop person-centered assessments and management plans that are evidence-based, support patient safety, and advance health equity.

5. **Professionalism**

The PA Student must be able to: Demonstrate a commitment to practicing medicine ethically and in adherence to all regulatory requirements. The PA Student must demonstrate professional maturity and accountability to deliver safe, compassionate, high-quality care to all patients and populations.

6. **Practice Based Learning**
The PA Student must be able to: Demonstrate the ability to engage in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and clinical practice improvement.

7. **Society and Population Health**

The PA student must be able to: Recognize and understand the influences of the ecosystem of person, family, population, environment, economics, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions.

PHYSICIAN ASSISTANT PROFESSIONAL ORGANIZATIONS

The following four (4) Organizations are the governing body of the PA Profession. Detailed information about each organization may be found at their designated websites:

1. National Commission on Certification of Physician Assistants (NCCPA)

According to the NCCPA website: "The National Commission on Certification of Physician Assistants is the only certifying organization for physician assistants in the United States. Established as a not-for-profit organization in 1974, NCCPA is dedicated to assuring the public that certified PAs meet established standards of clinical knowledge and cognitive skills upon entry into practice and throughout their careers. All U.S. states, the District of Columbia and the U.S. territories have decided to rely on NCCPA certification as one of the criteria for licensure or regulation of PAs. As of Dec. 31, 2019, there were more than 139,000 certified PAs."

More information about NCCPA may be found at the following site: *http://www.nccpa.net.*

2. The American Academy of Physician Assistants (AAPA)

According to the AAPA website: "Founded in 1968, the American Academy of PAs is the national professional society for PAs. It represents a profession of more than 131,000 PAs across all medical and surgical specialties in all 50 states, the District of Columbia, U.S. territories, and the uniformed services.

AAPA advocates and educates on behalf of the profession and the patients PAs serve. We work to ensure the professional growth, personal excellence and recognition of PAs. We also enhance their ability to improve the quality, accessibility and cost-effectiveness of patient-centered healthcare."

More information about AAPA may be found at the following site: *http://www.aapa.org.*

3. The Accreditation Review Commission on Education, for the Physician Assistant, Inc. (ARC-PA)

According to the ARC-PA website: "The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

The ARC-PA is an independent accrediting body authorized to accredit qualified PA educational programs leading to the professional credential, Physician Assistant (PA). Accreditation is a process of quality assurance that determines whether the program meets established standards for function, structure and performance. The ARC-PA does not accredit any academic degree awarded by the sponsoring institution of the PA program."

More information about ARC-PA may be found at the following site: *http://www.arc-pa.org/.*

4. Physician Assistant Education Association (PAEA)

According to the PAEA website: "PAEA is the only national organization representing physician assistant educational programs in the United States. Currently, all of the accredited programs in the country are members of the Association. PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders.

The Association was founded in 1972 as the Association of Physician Assistant Programs. Member programs voted to adopt the current name in 2005".

More information about PAEA may be found at the following site: *http://www.paeaonline.org.*

Section II: PROGRAM OVERVIEW

PROGRAM ACCREDITATION

At its **March 2024** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **Yeshiva University Physician Assistant Program** sponsored by **Yeshiva University** on **Accreditation-Probation** status until its next review in **March 2026**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

The Yeshiva University Physician Assistant Program is scheduled for a focused site visit to occur in advance of the **March 2025** commission meeting. This visit will evaluate the PA Program and institutional progress in addressing specific citations identified during the course of the most recent commission review of the PA Program. Failure of the PA Program and institution to demonstrate significant progress in addressing these citations is likely to result in the withdrawal of accreditation.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at **https://www.arc-pa.org/accreditation-history-yeshiva-university/**.

PROGRAM CURRICULUM OVERVIEW

The Master of Science in Physician Assistant Studies at Yeshiva University is a 28- month graduate program that begins in the fall semester and culminates twenty- eight months later. The Program is an 86-credit robust and evidence-based medical science program that prepares future Physician Assistants to work in a variety of clinical settings. The Program is intensive and requires high ethical standards, dedication, cultural competence, excellent communication skills, and professionalism in addition to technical skills and medical knowledge.

Yeshiva University is the sole sponsor of the PA Program. During the PA student's tenure, there will be a focus on clinical problem solving as students actively participate in virtual cadaver labs, simulation labs and standardized patient labs.

The didactic year of study introduces students to the study of medicine via an organ system approach integrated with clinical problem solving. Early introduction to regular patient contact in the didactic year helps students hone their clinical skills. These pre-clinical students actively practice the history and physical exam as they assume the role of provider and patient: this practice inherently has a positive impact on the student's communication skills and enables development of a patient-centered approach. Ultimately, didactic year students acquire medical knowledge, technical and clinical skills to prepare them for clinical rotations.

During the clinical year, the students complete ten (10) five (5) week clinical clerkship rotations, eight of which are core clinical clerkship rotations: primary care, family medicine, internal medicine, women's health, emergency medicine, behavioral health, surgery, and pediatrics. The expectations in the clinical year as in the didactic year are high. On clinical clerkship rotations clinical year students are expected to have self-direction and motivation to read and keep abreast of their studies. In turn, there is an expectation that clinical year students will have and continue to develop self-awareness as they prioritize their needs in line with those of their patients. Clinical year students develop at a rapid pace quickly advancing toward the preparation for the PANCE exam and introduction into the medical field as an entry level PA.

PROJECTED EXPENSES: TUITION AND FEES

Tuition and fees listed below are the predicted rates for the academic year of 2023-2024*:

- FLAT rate tuition per semester: $15,925.00.
- Health Insurance: $2052.00 per semester (University estimate, student may waive purchase on University policy if proof of privately purchased insurance is provided).

*(*Tuition and fee rates are subject to change)*

Final Estimated Tuition and Fees: $111,475.00 (not including health insurance).

Financial Responsibility: Once you register for classes, you assume a financial responsibility.

Please visit the Office of Student Finance website for more details about tuition, payment options, and loans: *https://www.yu.edu/osf.*

ADMISSION TO THE CURRENT COHORT

Acceptances to the PA Program are binding for the current cohort in which the student is accepted. Deferrals of acceptance are not valid or guaranteed for future cohorts in the PA Program.

ADVANCED PLACEMENT, ADVANCED STANDING, AND TRANSFER CREDIT

The PA Program does not grant advanced placement, grant advanced standing, or accept transfer credits for any coursework in the PA Program Curriculum.

PA PROGRAM PREREQUISITES

To enroll in the program, the following academic requirements must have been met:

Academic Course Prerequisites:

- Two semesters of general chemistry with labs or two higher level chemistry courses with lab,
- Two semesters of general biology with lab or two higher level biology courses with lab,
- One semester of statistics or biostatistics,
- One semester of microbiology,
- One semester of anatomy with a lab,
- One semester of physiology (at least three credits).

Required Academic Standards:

- Have obtained a baccalaureate degree from a regionally accredited institution,
- Have an overall 3.0 minimum GPA,
- Have an overall science 3.0 minimum GPA,
- Have an overall prerequisite 3.0 GPA,
- Have completed prerequisite coursework no more than ten years from time of application.

TECHNICAL STANDARDS FOR PHYSICIAN ASSISTANT STUDENTS

In compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990, Yeshiva University seeks to ensure that qualified persons with disabilities are not subject to discrimination in admissions.

The technical standards are essential in establishing the qualities needed to develop and achieve the levels of professional competency required of physician assistants. Every student admitted

to the PA Program is expected to generally be able to meet the technical standards listed below through all semesters of the curriculum:

- **Observation:** The ability to observe is required for demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiological cultures, microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe patients accurately and completely, both closely and from a distance. Observation requires functional vision and somatic sensation and is enhanced by a sense of smell.

- **Communication:** A candidate should be able to speak, hear, and observe patients in order to elicit information, perceive non-verbal communications, and describe changes in mood, activity and posture. The candidate must be able to communicate effectively and sensitively with patients including not only through speech but also through reading and writing. Communication in oral and written form with the health care team must be effective and efficient.

- **Motor:** A candidate should have sufficient motor function to elicit information from patients by palpation, auscultation and percussion, as well as carry out diagnostic maneuvers. A candidate should have motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium and sensation.

- **Intellectual-Conceptual, Integrative and Quantitative Abilities:** Problem solving is a critical skill demanded of physician assistants; this skill requires all these abilities. The candidate must also be able to comprehend three-dimensional relationships as well as the spatial relationship of structures.

- **Behavioral and Social Attributes:** A candidate must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, complete all responsibilities, and attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive, and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and emotional stress and continue to function effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/She must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social

values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.

DEMANDS AND REQUIREMENTS OF THE PA STUDENTS

PAs must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. PA education is rigorous and demanding physically, behaviorally, and cognitively. Below please see examples of the demands placed on the PA student during her/his tenure in the program:

Physical Demands	- Must be able to stand for long periods of time in class and on clinical rotations. - Must be able to have adequate eye-hand coordination, gross, and fine motor dexterity to perform history, physical exam, and clinical laboratory procedures. - Must have normal visual and hearing acuity (with or without correction).
Mental Demands	- Must be able to comprehend, synthesize and retain a large volume of material related to medicine, surgery, and related fields. - Must be able to tolerate long hours of classroom work, lecture, laboratory, clinical experiences, self- or group study, etc. - Must be able to accept constructive criticism from core and adjunct faculty and clinical preceptors and respond appropriately. - Must be able to communicate appropriately and effectively in written and spoken English and in medical terminology. - Must be able to participate appropriately in examinations, practical exams, and the like. - Must be able to work appropriately with patients in a compassionate, professional, effective, and efficient manner.
Working Conditions	- Must be able to tolerate difficult and stressful environments, including potential repeated exposure to hazardous substances, including bloodborne pathogens; difficult, demanding patients. - Must be able to work with patients from all cultures, countries, backgrounds, ages, with a variety of medical problems.
Performance Requirements	- Will be able to perform in the following clinical arenas: inpatient units, Emergency Departments, private practices, outpatient clinics, long-term care facilities.

	- Will be able to perform required and relevant invasive and noninvasive procedures. Will be able to perform at the appropriate level as determined by the faculty. - Will participate in community activities as required. - Will display an ability to work long hours and to complete required practical examinations. -Will display understanding of the appropriate ethical and medicolegal considerations.

ADDITIONAL REQUIREMENTS OF THE PA STUDENT:

REQUIRED MEDICAL EQUIPMENT

PA education includes laboratories and clinical experiences during which medical equipment must be utilized. All students enrolled in the PA Program are required to purchase the following medical equipment:

- Aneroid sphygmomanometer (blood pressure cuff),
- Penlight,
- One 512 cps tuning fork (for hearing tests) and One 128 cps tuning fork (for vibratory tests),
- Reflex hammer,
- Stethoscope with bell AND separate diaphragm,
- Diagnostic set, including an ophthalmoscope and otoscope. (Equivalent of the Welch Allyn diagnostic set #97200 or greater),
- Wristwatch with a second hand or digital timer (Phone cannot be used as a timer),
- 5 ½" needle holder (non-disposable for suturing),
- 4 ¾" Adson tissue forceps with teeth (non-disposable for suturing),
- 5 ½" suture scissors (non-disposable for suturing),
- A handheld pocket Snellen (near visual acuity) chart,
- Plastic tape measure (metric),
- 2 short (hip length) white lab coats,
- Protective Eyewear.

REQUIRED TECHNOLOGY

The PA Program requires PA students to have a laptop computer with Microsoft Office throughout the duration of the PA Program. It is the student's responsibility to always have a working laptop or iPad with Microsoft Office in all classes. Moreover, PA students are advised to always have a second laptop or an iPad available. Exams are predominantly taken electronically. If a primary device fails during an exam, it is essential to have an alternate device ready. Laptops and iPads must use CHROME or FIREFOX browsers during exams.

Chromebooks and Android tablets cannot be used to take exams.

STUDENT CERTIFICATIONS

PA students must obtain and maintain the following certifications during their tenure in the PA program:

Health Insurance Portability and Accountability (HIPAA) - HIPAA Training
To participate in patient care and be accepted at New York State Hospitals as a Physician Assistant Student, all students must complete a HIPAA training course. Prior to entry into PA School, students must complete this course. PA students must be prepared to submit a copy of the certificate of completion on the first day of rotation.

American Heart Association Basic Life Support (BLS)
BLS certification must be obtained prior to the commencement of the clinical year. All PA students were certified in BLS prior to entry to PA school. Students must be prepared to present a copy of their BLS card on the first day of rotation.

American Heart Association of Advanced Cardiac Life Support (ACLS)
ACLS certification must be obtained prior to the commencement of the clinical year of study. All clinical year PA students must be certified in ACLS. AHA healthcare provider ACLS courses must be taken independently by each student, either on weekend or vacation days.

If a student fails to successfully complete an ACLS course prior to **September 1**, he/she will not be able to start the clinical education component of the PA program.

Infection Control Course
To participate in patient care and be accepted at New York State Hospitals as a Physician Assistant Student, all students must complete an online infection control course. PA students must complete this course and they must be prepared to submit a copy of the certificate of completion on the first day of rotation.

Occupational Safety and Health Administration (OSHA)
Students must complete course work in Occupational Safety and Health hazards annually.
PA students must complete a mandatory online OSHA approved training program that addresses infectious and environmental hazards encountered by healthcare workers. This course must include the following required topics:

- Introduction to OSHA,
- Emergency Action Plans and Fire Protection,
- Avoiding electrocution hazards,
- Personal Protective Equipment,

- Hazard communication,
- Bloodborne pathogens,
- Ergonomics,
- Ergonomics Safe Patient Handling,
- Preventing Workplace violence,
- Biological Agents and Infection Control.

An example of a ten-hour, OSHA approved, low-cost general course in which students may enroll is: *https://www.careersafeonline.com/courses/healthcare-industry.*

Respiratory Fit Testing (RFT)

To participate in patient care as a Physician Assistant Student, students are required to have proof that Respiratory Fit Testing (RFT) was complete. RFT is mandated by the Occupational Safety & Health Administration (OSHA) on the federal level and state level for most localities.

All students must be prepared to submit a copy of completion of this testing prior to September 1st**.** If a student fails to provide proof of fit RFT by this date, he/she will not be permitted to begin clinical rotations.

RFT can be completed by Mobile Health, a company with locations throughout New York. Their website is: *www.mobilehealth.net.*

PA PROFESSIONAL ORGANIZATIONS' MEMBERSHIPS

PA Program students are required to join NYSSPA and the AAPA **by October 15** in the first semester of classes:

NYSSPA: New York State Society of Physician Assistants:
https://www.nysspa.org/page/Membership

AAPA: The American Academy of Physician Assistants:
https://www.aapa.org/member-central/join/.

DRUG SCREENING

- Prior to the start of clinical rotations, all students are required to pass a drug of abuse screen and have a negative drug screen result.
- At any time during the didactic and clinical year, the PA Program may request a student to have a drug of abuse screen, per the discretion of the faculty or the clinical site.
- Students are responsible for the cost of the drug of abuse screen.
- Students should be aware that a clinical affiliate can remove a student from the site if a positive drug of abuse screen is positive.

- **If a student is rejected from a clinical site due to information contained in the drug of abuse screen, the student may be unable to complete a required supervised clinical practice experience. If the student is unable to complete program requirements, the student may be advised to withdraw from the program.**

CRIMINAL BACKGROUND CHECKS

Prior to entry into PA School, all PA students will be asked to undergo a criminal background check.

- Many clinical affiliates require the completion of criminal background checks for PA students rotating at the site.
- Students should be aware that a clinical affiliate can remove a student from the site if a criminal record is discovered.
- A criminal conviction may bar your entry into clinical practice as a Physician Assistant.
- **If a student is rejected from a clinical site due to information contained in the criminal background check, the student may be unable to complete a required supervised clinical practice experience. If the student is unable to complete program requirements, the student may be advised to withdraw from the program.**

CRIMINAL BACKGROUND CHECKS AND PA LICENSURE

- Students seeking entrance into the physician assistant profession should note that the presence of a criminal record may result in the refusal of licensing/certification /registration agencies to issue the credentials needed to practice medicine as physician assistants.

STUDENT PROGRAM EVALUATIONS/SURVEYS

At the completion of each course in both the didactic and the clinical years of study, PA students are required to complete course, faculty, and clinical site evaluations. Students will also be required to participate in additional program effectiveness surveys during their tenure in the program. The course evaluations and program effectiveness surveys are completed anonymously.

This valuable feedback is reviewed and used to make modifications and improvements in faculty teaching strategies, courses, the curriculum, program policies, etc. Completion of these surveys and evaluations contributes to the PA program self-study process. Self-Study is a formal, structured, critical, self-evaluation process which examines the program's structure and substance and evaluates the program's overall effectiveness relative to its stated goals and objectives. Program self-study is an accreditation requirement.

Section III: PA PROFESSION STANDARDS OF PROFESSIONALISM

AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS (AAPA) GUIDELINES FOR ETHICAL CONDUCT FOR THE PHYSICIAN ASSISTANT PROFESSION

The Yeshiva University Physician Assistant Program will abide by the full Code of Ethics found on this website: *https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf*

Introduction

The PA profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has. Economic pressures of the health care system, social pressures of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by attempting to describe ways in which those tenets apply. Each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations.

Four main bioethical principles broadly guided the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice:

> **Autonomy,** strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and PAs should respect these decisions and choices.
>
> **Beneficence** means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance.
>
> **Nonmaleficence** means to do no harm, to impose no unnecessary or unacceptable burden upon the patient.

Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

PAs are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a health care professional. Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.
When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

The following sections discuss ethical conduct of PAs in their professional interactions with patients, physicians, colleagues, other health professionals, and the public. The "Statement of Values" within this document defines the fundamental values that the PA profession strives to uphold. These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential ethical responsibilities, and PAs should not regard them as comprehensive.

Statement of Values of the PA Profession:

- PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice
- PAs recognize and promote the value of diversity.
- PAs treat equally all persons who seek their care.
- PAs hold in confidence the information shared in the course of practicing medicine.
- PAs assess their personal capabilities and limitations, striving always to improve their medical practice.
- PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- PAs work with other members of the health care team to provide compassionate and effective care of patients.
- PAs use their knowledge and experience to contribute to an improved community.
- PAs respect their professional relationship with physicians.
- PAs share and expand knowledge within the profession.

THE PA AND PATIENT

PA Role and Responsibilities

PA practice flows out of a unique relationship that involves the PA, the physician, and the patient. The individual patient–PA relationship is based on mutual respect and an agreement to work

together regarding medical care. In addition, PAs practice medicine with physician supervision; therefore, the care that a PA provides is an extension of the care of the supervising physician. The patient–PA relationship is also a patient–PA–physician relationship.

The principal value of the PA profession is to respect the health, safety, welfare, and dignity of all human beings. This concept is the foundation of the patient–PA relationship. PAs have an ethical obligation to see that each of their patients receives appropriate care. PAs should be sensitive to the beliefs and expectations of the patient. PAs should recognize that each patient is unique and has an ethical right to self-determination.

PAs are professionally and ethically committed to providing nondiscriminatory care to all patients. While PAs are not expected to ignore their own personal values, scientific or ethical standards, or the law, they should not allow their personal beliefs to restrict patient access to care. A PA has an ethical duty to offer each patient the full range of information on relevant options for their health care. If personal moral, religious, or ethical beliefs prevent a PA from offering the full range of treatments available or care the patient desires, the PA has an ethical duty to refer a patient to another qualified provider. That referral should not restrict a patient's access to care. PAs are obligated to care for patients in emergency situations and to responsibly transfer patients if they cannot care for them.

PAs should always act in the best interests of their patients and as advocates when necessary. PAs should actively resist policies that restrict free exchange of medical information. For example, a PA should not withhold information about treatment options simply because the option is not covered by insurance. PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient's best interests.

The PA and Diversity

The PA should respect the culture, values, beliefs, and expectations of the patient.

Nondiscrimination

PAs should not discriminate against classes or categories of patients in the delivery of needed health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic or national origin, political beliefs, nature of illness, disability, socioeconomic status, physical stature, body size, gender identity, marital status, or sexual orientation.

Initiation and Discontinuation of Care

In the absence of a preexisting patient–PA relationship, the PA is under no ethical obligation to care for a person unless no other provider is available. A PA is morally bound to provide care in emergency situations and to arrange proper follow-up. PAs should keep in mind that contracts with health insurance plans might define a legal obligation to provide care to certain patients.

A PA and supervising physician may discontinue their professional relationship with an established patient as long as proper procedures are followed. The PA and physician should

provide the patient with adequate notice, offer to transfer records, and arrange for continuity of care if the patient has an ongoing medical condition. Discontinuation of the professional relationship should be undertaken only after a serious attempt has been made to clarify and understand the expectations and concerns of all involved parties.

If the patient decides to terminate the relationship, they are entitled to access appropriate information contained within their medical record.

Informed Consent

PAs have a duty to protect and foster an individual patient's free and informed choices. The doctrine of informed consent means that a PA provides adequate information that is comprehendible to a competent patient or patient surrogate. At a minimum, this should include the nature of the medical condition, the objectives of the proposed treatment, treatment options, possible outcomes, and the risks involved. PAs should be committed to the concept of shared decision making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.

In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision making. The PA should also understand consent laws pertaining to emancipated or mature minors. (See the section on **Confidentiality**.)

When the person giving consent is a patient's surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient's best interests and personal preferences, if known. If the PA believes the surrogate's choices do not reflect the patient's wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

Confidentiality

PAs should maintain confidentiality. By maintaining confidentiality, PAs respect patient privacy and help to prevent discrimination based on medical conditions. If patients are confident that their privacy is protected, they are more likely to seek medical care and more likely to discuss their problems candidly.

In cases of adolescent patients, family support is important but should be balanced with the patient's need for confidentiality and the PA's obligation to respect their emerging autonomy. Adolescents may not be of age to make independent decisions about their health, but providers should respect that they soon will be. To the extent they can, PAs should allow these emerging adults to participate as fully as possible in decisions about their care. It is important that PAs be

familiar with and understand the laws and regulations in their jurisdictions that relate to the confidentiality rights of adolescent patients. (See the section on Informed Consent).

Any communication about a patient conducted in a manner that violates confidentiality is unethical. Because written, electronic, and verbal information may be intercepted or overheard, the PA should always be aware of anyone who might be monitoring communication about a patient.

PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Computerized record keeping and electronic data transmission present unique challenges that can make the maintenance of patient confidentiality difficult. PAs should advocate for policies and procedures that secure the confidentiality of patient information.

The Patient and the Medical Record

PAs have an obligation to keep information in the patient's medical record confidential. Information should be released only with the written permission of the patient or the patient's legally authorized representative. Specific exceptions to this general rule may exist (e.g., workers compensation, communicable disease, HIV, knife/gunshot wounds, abuse, and substance abuse). It is important that a PA be familiar with and understand the laws and regulations in his or her jurisdiction that relate to the release of information. For example, stringent legal restrictions on release of genetic test results and mental health records often exist.

Both ethically and legally, a patient has certain rights to know the information contained in his or her medical record. While the chart is legally the property of the practice or the institution, the information in the chart is the property of the patient. Most states have laws that provide patients access to their medical records. The PA should know the laws and facilitate patient access to the information.

Disclosure

A PA should disclose to his or her supervising physician information about errors made in the course of caring for a patient. The supervising physician and PA should disclose the error to the patient if such information is significant to the patient's interests and well-being. Errors do not always constitute improper, negligent, or unethical behavior, but failure to disclose them may.

Care of Family Members and Co-workers

Treating oneself, co-workers, close friends, family members, or students whom the PA supervises or teaches may be unethical or create conflicts of interest. For example, it might be ethically acceptable to treat one's own child for a case of otitis media but it probably is not acceptable to treat one's spouse for depression. PAs should be aware that their judgment might be less than objective in cases involving friends, family members, students, and colleagues and that providing "curbside" care might sway the individual from establishing an ongoing relationship with a provider. If it becomes necessary to treat a family member or close associate, a formal patient-

provider relationship should be established, and the PA should consider transferring the patient's care to another provider as soon as it is practical. If a close associate requests care, the PA may wish to assist by helping them find an appropriate provider.

There may be exceptions to this guideline, for example, when a PA runs an employee health center or works in occupational medicine. Even in those situations, the PA should be sure they do not provide informal treatment but provide appropriate medical care in a formally established patient-provider relationship.

Genetic Testing

Evaluating the risk of disease and performing diagnostic genetic tests raise significant ethical concerns. PAs should be informed about the benefits and risks of genetic tests. Testing should be undertaken only after proper informed consent is obtained. If PAs order or conduct the tests, they should assure that appropriate pre- and post-test counseling is provided.

PAs should be sure that patients understand the potential consequences of undergoing genetic tests from impact on patients themselves, possible implications for other family members, and potential use of the information by insurance companies or others who might have access to the information. Because of the potential for discrimination by insurers, employers, or others, PAs should be particularly aware of the need for confidentiality concerning genetic test results.

Reproductive Decision Making

Patients have a right to access the full range of reproductive health care services, including fertility treatments, contraception, sterilization, and abortion. PAs have an ethical obligation to provide balanced and unbiased clinical information about reproductive health care.

When the PA's personal values conflict with providing full disclosure or providing certain services such as sterilization or abortion, the PA need not become involved in that aspect of the patient's care. By referring the patient to a qualified provider who is willing to discuss and facilitate all treatment options, the PA fulfills their ethical obligation to ensure the patient's access to all legal options.

End of Life

Among the ethical principles that are fundamental to providing compassionate care at the end of life, the most essential is recognizing that dying is a personal experience and part of the life cycle.

PAs should provide patients with the opportunity to plan for end of life care. Advance directives, living wills, durable power of attorney, and organ donation should be discussed during routine patient visits.

PAs should assure terminally-ill patients that their dignity is a priority and that relief of physical and mental suffering is paramount. PAs should exhibit non-judgmental attitudes and should assure their terminally-ill patients that they will not be abandoned. To the extent possible, patient or surrogate preferences should be honored, using the most appropriate measures consistent with their choices, including alternative and non-traditional treatments. PAs should explain palliative and hospice care and facilitate patient access to those services. End of life care should include assessment and management of psychological, social, and spiritual or religious needs.

While respecting patients' wishes for particular treatments when possible, PAs also must weigh their ethical responsibility, in consultation with supervising physicians, to withhold futile treatments and to help patients understand such medical decisions.
PAs should involve the physician in all near-death planning. The PA should only withdraw life support with the supervising physician's agreement and in accordance with the policies of the health care institution.

THE PA AND INDIVIDUAL PROFESSIONALISM

Conflict of Interest

PAs should place service to patients before personal material gain and should avoid undue influence on their clinical judgment. Trust can be undermined by even the appearance of improper influence. Examples of excessive or undue influence on clinical judgment can take several forms. These may include financial incentives, pharmaceutical or other industry gifts, and business arrangements involving referrals. PAs should disclose any actual or potential conflict of interest to their patients.

Acceptance of gifts, trips, hospitality, or other items is discouraged. Before accepting a gift or financial arrangement, PAs might consider the guidelines of the Royal College of Physicians, "Would I be willing to have this arrangement generally known?" or of the American College of Physicians, "What would the public or my patients think of this arrangement?"

Professional Identity

PAs should not misrepresent directly or indirectly, their skills, training, professional credentials, or identity. PAs should uphold the dignity of the PA profession and accept its ethical values.

Competency

PAs should commit themselves to providing competent medical care and extend to each patient the full measure of their professional ability as dedicated, empathetic health care providers. PAs should also strive to maintain and increase the quality of their health care knowledge, cultural sensitivity, and cultural competence through individual study and continuing education.

Sexual Relationships

It is unethical for PAs to become sexually involved with patients. It also may be unethical for PAs to become sexually involved with former patients or key third parties. Key third parties are individuals who have influence over the patient. These might include spouses or partners, parents, guardians, or surrogates.

Such relationships generally are unethical because of the PA's position of authority and the inherent imbalance of knowledge, expertise, and status. Issues such as dependence, trust, transference, and inequalities of power may lead to increased vulnerability on the part of the current or former patients or key third parties.

Gender Discrimination and Sexual Harassment

It is unethical for PAs to engage in or condone any form of gender discrimination. Gender discrimination is defined as any behavior, action, or policy that adversely affects an individual or group of individuals due to disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

It is unethical for PAs to engage in or condone any form of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment, or
- Accepting or rejecting such conduct affects or may be perceived to affect professional decisions concerning an individual, or
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's training or professional position.

THE PA AND OTHER PROFESSIONALS

Team Practice

PAs should be committed to working collegially with other members of the health care team to assure integrated, well-managed, and effective care of patients. PAs should strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

Illegal and Unethical Conduct

PAs should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession. They should report illegal or unethical conduct by health care professionals to the appropriate authorities.

Impairment

PAs have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. “Impaired” means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol.

PAs should be able to recognize impairment in physician supervisors, PAs, and other health care providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

PA – Physician Relationship

Supervision should include ongoing communication between the physician and the PA regarding patient care. The PA should consult the supervising physician whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another health care professional.

Complementary and Alternative Medicine

When a patient asks about an alternative therapy, the PA has an ethical obligation to gain a basic understanding of the alternative therapy being considered or being used and how the treatment will affect the patient. If the treatment would harm the patient, the PA should work diligently to dissuade the patient from using it, advise other treatment, and perhaps consider transferring the patient to another provider.

THE PA AND THE HEALTH CARE SYSTEM

Workplace Actions

PAs may face difficult personal decisions to withhold medical services when workplace actions (e.g., strikes, sick-outs, slowdowns, etc.) occur. The potential harm to patients should be carefully weighed against the potential improvements to working conditions and, ultimately, patient care that could result. In general, PAs should individually and collectively work to find alternatives to such actions in addressing workplace concerns.

PAs as Educators

All PAs have a responsibility to share knowledge and information with patients, other health professionals, students, and the public. The ethical duty to teach includes effective communication with patients so that they will have the information necessary to participate in their health care and wellness.

PAs and Research

The most important ethical principle in research is honesty. This includes assuring subjects’ informed consent, following treatment protocols, and accurately reporting findings. Fraud and dishonesty in research should be reported so that the appropriate authorities can take action.

PAs involved in research must be aware of potential conflicts of interest. The patient's welfare takes precedence over the desired research outcome. Any conflict of interest should be disclosed.

In scientific writing, PAs should report information honestly and accurately. Sources of funding for the research must be included in the published reports.

Plagiarism is unethical. Incorporating the words of others, either verbatim or by paraphrasing, without appropriate attribution is unethical and may have legal consequences. When submitting a document for publication, any previous publication of any portion of the document must be fully disclosed.

PAs as Expert Witnesses

The PA expert witness should testify to what he or she believes to be the truth. The PA's review of medical facts should be thorough, fair, and impartial.

The PA expert witness should be fairly compensated for time spent preparing, appearing, and testifying. The PA should not accept a contingency fee based on the outcome of a case in which testimony is given or derive personal, financial, or professional favor in addition to compensation.

THE PA AND SOCIETY

Lawfulness

PAs have the dual duty to respect the law and to work for positive change to laws that will enhance the health and well-being of the community.

Executions

PAs, as health care professionals, should not participate in executions because to do so would violate the ethical principle of beneficence.

Access to Care / Resource Allocation

PAs have a responsibility to use health care resources in an appropriate and efficient manner so that all patients have access to needed health care. Resource allocation should be based on societal needs and policies, not the circumstances of an individual patient–PA encounter. PAs participating in policy decisions about resource allocation should consider medical need, cost-effectiveness, efficacy, and equitable distribution of benefits and burdens in society.

Community Well Being

PAs should work for the health, well-being, and the best interest of both the patient and the community. Sometimes there is a dynamic moral tension between the well-being of the community in general and the individual patient. Conflict between an individual patient's best interest and the common good is not always easily resolved. In general, PAs should be committed to upholding and enhancing community values, be aware of the needs of the community, and

use the knowledge and experience acquired as professionals to contribute to an improved community.

Conclusion
AAPA recognizes its responsibility to aid the PA profession as it strives to provide high quality, accessible health care. PAs wrote these guidelines for themselves and other PAs. The ultimate goal is to honor patients and earn their trust while providing the best and most appropriate care possible. At the same time, PAs must understand their personal values and beliefs and recognize the ways in which those values and beliefs can impact the care they provide.

Section IV: CODE OF ETHICS AND CODE OF CONDUCT

KATZ SCHOOL OF SCIENCE AND HEALTH CODE OF ETHICS

The PA program adheres to the Katz School of Science and Health Code of Ethics. The Katz School catalog describes the Student Code of Conduct and may be found at the following: *https://www.yu.edu/sites/default/files/inline-files/Katz%20School%20Catalog%202020-2021%201.22.2021%20SLP%20UPDATES.pdf*

Yeshiva University strives to ensure that each student will maintain the highest moral, ethical and academic standards. The governing principle within the curriculum is academic integrity.

- **Academic Dishonesty:** The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in appropriate penalties, described below.

- **Cheating on Assignments and/or Exams:** Cheating is an affront on academic integrity and ethics. Any instance of dishonesty undermines your work and the work of your classmates and the University.

- **Plagiarism:** In defining plagiarism, this policy distinguishes between Intentional Misrepresentation (which is deemed to constitute plagiarism) and Misuse of Sources. These are two clear extremes, but this policy also recognizes that there can be a continuum between them.

- **Intentional Misrepresentation** occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) work without acknowledging the source. Examples include but are not limited to when a student submits an Assignment that: a) is downloaded from an Internet source and/or obtained from a paper mill; b) is obtained from someone else (including another student); c) contains part or all of the writings of

another person (including another student), without acknowledgment of the source; or d) contains passages that were cut and pasted from an Internet source, without acknowledgement of the source.

- **Misuse of Sources** is the unintentional misappropriation of the language, ideas, and work of others due to a lack of understanding of the conventions of citation and documentation, including paraphrasing, quoting, and the parameters of common knowledge.

  Students are responsible for knowing how to quote from, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or completely, the instructor, perhaps in consultation with other faculty, administrators, or an academic integrity panel, may determine that the issue is Misuse of Sources or unsuccessful writing, rather than Intentional Misrepresentation.

Other Violations of Academic Integrity: In addition to cheating and plagiarism, other examples of academic integrity violations include, but are not limited to:

- Assisting or attempting to assist another student in an act of academic dishonesty.
- Providing papers, essays, research, or other work to aid another student in Intentional Misrepresentation.
- Engaging in unauthorized cooperation with other individuals in completing assignments or examinations.
- Submitting the same assignment, in part or whole, in more than one course, whether at YU or another institution, without prior written approval from both faculty members.

Any PA student who violates this Code of Ethic will be subject to disciplinary action which may include dismissal.

PA STUDENT CODE OF CONDUCT

Professionalism holds equal importance to academic progress. Students are expected to demonstrate professional behavior at all times.

PA students are expected to:

- Demonstrate integrity and honesty.
- Maintain professional conduct, appearance, and hygiene.
- Treat others with empathy, compassion, dignity, and respect.
- Embrace diversity: demonstrate cultural sensitivity.
- Communicate courteously both verbally and non-verbally.
- Accept and apply constructive feedback.
- Act responsibly at all times and accept personal accountability.
- Demonstrate concern for the welfare of others.

- Dedicate her/himself life-long learning, self-reflection, and self-improvement.
- Dedicate her/himself to the service of others.
- Contribute to a productive learning environment.
- Attend and be punctual for all learning experiences.
- Comply with the Katz School Code of Ethics.

Students who violate the Code of Conduct are at risk of course failure and probation or dismissal from the PA Program. Students undergo professionalism evaluations at the mid-point of each semester.

ACADEMIC STANDING, PROBATION, AND DISMISSAL POLICIES

Good Academic Standing: Students are expected to remain in good academic standing at all times in their respective programs. Not remaining in good academic standing can result in dismissal from the University or probation with the expectation that the student will return to good academic standing by the end of the following semester.

Dismissal at the End of the First Semester: If in the first semester of study, a student earns an "F" grade (fails of course,) two "C" grades ("C" or "C+"), or has an overall GPA below 3.0, the student may be dismissed from the program.

Probation: A student who earns an "F" grade (fails a course), two "C" grades ("C" or "C+") or has an overall GPA below 3.0 in any semester will be placed on academic probation beginning in the following semester (if not otherwise dismissed from the program).

If a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the academic probation and a date for a performance review meeting with the faculty committee. After the meeting, the student will be provided with a letter outlining a success plan by the Program Director, the terms of which must be met by the student, to return to good academic standing. The student must sign and return the letter acknowledging his/her understandings and responsibilities.

Where applicable, during their academic probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received. Academic probation may be documented on the student's transcript. Being placed on academic probation may impact a student's financial aid. Please contact the Office of Student Finance for more information.

Dismissal Following Probation: while on probation or afterwards, if a student earns an "F" grade (fails a course,) to "C" grades (C or C+,) or has an overall GPA below 3.00 in a semester, the student may be dismissed from the program.

Dismissal During Didactic Year: A student who receives an "F" grade (fails a course) in one or more courses at any time didactic year may be dismissed from the program.

Making up an "F" Grade (Failing a Course): If a student receives an "F" grade in any of their courses, the student (if not dismissed from the program) must repeat and pass the same course. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA.

PROBATION

Academic or Professional probation represents notice of unsatisfactory academic or professional progress. As noted previously, probation may occur due to academic deficiency or engagement in professional misconduct. The student remains on probation until the academic deficiency is successfully remediated, the professionalism violation is remediated, and/or the cumulative GPA is at or above the program's required minimum and all deficiencies have been corrected.

Where applicable, during their probation students may not be permitted to apply for their next clinical clerkship/rotation or attend a clerkship/rotation they already received. Academic probation may be documented on the student's transcript. Being placed on academic probation may impact a student's financial aid. Please contact the Office of Student Finance for more information.

Making Up an "F" grade (failing a course): If a student receives an "F" grade in any of their courses, the student (if not dismissed from the program) must repeat and pass the same course. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA.

DISMISSAL

Reasons for dismissal include but are not limited to:

- Failure of a didactic year course.
- Failure of the Summative Didactic Year Examination.
- Failure of a clinical year course.
- Failure of the Summative Clinical Year Evaluation.
- Failure of the Capstone project.
- Failure to maintain a B average each semester and cumulatively.
- Positive drugs of abuse test.
- Criminal arrest or conviction.
- Alcohol intoxication or under the influence of drugs during any single learning experience; didactic or clinical.

- A violation of the Katz Code of Ethics.
- A violation of the PA Code of Conduct.
- Any type of harassment including sexual harassment.
- Dangerous to a patient or any person in a clinical or academic setting.

VIOLATION OF CODE OF ETHICS OR PA CODE OF CONDUCT

If a student commits a violation of the Code of Ethics of Code of Conduct, the faculty member will propose an appropriate penalty, such as exam failure, course failure, suspension, or dismissal from the program of study. If the student accepts the proposed penalty, the faculty member will notify the applicable Program Director of the action taken. If the student denies the allegations or contests the penalty, the faculty member will notify the Program Director, who will then convene a hearing of the Committee on Academic Standards and Integrity (CASI) in accordance with the procedures outlined below.

PENALTIES AND PROCEDURES FOR VIOLATING THE CODE OF ETHICS AND CODE OF CONDUCT

Accordingly, students who violate academic integrity standards, whether by cheating on written exams or plagiarizing or otherwise, are subject to penalty under the following procedures.

Please Note: If a faculty member determines that a student unintentionally misused sources on an assignment, he/she may lower the grade on the assignment in question (including lowering to a grade of "F"). No additional penalty should be imposed.

NOTIFICATION PROCESS: Any member of the Yeshiva University community may initiate a report of academic integrity violation. The complainant should report the incident immediately, and no later than 10 days after the incident occurred and should submit an Incident Report Form to the Program Director.

- The Program Director will then submit a written copy of the charges to the student no later than 10 days after the incident was initially reported.
- The student will then have the opportunity to accept or deny responsibility for the actions or challenge the allegations within 5 days after receiving the report documenting the charges.
- If the student accepts responsibility for the action, then appropriate academic sanctions will apply including, but limited to, a retake of the exam, reduced credit or zero on an exam, reduced final grade or failing grade, or resubmit assignment paper. If the student denies the allegations, the Katz School Student Advocate will conduct an initial investigation to assess the merits of the case within 10 days after receipt of the student's statement of denial. The Katz School Student Advocate is a full-time staff member appointed by the Dean to help students understand academic policies and

procedures and to facilitate the initial review of the Academic Integrity process by collecting and reviewing documentation.

Students are not permitted to drop the course in which the alleged incident occurred during or after the pendency of proceedings under this policy.

INITIAL REVIEW: If the student denies the allegations, the Katz School Student Advocate will review all submitted evidence and will meet with the faculty, student, and other relevant parties to determine if the case at hand falls within the scope of an academic integrity violation.

HEARING: If the incident appears to violate academic integrity standards, the Dean will convene a hearing before the CASI to determine if the student violated academic integrity standards no later than 30 days after the student formally denied the incident. The CASI will consist of a four-person impartial body appointed by the Dean, including the Katz School Student Service Coordinator, a Katz School program director, a faculty member, and a student. A non-voting representative from the Office of the Registrar may also be present for the hearing.

The CASI Committee Chair will notify the student in writing of the date, time, and place of the hearing. The student can meet with the Katz School Student Advocate for further clarification on the hearing process. The student may bring written materials and witnesses, but no advocates or advisers (including parents and attorneys). The Committee will consider all the facts and circumstances, may ask for further information from the relevant parties, and will determine whether the student committed an academic integrity violation within 10 days after the hearing. The Committee will provide a written summary of the hearing and its findings along with its recommendation for appropriate action to the Dean.

DECISION: The Dean may accept, reject, or modify the Committee's recommendation, and will notify the student in writing of the decision.

APPEAL: Within 10 days of receipt of the Dean's letter, the student may file an appeal by submitting it in writing to the Provost of Yeshiva University. No appeal will be considered if received after the 10-day deadline. The Provost will consider the merits of the appeal and will consult with the Chair of the CASI. The Provost may interview the student but will not conduct a new hearing. The standard for review will be whether the student received appropriate notice and had an opportunity to be heard (i.e. whether there was a fair hearing), and whether the School followed its procedures. The Provost may designate the Dean of another University graduate or professional school to hear the appeal. The student will receive notice of the decision in writing in a timely fashion, but no later than 3 weeks from the receipt of the appeal. This decision is final.

CASI RECORDS: Copies of the final decision (after appeal) will be sent to the Dean of the Katz School and to the Office of the Registrar.

PROCEDURES FOR REMOVAL

When it comes to the attention of any member of the University community that a student may pose a threat to the health and safety of themselves and/or others, he/she should immediately take reasonable steps to notify his/her supervisor, the applicable Program Director and/or the Dean of the School. (If so notified, the supervisor and Dean should in turn notify the applicable Program Director.) The Program Director then should take immediate action to assess the nature and magnitude of the threat to the student and to others, which may involve consultation with others including counseling and other relevant support services. In accordance with applicable law and regulations, procedures should be followed to ensure that a student considered for involuntary leave is not subject to an adverse action based on unfounded fears, prejudice, or stereotypes.

A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if an involuntary leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider.

To the extent practicable, a student whose involuntary leave is under consideration will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision.

A student who is placed on involuntary leave may appeal the decision to the Dean within 10 business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The Dean or his/her designee will review the appeal and his/her decision will be considered final.

In cases of a safety emergency, a student may be removed from the University campus. To the extent practicable, the student will be provided with notice and an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision. The student also may appeal the decision as set forth in the preceding paragraph.

The University reserves the right to make appropriate arrangements regarding the health and safety of the student.

A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.

The School will notify all relevant parties of the leave of absence and/or removal from campus.

A student's continuance on the rolls of the University; the receipt of academic credits, honors, and awards; graduation; and the conferring of any degree, diploma, or certificate upon a student are entirely subject to the disciplinary powers of the University and to the student maintaining high

standards of ethical and academic conduct. A student may be placed on probation or dismissed at the discretion of the Dean at any time for infringement of these standards.

APPEALS PROCEDURE

Students may appeal dismissal in writing to the Committee on Academic Standards and Integrity (CASI). The appeal must be made before the following semester begins. The CASI will review the case and will offer a recommendation to the Dean of the school. The Dean will render the final decision on the student dismissal. Decisions are communicated in writing to the student, the Office of the Dean, the Office of the Registrar, the Office of Student Finance, and the Office of Student Affairs. Where applicable, during their academic probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received. If the problems above persist after the following semester, the student may be dismissed from the program.

READMISSION AFTER DISMISSAL

Students who have been dismissed as a result of a violation of academic integrity standards may apply for readmission after one semester of non-attendance. An application for readmission should be made directly to the Program Director and the Office of Admissions. The application should state the reasons for readmission and include a statement of steps the student has taken or changes he/she has made to merit readmission. Any readmission may require conditions of probation and/or academic or other counseling.

GRIEVANCES

The Katz School is committed to a policy of resolving all student grievances, including allegations of mistreatment, through a set of appeal procedures designed to address the student's issue or concern fairly. Students may appeal evaluation decisions by instructors, supervisors, or faculty advisors when they believe they were subject to mistreatment, harassment, discrimination, and/or unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that instructor, supervisor or faculty advisor. Note that the procedures set forth in the University's Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy.

If a student has a grievance, the following procedure should be initiated within the semester in which the problem or incident occurs and no later than 30 days beyond the final day of classes in any given semester.

- **Informal Level:** Students should first discuss their grievance with the primary instructor, supervisor, or faculty advisor who is the subject of the grievance. The purpose of this meeting is to clarify the reasons for the decision or action by the instructor, or faculty advisor and to provide the student with an opportunity to respond to the decision or action. The meeting also provides an opportunity for the student and the instructor, supervisor or faculty advisor to reach a common

understanding of the identified problem(s) and clarify recommendations and the expected timeframe within which problems will be remedied. A follow-up meeting is often scheduled to evaluate compliance with these recommendations. Every effort should be made to resolve grievances at this level and safeguard confidentiality by involving only essential parties.

- **Meet with Program Director:** When the student thinks that his/her grievance is still unresolved by the instructor, supervisor, or faculty advisor, the student may arrange a meeting to discuss the grievance with the Program Director. Students are expected to submit written documentation of evidence for their grievance within 30 days of the conclusion of the Informal Level process, and preferably by the final day of classes of the semester in which the problem occurred. Students can consult with the Katz School Student Advocate for support with this process. The Program Director will review all documentation and will notify the student and relevant instructor, supervisor or faculty advisor of his/her decision.

- **Committee on Academic Standards and Integrity (CASI):** If the Program Director cannot resolve the student's issue, or the student files (within 30 days) a written appeal of a decision made by the Program Director, then the case will be referred to the CASI. The student can consult with the Katz School Student Advocate for support with the appeal process. The faculty on the committee cannot be faculty members from the student's program. The student will have the opportunity to orally present the nature of his/her appeal to the committee. The committee will review all documentation and testimony and will notify the Program Director and the student of their decision to grant or deny an appeal or recommendation on disciplinary action on the issue.

- **Review by Dean:** Should the CASI not be able to resolve the student's issue, or the student wishes to appeal a decision by CASI, the student must submit a written request (within 30 days of the decision) that the Dean review the action, clearly stating the reasons for such a review. The Dean may grant or deny the request. If the Dean grants the request, he/she will evaluate all the available materials as to the facts and circumstances, including any recommendation from the CASI, and may request a personal interview with the student. The Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

Section V: GENERAL POLICIES AND PRODEDURES

ATTENDANCE AND PUNCTUALITY

PA students may not be absent from 10% or more of any course, didactic or clinical. If a student is absent from 10% or more of a course during the semester, he/she will receive a final grade of "F." This grade will be reflected on the student's official university transcript.

The PA program curriculum is an intensive, highly structured, and progressive educational program that is designed to deliver the necessary academic and clinical education essential to provide patient care. Therefore, participation in all activities is critical to the professional development of students and absence of activities can affect students' ability to pass exams and care for patients in clinical settings.

Students enrolled in the PA Program MUST be present, punctual, and prepared for all scheduled classes, labs, supervised clinical experiences, and other program activities during both the didactic and clinical years.

It is recommended that students arrive 10 minutes before any scheduled event/class. Faculty has the discretion of refusing classroom entry to a student who arrives more than 15 minutes late to a class, lab, or a clinical experience. In the event the student is refused entry, he/she will incur an unexcused absence. A student who arrives more than 5 minutes three times in a semester will also incur an absence.

In clinical year, PA students should expect to work during day shifts, evening, night shifts and weekend shifts. The student's schedule will be set by the preceptor at the clinical site.

- Clinical year students will email the Clinical Year Director her/his schedule at the end of the first clinical day.
- Students must notify the PA Program immediately if their preceptor is on vacation.
- Students are not permitted to be dismissed early from a clinical rotation.
- The maximum time for clinical year students to be onsite on clinical rotations is 80 hours per week, inclusive of on-call and clinical hospital settings.

Excused Absence or Tardiness: While it is the program policy that students are expected to be punctual and attend all scheduled classes, labs, supervised clinical experiences, as well as other program activities, it is understood that students may have exceptional events that might keep them from classes or program activities. During these times a student's absence or lateness may be excused.

Examples of causes for absence or tardiness that might be excused:

- ACUTE PERSONAL ILLNESS OR INJURY DOCUMENTED BY A HEALTHCARE PROVIDER
- CRITICAL ILLNESS IN IMMEDIATE FAMILY MEMBER
- AAPA or NYSSPA conferences with prior program approval
- RELIGIOUS OBSERVANCE
- DEATH IN THE IMMEDIATE FAMILY

In the event a student will be absent to attend a professional conference, observe a religious holiday, or attend jury duty, the student must notify PA program personnel a minimum of two weeks in advance. It is recommended that students request postponement of jury duty should the occasion arise. The PA program will provide the student with a note verifying the student's full-time attendance in the lock-step Master of Science program.

Ultimately, the final determination of any absence as excused will be made by the PA program faculty.

Absence and Tardiness Notification Procedure: If a student expects to be late or is unable to attend a class or laboratory session or any clinical activity, he/she MUST email faculty and staff to note the reason for absence or tardiness and include a phone number at which he/she can be reached. Students must email the following faculty & staff:

Didactic Year:

- Course instructor,
- Didactic Year Director,
- Academic Program Coordinator.

Clinical Year:

- Course Preceptor/Instructor,
- Clinical Year Director,
- Academic Program Coordinator.

The notification regarding an absence must be received 30 minutes before the start of the school day/rotation day. The notification of lateness must be received 10 minutes prior to the start of the class/lab/clinical experience. Sending a message through a classmate is NOT acceptable.

Unexcused absence or lateness, as well as repeated absence or lateness, will place the PA student at risk of course failure, suspension, or dismissal from the PA program.

CLASSROOM AND LABORATORY DECORUM

- Be prompt and prepared.
- Do not speak when someone else is speaking.
- Wait for a break during lecture to leave the classroom.
- Always keep your camera on and face front in a virtual lecture or meeting.
- Refrain from eating in class.
- Do not text or use your phone during lecture or lab.
- Do not browse the internet during lecture.
- Maintain good personal hygiene.

Lecture Breaks: In most cases, instructors will permit students to take a brief break after 50-60 minutes of lecture. Students should use such breaks appropriately. Only rarely, in extenuating circumstances, should a student need to leave the room during a lecture.

Visitors: Guests are not permitted to attend lectures, laboratories, or other classroom activities. Yeshiva University students who are not enrolled in the course may not attend classes unless particular arrangements have been made for the student to audit the course.

LECTURE NOTES

Student are responsible for taking notes during lectures and labs. At the discretion of the instructor, lecture notes or copies of PowerPoint presentations may be made available to students either before, during or after the class. Instructors have particular personal preferences concerning distribution of such materials, and the PA Program honors such preferences.

The PA Program uses Canvas to make lecture materials (if any) available to students. Students will be provided with all necessary passwords, etc. to gain access to these systems.

COURSE AUDITING

Katz students may be eligible to audit a course in another Katz program with the permission of the Program Director of the other program and other YU administrators. The University does not permit a student to audit or sit in on classes the student is not officially registered for.

ABSENCE DUE TO A DISABILITY

If the student is absent because of a disability which is documented with the Office of Disability Services at Yeshiva, falls ill or there are other extenuating circumstances, the student must inform the instructor in advance. The instructor may require appropriate documentation to make any exception to this policy.

REGISTRATION

Before their first semester, incoming graduate students will be provided with instructions by the school on how to register for their courses. Continuing students will register online through MYYU (*www.yu.edu/myyu*).

Continuing students are expected to register each semester during the specific registration period; registration dates will be published in the Academic Calendar.

Students who register outside of the designated registration period may be subject to late registration fees.

CONTINUOUS STATUS

The Katz School requires student to be continuously enrolled each semester as required by the student's program until their degree is granted. To maintain continuous enrollment, students must register each semester required by their individual program or take a leave of absence. Any student who neither registers nor secures an official leave of absence for any semester will be considered withdrawn from the School.

LEAVE OF ABSENCE

Students who are not registered for academic credits or courses but who expect to return to the University at a later time should file for a Leave of Absence. A leave of absence must be approved by the Program Director. To apply for a Leave of Absence the student must fill out and submit a Leave of Absence form and should be signed and returned to the Office of the Registrar prior to the start of classes for the given semester. Students may apply for a leave of absence for a maximum of 180 days. Students are only eligible for a leave of absence after the completion of one (1) semester of coursework.

If the need for a leave of absence extends beyond 180 days – taken together or separately – the student must officially withdraw from the School. Students who wish to withdraw must submit an "Application for Withdrawal from the School Form", available in the Office of the Registrar. The form should be signed by both the Program Director and the Dean and returned to the Office of the Registrar.

WITHDRAWAL AND REFUND

Official Withdrawal

If a student chooses to withdraw from their program, they must fill out the Official Withdrawal Form and submit it to the Registrar's Office. If the student is registered for courses at the time of withdrawal, they will be subject to refund amounts as outlined in the academic calendar. Based on the timing of the student's withdraw, the student may receive a W on their transcript. The school's academic calendar may be referenced for specific dates.

Students who are registered for courses at the time of their withdrawal will be subject to the tuition refund rates in effect on the date of their withdrawal. Before the student withdraws from a program, the student must contact the Office of Student Finance regarding deadlines for tuition reimbursement and to address related financial responsibilities.

Official withdrawal form may be found at:
https://www.yu.edu/sites/default/files/inline-files/Withdrawal%20Form_Dec_2020.pdf.

Withdrawal from a Course and Refunds

Students may drop classes through MYYU from the start of the designated registration period until the "last day to drop a course" as listed on the Academic Calendar. Students will be required to fill out an Add/Drop Form found on the Registrar's website. If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of "W". Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the "last day to drop a course without a W". See the "Grades" section for more information about Withdrawal.

The typical fall/spring tuition refund schedule is listed below. Please note that registration and other fees will not be refunded.

COURSE WITHDRAWN BY:	PERCENTAGE OF TUITION REFUNDED:
1st week of semester	100% refund
2nd week of semester	75% refund
3rd week of semester	50% refund
4th week of semester	25% refund
After week 4th	no refund

Please see the Office of Student Finance website for more details about the tuition refund schedule and fees: *https://www.yu.edu/osf/contact.*

Readmission after Withdrawing from The University

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the School. A student who wishes to resume studies may have to apply for "readmission." Students who withdrew (whether voluntarily or involuntarily) from the School and wish to apply for readmission must follow the regular admissions procedures. Their admission will be subject to the program admissions criteria in effect at the time of application for readmission.

DRESS CODE POLICY

This Dress Code Policy is implemented to promote professionalism and to ensure student and patient safety:

- Clothing shall not be torn, frayed, cut-up or slit.
- Excessively tight clothing, excessively baggy clothing, shorts, clothing that exposes skin in the chest, abdomen and/or midriff area or upper thigh are not acceptable.
- All undergarments must not be visible, either by color or outline.
- Skirts and dresses must be conservative and professional in length, style, and fabric. Sleeveless dresses are allowed provided undergarments are not visible and the dress does not excessively expose skin in the chest area.
- Skirts and dresses shorter than two inches above the knee will be allowed.
- Shirts/blouses must be appropriately buttoned or zipped. No tube tops or off-shoulder designs.
- Pants or slacks shorter than ankle length, i.e. capri/crop pants/gaucho pants, are acceptable provided the other policies are adhered to, e.g., not excessively tight/baggy, not deeply slit, not clingy. Pants or slacks shorter than mid-calf is not allowed. Pants or slacks must be business professional in style and fabric. Hip huggers are not allowed.
- Swim wear and bedtime attire are not acceptable.
- Undershirts, undergarments, or spandex are not acceptable as outerwear.

- Any clothing, jewelry, or accessories that contain messages or images that are obscene, vulgar, or related to tobacco, drugs, alcohol, sex and/or violence are not acceptable.
- Hair must be well groomed and neat.
- Baseball caps or other hats (except head coverings required for a rotation activity or prescribed for religious/cultural observation) are not permitted in the classroom or on rotations.
- Facial hair is acceptable if clean and neatly trimmed.
- Fingernails must be clean, neat, short and well maintained.
- Students are prohibited from attending any program activity smelling of strong odors, including but not limited to: cologne, perfume, smoke, alcohol, or poor personal hygiene.

As ambassadors of the Yeshiva University PA Program, clinical year PA students must dress appropriately and foster an image of professionalism for the physician assistant profession to patients, faculty, staff, and other learners off campus.

APPEARANCE DURING CLINICAL EXPERIENCES

Hair
Hair must be pulled back away from the face if it is longer than shoulder length. This is to avoid contamination or interference during medical procedures.

Fingernails
Fingernails must be less than ¼" long. Nail polish should not be worn while on Surgery or Obstetrics and Gynecology rotations. During other rotations, if nail polish must be worn, it should be kept neat. No artificial nails, wraps, multicolored or designer nail polish or paintings are permitted during any rotation.

Fragrances
Some patients may be particularly sensitive to fragrances when ill. Students should be sensitive to the needs of patients and should avoid wearing fragrances, or at least should use fragrances sparingly.

Shoes
Shoes must be clean and in good condition. Heels may not be higher than 2 inches. Open toed shoes, sandals, sneakers, or shoes that will slip off the feet and pose a safety hazard are unacceptable and may not be worn in any setting. Sneakers may only be worn while scrubs are permitted during the clinical year. Hose must always be worn.

Tattoos and Piercings
One earring in each ear is permitted. All tattoos should be concealed. Other body piercings should not be worn during rotations.

Jewelry
Students may wear two rings per hand and two neck chains, as long as the chains are worn within clothing. Bracelets are not permitted on clinical rotations. Each student should wear a watch with a second hand. Pins are not permitted except for purposes of identification. Students should avoid wearing insignia, buttons, or decals of a political nature while on clinical rotation.

Protective Eyewear
Students should carry protective goggles on rotation. Students must apply standard precautions on all clinical experiences, including wearing face shields or goggles if a splash is likely to occur. Students who wear corrective glasses may wear face shields or goggles in the Operating Room, or alternatively may have protective sidepieces placed on their glasses by their opticians.

Clinical year PA students must follow PPE guidelines as established by CDC
http://www.cdc.gov/HAI/pdfs/ppe/PPEslides6-29-04.pdf

and must follow universal precautions as established by OSHA
https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html.

IDENTIFICATION AS A YESHIVA UNIVERSITY PHYSICIAN ASSISTANT STUDENT
Yeshiva University PA students are required to prominently wear a "Yeshiva University PA Student" identification badge at all times at clinical sites. YU students will also be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other healthcare professional students through the display of an identification patch worn on the sleeve of the lab coat which specifies that they are YU PA students.

If a PA student is incorrectly addressed as “doctor” or otherwise, the PA student must correct the error and clearly identify herself/himself as a PA student. Failure to clearly identify as a PA student through dress or verbal introduction is misleading and a misrepresentation and is a violation of the Yeshiva University code of ethics and PA program standards of professionalism. A violation of the code of ethics and Code of Conduct is grounds for dismissal from the Yeshiva University PA program.

CORRESPONDENCE POLICY
Students must use their YU email account for all communications regarding the Program. Any emails sent from a personal account for example a Gmail account, will be deleted and remain unanswered. It is the professional expectation that students check their YU email account twice a day and read and respond to emails promptly and appropriately within a 24 -hour period. Failure to respond to an email within 24 hours is considered professional misconduct. Please also note that emails to all faculty and staff must be professional in nature – including a greeting (i.e. “Dear…”) and closing (i.e., “Thank you,”).

SOCIAL MEDIA USE

Students are required to adhere to the Social Media Policy established by the University and outlined in the YU Student Technology Resources Use Handbook**.**

YU Student Technology Resources Use Handbook might be found at: *https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Offices_and_Services/Information_Technology/Home/Yeshiva%20University%20Student%20Technology%20Resources%20Use%20Handbook.pdf*

Any student who posts content (on a personal or University website) that is deemed inappropriate and/or a violation of the School's Code of Ethics will be subject to disciplinary action.

ELECTRONIC DEVICES

- **Laptop Computers:** Students are required to own laptop computers. Examinations will be taken on laptops. Students are strongly advised to have a second laptop or iPad on hand during examination days. If the primary laptop fails, the student will have a back-up device ready to take the exam. Microsoft office as well as Chrome or Firefox browsers must be installed to ensure students have access to electronically delivered examinations.
- Laptop computers may also be utilized for legitimate classroom use, e.g., for taking notes or for activities explicitly approved by the instructor.
- **Cellular Phones and Watches**: Students must keep cellular telephones on a silent or vibrate mode. The use of cellular telephones, including text messaging, is not permitted in the classroom. Cellular phones/watches are not permitted to be on your person during examinations.
- **Disruptive Activities** such as text messaging, internet surfing for any purpose, writing or reading electronic mail, and the like are not permitted during classroom activities, including lectures, laboratory exercises, practice groups, examinations, clinical rotations, etc. Participation in these activities is a violation of the PA program Code of Conduct. If the student violates this policy, and is permitted to remain in the PA program, the student will no longer be permitted to use an electronic device in future class lecture/lab sessions.

PHOTOGRAPHY / VIDEOS / AUDIO RECORDINGS

Students are not generally not permitted to take photos, videos or audio recordings of students or faculty (instructors) or classroom laboratories or at any clinical sites. Violation of this policy will lead to disciplinary action up to and including suspension and dismissal from the PA Program.

INTELLECTUAL PROPERTY

Students are prohibited from securing, copying, photographing, recording, or distributing any electronic version of material from the course instructors(s) without permission from the course director and individual instructor. Students who violate the intellectual property policy are subject to course failure and dismissal from the PA Program.

DOCUMENTATION FRAUD

Misrepresentation of College records provided to the University is grounds for dismissal. Neglecting to report college credit pursued or earned is considered documentation fraud. Circumstances of documentation fraud constitute academic dishonesty and are subject to disciplinary action which may include dismissal from the PA Program.

USE OF THE UNIVERSITY'S NAME

No student or student organization may use the name of the University or any of its components in print or digital/electronic media for any purpose, including identification, without written permission from the Office of the Dean.

EXAMINATION POLICY

PA Program exam questions may be from assigned textbooks, lecture notes, and/or handouts. Students are responsible for the course learning objective whether or not they are covered during lecture.

- Examinations are primarily multiple-choice in format but may also be in the form of short answers, essays, research papers, practicums, or objective structured clinical examination (OSCE).
- Examinations are announced in advance and students are expected to take examinations at the designated time. If a student arrives to an exam more than 15 minutes late, he/she will not be allowed to enter the testing location and take the exam.
- Quizzes in the classroom may be unannounced.

Missed Examination or Quiz: Students will receive a score of zero (0) for a missed examination or quiz. The zero (0) will be averaged into the final course average. Make-up examinations may be given at the instructor's and/or course direcor's discretion only in extraordinary circumstances. Quizzes cannot be made up under any circumstance.

GRADES

Students may access their grades at *https://www.yu.edu/registrar/registration.*

To view grades:

1. Log in with your Banner ID 2
2. Click on “Student and Financial Aid”
3. Click on “Student Records”
4. Click on “Final Grades” and select the appropriate term.

Description of Grades

There are two categories of grades that can be recorded on a student’s transcript. Academic grades note academic achievement in a course of study; administrative grades note a student’s status in a course of study:

ACADEMIC GRADES					ADMINISTRATIVE GRADES	
Quality of Performance	**Letter Grade**	**Range %**	**GPA/ Quality Pts**		**GRADE**	**DESCRIPTION**
Excellent - work is of exceptional quality	**A**	94 - 100	4		**G**	Stopped attending without filing an official withdrawal form (counted as failure)
	A-	90 - 93.9	3.7		**I**	Incomplete
Good - work is above average	**B+**	87 - 89.9	3.3		**L**	Audit (no credit)
Satisfactory	**B**	83 - 86.9	3		**W**	Withdrawal without penalty or prejudice
Below Average	**B-**	80 - 82.9	2.7		Note that credit is given only for grades A through C and P. No credit is given for grades F, G, I, L, N, or W.	
Poor	**C+**	77 - 79.9	2.3			
	C	70 - 76.9	2			
Failure	**F**	< 70	.000			

“P” is used for independent study courses at YU and for approved-for-credit internships. Program Directors must approve whether a student can take a course graded under the A/P/N option before the student begins the course.

“I” grades may be issued to accommodate unavoidable delays in the completion of course requirements. A student receiving an I grade must have completed at least 50% of the course with a minimum of a B-. The student and faculty must come up with an agreed upon plan and timeline for completion of the coursework. This will be documented and signed by the faculty and student. Once the agreement has been signed, it will go to the program director for review and potential approval. If the course work is not submitted by the agreed upon date, the “I” will be changed to an “F”.

“W” (withdrawal) from a course after the last date to drop a course without permission requires filing an Add-Drop Form with the Office of the Registrar and written permission of the Office of the Dean. When the numerical value is multiplied by the credit value of a course, the resulting figure is the number of quality points. The student’s average is computed by dividing the number

of quality points earned by the total number of credits completed with a grade of A through G. The average is truncated to the third decimal place.

Appeal of Final Grade

A final grade may be changed by the instructor only for a computational error or recording error. In these two instances, the instructor completes a Change of Final Grade Form and the respective program director signs to approve the change and will send to the Office of the Registrar. If a student believes a grade is incorrect, he/she must first meet with the instructor. Should this meeting be unsatisfactory, and the student would like to officially appeal the grade, the student may next meet with the Program Director. The Program Director will review materials related to the grade appeal and make a final decision.

STUDENT ADVISEMENT

PA Students will be assigned faculty advisors upon entry into the PA Program. On or about the second week of class PA students will meet with their faculty advisors. At the mid-point of each semester of the didactic and clinical years, students will meet with their faculty advisor to evaluate student academic and professional progress within the PA Program. At each advisement session, students will complete a self-evaluation of their professionalism. Likewise, faculty advisors will complete a professionalism evaluation of the student.

If academic or professionalism deficiencies are noted during the faculty advisement session, the student will be referred to the Student Progress Committee. The Student Progress Committee will meet with the student to create an individualized plan for remediation with measurable goals.

PROFESSIONALISM EVALUATION

Professionalism evaluations of students occur on an ongoing basis. Faculty Advisors, Course Directors, Staff, Instructional Faculty, and the Program Director all contribute to student professionalism evaluations.

At the mid-point of each semester, the faculty advisor will meet with the student to complete a formal assessment of the student's professionalism. The student will also complete a self-evaluation of his/her own professionalism at that time. The faculty advisor and student will review both the self-evaluation and faculty evaluation together. The faculty advisor will analyze the results of the evaluations and determine a plan of action for the student. Documentation regarding the student's professional behaviors and any remediation that occurred, or is recommended for the future, will be placed in the student's file.

REMEDIATION

If a student is recognized to be deficient academically or professionally, the student will be referred to the Student Progress Committee to be scheduled for remediation. If a PA student is interested in seeking remediation, the student must schedule an appointment to meet with her/his Academic

Advisor. If appropriate, the student's Academic Advisor will then refer the student to the Student Progress Committee. Upon receipt of referral from faculty or staff, the chair of the Student Progress Committee will meet with the at-risk student and a remediation plan will be developed with measurable goals. Remediation sessions will be held per the requirements, and at the discretion of, the faculty member(s) remediating the student.

DECELERATION

DECELERATION DURING DIDACTIC YEAR

Students who fail to meet the requirements for successful completion of the didactic year may apply for deceleration. Students who wish to apply for deceleration must notify the Program Director. The student's deceleration application will be considered by the YU PA program Student Progress Committee. If the application is accepted, the student will be readmitted into the PA Program beginning with the next class (cohort) in August/September.

Students will be placed on probation and in remediation upon return to classes. The student will be required to audit all classes previously taken in which a B or higher was earned, at his/her own cost. Courses in which students earned less than a B must be repeated. The student will be required to participate in classes and laboratories, take all examinations, and adhere to all PA program policies to remain in good standing and progress in the curriculum. If the application is denied, the student is dismissed from the PA program.

DECELERATION DURING CLINICAL YEAR

Students who fail to meet the requirements for successful completion of the clinical year may apply for deceleration. Students who wish to apply for deceleration must notify the program director. The student's deceleration application will be considered by the YU PA Program Student Progress Committee. If the application is accepted, the student will be readmitted into the PA Program. A readmitted student must repeat the entire clinical year, at his or her own cost, beginning with the next class (cohort) in September. The decelerating student will also be required to audit all classes, at his or her own cost, in the current didactic year from the time of separation from the program through re-entry into the clinical year. In the event of deceleration and readmission, the student will be placed on probation and in remediation for the remainder of his/her tenure in the PA program.
If the application for deceleration is denied, the student is dismissed from the PA program.

HEALTH INSURANCE

Yeshiva University requires that all students enrolled for 6 credits or more have health insurance. If you are a US Citizen, you may be enrolled in a family or employer plan. If your plan has a network of providers in New York City, you can apply for a waiver.

For more information on health insurance, please visit:
https://www.yu.edu/student-life/resources/health.

HEALTH AND IMMUNIZATIONS

Healthcare workers are at risk for exposure to serious, and at times deadly, diseases. As such, immunizations are an important part of PA student requirements, to protect the health of the patient and to maintain personal wellness. Upon matriculation into the PA Program, students must satisfy health requirements of the PA Program, clinical sites and the Centers for Disease Prevention and Control, CDC, related to healthcare workers.

Yeshiva University PA program immunization policy also complies with NYS immunization laws for healthcare workers. CDC recommendations, with a link to NYS immunization laws, can be found at: *https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html.*

Yeshiva University will require the following proof of immunizations from PA students:

- Measles, Mumps, and Rubella: MMR titers once upon PA program entry.
- Varicella: Varicella titer once upon PA program entry.
- TB: IGRA QuantiFERON or TB skin test (TST) annually.
- Tetanus, diphtheria, pertussis: Tdap vaccination within 10 years.
- Meningococcal vaccination: one booster dose recommended.
- Hepatitis B: Complete vaccination series followed by Hep B Surface Antibody serum study 2 months after final dose.
- Influenza: vaccination annually.
- COVID-19: vaccination proof

PA students must complete the immunizations listed above and

- must provide completed health forms and proof of immunity to the disease listed above at the commencement of both the didactic and clinical years of study.
- are responsible for any financial costs related to immunizations or testing.

Students must comply with policies and regulations in the healthcare agencies in which they are assigned for supervised clinical practice experiences. In clinical year, students must comply with agency policy.

Failure to provide immunization records as directed may result in blocked registration, enrollment/matriculation and financial aid.

Immunizations and Clinical Experiences

Participation in supervised clinical practice experiences is a required component of the Graduate Program in Physician Assistant Studies. Many training sites have health requirements for students, including but not limited to proof of COVID-19 vaccination, influenza, tetanus, diphtheria and pertussis vaccination, meningitis vaccination, TB testing, as well as proof of immunization against measles, mumps, rubella, varicella, and Hepatitis B. As healthcare providers, it is our obligation to prioritize the health and welfare of our patients. Should a student request a vaccine exemption, please note that the exemption does not automatically apply to

external supervised clinical practice experiences. External clinical sites reserve the right to set the requirements for their individual organizations including proof of immunizations. Should a student be granted a University exemption, the program will endeavor to assist students exempted from these vaccines to find appropriate sites. However, the program cannot guarantee placement for exempted students, which may impact the student's ability to timely meet programmatic requirements including graduation.

FACULTY AS HEALTH CARE PROVIDER

It is a policy of the Accreditation Review Commission on Education of the Physician Assistant, Inc. (ARC-PA) that no member of the core (full-time) faculty including the Program Director and the Medical Director may participate as health care providers for students in the program, except in the event of an emergency.

STUDENT EMPLOYMENT

Due to the rigorous and demanding nature of the PA program, PA students are strongly discouraged from seeking or maintaining employment during their tenure in the program.

- PA students are not permitted to work for the PA program in any capacity while enrolled in the program.
- PA students must and shall not substitute for or function as instructional faculty. Students shall not be the primary instructor or instructor of record for any component of the curriculum. Students with specific prior knowledge, experiences and skills may assist faculty in didactic laboratory sessions to share their knowledge and skills.
- PA students must and shall not substitute for clinical or administrative staff during supervised clinical practice experiences.

Employed PA students are required to report their employment status and job/title responsibilities to the PA Program Director. Failure to disclose employment is a breach of professionalism.

PROFESSIONAL LIABILITY/MALPRACTICE INSURANCE COVERAGE

Yeshiva University physician assistant students have malpractice coverage limited to:

- PA program clinical clerkship courses.
- Approved clinical sites affiliated with the Yeshiva University Physician Assistant Program.

PRIVACY

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as

"FERPA," Yeshiva University has adopted certain policies to protect the privacy rights of its students with respect to their education records. FERPA affords students certain rights of access to their education records. FERPA also limits the persons to whom the University may disclose a student's education records and permits certain disclosure without the student's written permission.

Please visit the Office of the Registrar or its website at *https://www.yu.edu/registrar/parents* to obtain the Yeshiva University FERPA Policy Statement.

TEACH-OUT POLICY

Yeshiva University accredited by Middle States. YU is compliant with all Middle States standards and is compliant with federal education law. Committed to ensuring students are treated with fairness, in the event of PA program closure and/or loss of accreditation, Yeshiva University will make the necessary arrangements to ensure that students enrolled in the program have an opportunity to complete their studies in a timely manner.

The Middle States Teach-Out Plans and Agreement Policy and Procedure may be found at: *https://www.msche.org/policies-guidelines/page/4/*.

GRADUATION

GRADUATION REQUIREMENTS

Students may make appointments with their faculty advisors regarding graduating requirements. It is the student's responsibility to ensure all degree requirements are met.
Students must apply for their degree during the final semester through the Registrar's Office.

ELIGIBILITY FOR GRADUATION

In order to be eligible for a degree, students must complete all required coursework and other requirements for the specific program as published in the Academic Catalog for the semester in which the student first enrolled. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Any student who is on probation or does not meet the satisfactory academic performance standards will not be eligible to receive a degree.

DEGREES

Degrees are conferred in September, January, and May each year. A student applies for a degree by filing an Application for Graduation Form in the Office of the Registrar. Students will not be eligible to receive a degree unless they have submitted the Application for Graduation Form by the appropriate deadline as published in the Academic Calendar.

Should the degree not be awarded at that degree date, a new application must be filed prior to the degree date deadlines thereafter until the degree is awarded. Graduation fees paid initially

remain valid for two (2) years and need not be paid again unless more than two (2) years elapses between payment and award of degree.

Students are bound by the curriculum that was in effect during the first semester they enrolled in the program. Students are responsible for meeting regularly with their academic advisors and checking their unofficial transcripts to ensure they are on track to graduate.

ACADEMIC DISTINCTION

To receive distinction at graduation students must be in the top 10% of their graduating class and have achieved a minimum grade point average of 3.8.

DIPLOMAS

Diplomas will be mailed to the address students list on the Application for Graduation Form within eight (8) weeks of the degree date. The last name on the student's diploma must match the last name on the student's record at the School. Duplicate or revised diplomas can be secured under certain circumstances. The acceptable reasons for a duplicate diploma request are listed here:
https://www.yu.edu/sites/default/files/legacy/uploadedFiles/Academics/Registrar/Forms/YC/Duplicate%20Diplo ma%20Request%20Form.pdf

More information is available on the Office of the Registrar website at *www.yu.edu/registrar*.

RECORDS AND TRANSCRIPTS

The Office of the Registrar maintains all of the student records, grades, enrollment verification, and student transcripts. Each grade for each didactic and clinical year course is recorded on the student transcript.

Students may generate unofficial transcripts at no cost in the Office of the Registrar or online at *https://www.yu.edu/registrar/registration*. Current or former students who want official transcripts should visit *www.yu.edu/transcript,* where they can find information about fees, regulations, and procedures governing the issuance of official transcripts.

No official transcript will be issued for a student unless the student's financial record with the University is completely clear. A student's official records are sent only in the form of a complete transcript. No partial records are sent. Transcripts list courses in progress without grades. Students who believe there is an error in their academic record (e.g., in a grade, average, credit value, or course) must promptly contact the Office of the Registrar (see *www.yu.edu/registrar* for contact information).

CHANGE OF NAME OR ADDRESS

A student who wishes to change either a first or last name on School records must file a Request for Change of Name on School Records Form in the Office of the Registrar. Students who change their home or local residences are required to notify the Office of the Registrar within 10 days by updating their addresses and phone numbers online at *https://www.yu.edu/registrar/registration*. A student is responsible for all mail sent to the old address if his/her address has not been updated.

Section VI: DIDACTIC YEAR OF EDUCATION

DIDACTIC YEAR CURRICULUM

PA Program didactic year is three (3) semesters: 12 months in length. Students will complete 48 credits for the following courses:

DIDACTIC YEAR

Semester	Credits
Fall semester:	18 credits
Spring semester:	18 credits
Summer semester:	12 credits
TOTAL CREDITS:	48

FALL SEMESTER

Course		Credits
PAS 5000	Human Anatomy	4
PAS 5001A	Foundations in Medicine I	2
PAS 5002A	Pharmacology I	3
PAS 5003A	Patient Evaluation I	2
PAS 5004A	Clinical Medicine I	5
PAS 5005A	Professionalism, Policy and Practice I	1
PAS 5006A	Diagnostic Methods I	1

SPRING SEMESTER

Course		Credits
PAS 5001B	Foundations in Medicine II	2
PAS 5002B	Pharmacology II	3
PAS 5003B	Patient Evaluation II	2
PAS 5004B	Clinical Medicine II	5
PAS 5005B	Professionalism, Policy and Practice II	1
PAS 5006B	Diagnostic Methods II	1
PAS 5007A	Clinical Skills & Procedures I	1
PAS 5008A	Research Methods I	1
PAS 5009	Psychosocial Medicine	2

SUMMER SEMESTER		
Course		**Credits**
PAS 5004C	**Clinical Medicine III**	**5**
PAS 5005C	**Professionalism, Policy and Practice III**	**1**
PAS 5007B	**Clinical Skills & Procedures II**	**1**
PAS 5008B	**Research Methods II**	**1**
PAS 5010	**Primary Care, Preventive Med, Public Health**	**4**

DIDACTIC YEAR COURSE DESCRIPTIONS

The didactic year of education consists primarily of didactic lecture and laboratory sessions that are augmented by supervised community based clinical practice experiences. This year will serve to develop the knowledge, interpersonal skills, technical skills, and professionalism needed for PA students to participate in and provide patient centered care on interdisciplinary healthcare teams confidently and competently.

Foundations in Medicine I: This is the first in a series of courses designed to develop an understanding of normal physiology, genetics, and pathologic concepts of diseases in organ systems. The physiology component covers normal physiology for human organ systems. The genetics component introduces the concepts of patterns of inheritance, genetic abnormalities and molecular mechanisms of health and disease. The pathology component explores the etiology of organic and systemic disease.

Foundations in Medicine II: This is the second in a series of courses designed to continue the study of normal physiology, genetics, and pathologic concepts of diseases in organ systems. The physiology component covers normal physiology for human organ systems. The genetics component introduces the concepts of patterns of inheritance, genetic abnormalities and molecular mechanisms of health and disease. The pathology component explores the etiology of organic and systemic disease.

Human Anatomy: Using an organ systems-based approach, this course is designed to develop an understanding of the structure and function of the human body. Lectures are complemented by laboratory sessions that utilize state-of-the-art computer-based learning with virtual imaging of cadavers. Upon completion of this course, students will be able to identify normal anatomic structures, recognize abnormal anatomy, and determine the clinical implications of pathologic anatomy.

Patient Evaluation I: This is the first in a series of courses designed to develop the knowledge and skills required to obtain and record the complete medical history and perform the physical exam. A focus is placed on development of proper techniques utilized in the acquisition of an accurate, focused, and comprehensive historical and physical examination. Students learn to utilize accurate medical terminology in the documentation of historical and physical exam

findings. Via formal lectures and laboratories, this course also provides an overview of the medical record as well as fosters the development of writing and organizational skills used in medical documentation. Additionally, it develops student oral presentation skills that will be utilized in clinical practice. Skills will be developed through formal lectures, structured laboratory exercises and supervised community-based clinical practice experiences.

Patient Evaluation II: This second in a series of courses designed to continue the development of the knowledge and skills required to obtain and record the complete medical history and perform the physical exam. A focus is placed on development of proper techniques utilized in the acquisition of an accurate, focused, and comprehensive historical and physical examination. Students learn to utilize accurate medical terminology in the documentation of historical and physical exam findings. Via formal lectures and laboratories, this course also provides an overview of the medical record as well as emphasizes the development of writing and organizational skills used in medical documentation. Additionally, it develops student oral presentation skills that will be utilized in clinical practice. Skills will be developed through formal lectures, structured laboratory exercises and supervised community-based clinical practice experiences.

Diagnostic Methods I: This is the first in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic laboratory and radiographic testing. Students learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing and managing patients' needs. Students learn to create comprehensive and thoughtful differential diagnoses based on diagnostic findings. Skills will be developed through formal lecture as well as structured laboratory exercises.

Diagnostic Methods II: This is the second in a series of courses designed to continue the development of the functional understanding of the appropriate uses and interpretations of clinical diagnostic laboratory and radiographic testing. Students learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing and managing patients' needs. Students learn to create comprehensive and thoughtful differential diagnoses based on diagnostic findings. Skills will be developed through formal lecture as well as structured laboratory exercises.

Clinical Medicine I: This is the first in a three-part series of courses designed to provide an intensive organ-based systematic study of human diseases and disorders that occur through the lifespan. Each organ system disease or disorder covered will include a study of epidemiology, anatomy, pathophysiology, clinical manifestations, diagnostic tool selection and interpretation, differential diagnosis development, therapeutic management, prognosis, prevention, patient education, and patient referral. Instruction in the diagnosis and management of emergent and surgical disease states will also be featured. Chronic diseases rehabilitative and palliative treatment will also be explored. This course will provide students with an opportunity to

synthesize and apply didactic content via clinical problem-solving and simulation laboratories. Clinical problem-solving laboratories provide a deeper exploration of lecture topics and repeated exposure to important concepts and multi-systemic diseases. Simulation training provides the student with the opportunity to practice patient assessment and management skills in a high-stress, low-risk environment. Bridging the gap between didactic coursework and "real-life" experiences, patient care simulations do not compromise patient safety if the student makes an error. Simulation training prepares the student for dynamic future patient care experiences. These laboratories will utilize manikins and/or standardized patients to demonstrate disease state clinical manifestations and provide students with opportunities to develop skills in patient interviewing, physical examination, diagnostic evaluation, assessment, and therapeutic management.

Clinical Medicine II: This is the second in a three-part series of courses designed to provide an intensive organ-based systematic study of human diseases and disorders that occur through the lifespan. Each organ system disease or disorder covered will include a study of epidemiology, anatomy, pathophysiology, clinical manifestations, diagnostic tool selection and interpretation, differential diagnosis development, therapeutic management, prognosis, prevention, patient education, and patient referral. Instruction in the diagnosis and management of emergent and surgical disease states will also be featured. Chronic diseases rehabilitative and palliative treatment will also be explored. This course will provide students with an opportunity to synthesize and apply didactic content via clinical problem-solving and simulation laboratories. Clinical problem-solving laboratories provide a deeper exploration of lecture topics and repeated exposure to important concepts and multi-systemic diseases. Simulation training provides the student with the opportunity to practice patient assessment and management skills in a high-stress, low-risk environment. Bridging the gap between didactic coursework and "real-life" experiences, patient care simulations do not compromise patient safety if the student makes an error. Simulation training prepares the student for dynamic future patient care experiences. These laboratories will utilize manikins and/or standardized patients to demonstrate disease state clinical manifestations and provide students with opportunities to develop skills in patient interviewing, physical examination, diagnostic evaluation, assessment, and therapeutic management.

Clinical Medicine III: This is the third in a three-part series of courses designed to provide an intensive organ-based systematic study of human diseases and disorders that occur through the lifespan. Each organ system disease or disorder covered will include a study of epidemiology, anatomy, pathophysiology, clinical manifestations, diagnostic tool selection and interpretation, differential diagnosis development, therapeutic management, prognosis, prevention, patient education, and patient referral. Instruction in the diagnosis and management of emergent and surgical disease states will also be featured. Chronic diseases rehabilitative and palliative treatment will also be explored. This course will provide students with an opportunity to synthesize and apply didactic content via clinical problem-solving and simulation laboratories. Clinical problem-solving laboratories provide a deeper exploration of lecture topics and repeated exposure to important concepts and multi-systemic diseases. Simulation training provides the

student with the opportunity to practice patient assessment and management skills in a high-stress, low-risk environment. Bridging the gap between didactic coursework and "real-life" experiences, patient care simulations do not compromise patient safety if the student makes an error. Simulation training prepares the student for dynamic future patient care experiences. These laboratories will utilize manikins and/or standardized patients to demonstrate disease state clinical manifestations and provide students with opportunities to develop skills in patient interviewing, physical examination, diagnostic evaluation, assessment and therapeutic management.

Pharmacology I: This the first in a series of courses designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents: prescription and non-prescription. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, use indications, side effects, interactions, contraindications, and toxicities.

Pharmacology II: This is the second in a series of courses designed to continue the development of skills related to the principles of pharmacology as they pertain to therapeutic agents: prescription and non-prescription. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, use indications, side effects, interactions, contraindications, and toxicities.

Psychosocial Medicine: This course is designed to develop skills in the area of patient and family communication, patient counseling and education. Students will study cultural diversity and how it influences all aspects of medical practice and patient care. It educates students as to how both patients'/providers' culturally informed beliefs/values can impact communication, decision making, compliance, and health outcomes. The course also instructs students to provide medical care to patients with consideration of ethnicity/race, gender identity, religion, human sexuality, substance abuse, disability, violence prevention, reaction to illness and end of life issues. Communication and counseling skills will be developed in laboratory sessions.

Professionalism, Policy and Practice I: This is the first in a series of courses designed to aid the student in the transition into the medical profession and serves as an introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, professional integrity and conduct, the healthcare team and interprofessional practice, patient centered care, professional organizations, licensing and credentialing, malpractice, health care delivery systems and policy, and use of technology in the practice of medicine. It will include instruction in patient safety, quality improvement, prevention of medical errors and risk management. This course will also cover medical ethics and the application of medical ethics theories and principles to clinical practice and clinical decision making.

Professionalism, Policy and Practice II: This is the second in a series of courses designed to continue to aid the student in the transition into the medical profession and serves as an

introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, professional integrity and conduct, the healthcare team and interprofessional practice, patient centered care, professional organizations, licensing and credentialing, malpractice, health care delivery systems and policy, and use of technology in the practice of medicine. It will include instruction in patient safety, quality improvement, prevention of medical errors and risk management. This course will also cover medical ethics and the application of medical ethics theories and principles to clinical practice and clinical decision making.

Professionalism, Policy and Practice III: This is the third in a series of courses designed to continue to aid the student in the transition into the medical profession and serves as an introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, professional integrity and conduct, the healthcare team and interprofessional practice, patient centered care, professional organizations, licensing and credentialing, malpractice, health care delivery systems and policy, coding and billing, documentation of care, and use of technology in the practice of medicine. It will include instruction in patient safety, quality improvement, prevention of medical errors and risk management. This course will also cover medical ethics and the application of medical ethics theories and principles to clinical practice and clinical decision making.

Research Methods I: This is the first in a series of courses that emphasizes the importance of evidence based medical practice and the core concept of life-long learning. This course educates students on the usefulness and availability of medical literature, references, and databases. This course will teach students to successfully search, interpret, and evaluate medical literature and research. It will teach students to effectively develop and find answers to clinical and research questions using medical literature and then to write effectively. This course will concentrate on writing mechanics as well as referencing. This course will support student development of viable capstone research questions and will develop the critical thinking skills needed to evaluate new medical findings.

Research Methods II: This is the second in a series of courses that emphasizes the importance of evidence based medical practice. This course continues to educate students on the usefulness and availability of medical literature, references, and databases. This course will continue to educate students on how to successfully search, interpret, and evaluate medical literature and research. It will teach students to effectively develop and find answers to clinical and research questions using medical literature and to write effectively. This course will concentrate on writing mechanics as well as referencing. This course will support student development of viable capstone research project outline and will develop the critical thinking skills needed to evaluate new medical findings.

Primary Care, Preventive Medicine and Public Health: This course will focus on the detection and application of public health/preventive measures and treatment of health risk behaviors.

Primary instruction will include public health theories, a study of the public health system, and the role of clinicians in the prevention of disease and maintenance of population health. The course also highlights concepts of public health including disease surveillance, reporting and intervention, and patient advocacy. Emphasis will be placed on disease processes and states that are common to primary care practice.

Clinical Skills and Procedures I: This is the first in a series of courses designed to instruct the student in the common technical and procedural skills needed for clinical practice. Students will be instructed on standard precautions, proper procedural techniques utilized in the performance of common procedures including, but not limited to, venipuncture, peripheral iv placement, arterial blood gases, suturing, lumbar punctures, splinting/casting, gowning and gloving, genitourinary catheterizations, and injections. Students will be instructed on safe practice, blood and body fluid exposures risks and subsequent management. Students will obtain skills necessary for clinical practice via both lecture and hands-on practice in organized laboratories. Formal lectures as well as hands-on procedural training will provide the technical skills necessary to practice medicine and surgery with confidence and competence.

Clinical Skills and Procedures II: This is the second in a series of courses designed to instruct the student in the common technical and procedural skills needed for clinical practice. Students will be instructed on standard precautions, proper procedural techniques utilized in the performance of common procedures including, but not limited to, venipuncture, peripheral iv placement, arterial blood gases, suturing, lumbar punctures, splinting/casting, gowning, and gloving, genitourinary catheterizations, and injections. Students will be instructed on safe practice, blood and body fluid exposures risks and subsequent management. Students will obtain skills necessary for clinical practice via both lecture and hands-on practice in organized laboratories. Formal lectures as well as hands-on procedural training will provide the technical skills necessary to practice medicine and surgery with confidence and competence.

DIDACTIC YEAR ACADEMIC PERFORMANCE REQUIREMENTS

Summative Didactic Year Exam: To prove readiness for the clinical clerkships, students will take a pass/fail summative didactic year examination at the end of the summer session of the didactic year. The exam covers content from all courses in the didactic year curriculum.

- **The student who does not pass the summative didactic year examination <u>after TWO</u> attempts may apply for deceleration or will be academically dismissed from the PA Program.**

DIDACTIC YEAR ACADEMIC PERFORMANCE FAILURES

Dismissal at the End of the First Semester: If in the first semester of study, a student earns an "F" grade (fails a course), two "C" grades ("C" or C+"), or has an overall GPA below 3.0, the student may be dismissed from the program.

Probation: A student who earns an "F" grade (fails a course), two "C" grades ("C" or "C+") or has an overall GPA below 3.0 in any semester will be placed on academic probation beginning in the following semester (if not otherwise dismissed from the program).
If a student is placed on probation, he/she will receive a letter from the Program Director that outlines the reason for the academic probation and a date for a performance review meeting with the faculty committee. After the meeting, the student will be provided with a letter outlining a success plan by the Program Director, the terms of which must be met by the student, to return to good academic standing. The student must sign and return the letter acknowledging his/her understandings and responsibilities.

Where applicable, during their academic probation students may not be permitted to apply for their next externship or internship or attend an externship or internship they already received.
Academic probation may be documented on the student's transcript. Being placed on academic probation may impact a student's financial aid. Please contact the Office of Student Finance for more information.

Dismissal Following Probation: While on probation or afterwards, if a student earns an "F" grade (fails a course), two "C" grades ("C" or "C+"), or has an overall GPA below 3.0 for a semester, the student may be dismissed from the program.

Dismissal During the Didactic Year: A PA student who receives an "F" grade (fails a course) in one or more courses in a given semester during the didactic year may be dismissed from the program.

Making Up an "F" grade (failing a course): If a student receives an "F" grade in any of their courses, the student (if not dismissed from the program) must repeat and pass the same course. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA.

Dismissal from the PA Program: Students who are dismissed may apply for deceleration.

PA PROGRAM DIDACTIC YEAR COMPLETION REQUIREMENTS
To complete the didactic year, the student must satisfactorily complete the following:

- ✓ Complete all didactic year courses with a course grade of a C minimum.
- ✓ Pass Summative Didactic Year Examination.
- ✓ Settle all financial obligations to the University.
- ✓ Complete all health forms required by the PA program and the University Health Service.
- ✓ Adhere to policies of PA program.
- ✓ Adherence to the Katz School Code of Ethics.
- ✓ Adherence to the PA program Code of Conduct.

Section VII: CLINICAL YEAR OF EDUCATION

QUALIFICATIONS FOR THE CLINICAL YEAR

Students must successfully complete the didactic year coursework, didactic year summative examination, and professionalism evaluations to be eligible for the clinical year.

CLINICAL YEAR CURRICULUM

The PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates at varying clinical sites in the New York area.

- The Clinical Year consists of four continuous semesters.
- There are eight core rotations that are five weeks in length. The core rotations are: primary care, family medicine, internal medicine, surgery, women's health, pediatrics, behavioral health, and emergency medicine.
- There are two elective rotations.
- Students will gain experience in inpatient care, outpatient care, chronic conditions, preventive health, emergency medicine and the operating room.
- Syllabi include expected learning outcomes and instructional objectives to develop Physician Assistant competencies and to prepare the students for End of Rotation Examinations.
- The University will provide professional liability insurance for clinical rotations.
- Students must be registered for the clinical rotations to be eligible for the liability insurance.
- It is the student's responsibility to provide their own transportation to clinical rotation sites.
- The Clinical Education Director arranges the schedule for all clinical rotations with input from the Faculty.
- The Preceptors for clinical rotations are primarily attending physicians and physician assistants.
- Student competencies during the clinical rotations will be assessed using: preceptor performance evaluations, OSCE's, clinical procedure checklist, history and physical write-up submissions, drug card submissions and End of Rotation examinations.
- Mid semester professionalism evaluations.
- Completion of Program surveys and faculty/course evaluations.

PA Program clinical year is four (4) semesters: 16 months in length. Students will complete 38 credits for the following courses:

CLINICAL YEAR

Semester	Credits
Fall 1 semester:	10 credits
Spring semester:	10 credits
Summer semester:	9 credits
Fall 2 semester:	9 credits
TOTAL CREDITS:	38

FALL 1, SPRING, SUMMER (3 courses per term of any course below)

Course		Credits
PAS 6001	Internal Medicine	3
PAS 6002	Surgery	3
PAS 6003	Pediatrics	3
PAS 6004	Family Medicine	3
PAS 6005	Emergency Medicine	3
PAS 6006	Women's Health	3
PAS 6007	Behavioral Health	3
PAS 6008	Primary Care	3
PAS 6009	Clinical Elective	3
PAS 6010	Clinical Elective II	3

FALL 1

Course		Credits
PAS6011	Clinical Colloquium I	1

SPRING

Course		Credits
PAS 6012	Clinical Colloquium II	1

FALL 2 (following completion of the Clinical Year)

Course		Credits
PAS 6001-6010	Remaining Clerkship Course	3
PAS 6013	PANCE Preparation	3
PAS 6014	Bridge to Practice	1
PAS 6015	Capstone Project	2

CLINICAL YEAR COURSE DESCRIPTIONS

Internal Medicine Clerkship: The five-week inpatient clerkship in internal medicine provides an opportunity to apply the principles of clinical medicine learned in the didactic curriculum. Students are assigned to a team, and through supervised, ongoing patient contact, they are exposed to patients with a wide variety of acute and chronic medical problems. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and the provision of health education and counseling.

Surgery Clerkship: The five-week inpatient clerkship in surgery provides an opportunity to apply the principles learned in the preclinical curriculum. The rotation includes supervised experiences in inpatient and ambulatory surgical care settings with exposure to pre-operative, intraoperative, and postoperative care. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, appropriate triage and referral, follow up care and the provision of health education and counseling.

Pediatrics Clerkship: This five-week clerkship provides the student with practical clinical experience in working with the pediatric patient. This preceptorship is intended to augment and develop directed data collection and patient management skills emphasizing a wide range of primary care pediatric problems. It will also stress those cognitive and affective skills that will enable the student to recognize normal and assess abnormal findings. The student will augment such skills as counseling the parent as to normal growth and development, anticipatory guidance, feeding, immunizations, etc., and will become familiar with the indications, limitations, and methodology of ambulatory diagnostic procedures and therapeutics. Further, he/she will gain an appreciation for practice management and the role a PA may play in a pediatric practice setting.

Family Medicine Clerkship: This five-week clerkship course in family medicine provides the student with practical clinical experience in working with the ambulatory medical patient. This preceptorship is intended to augment and develop directed data collection skills emphasizing a wide range of primary care medical problems. This rotation focuses on exposing the student to preventive care and chronic care. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and referral, and the provision of health education and counseling. Students learn the value of an interdisciplinary approach to primary care. Further, he or she will gain an appreciation for practice management and the role a PA may play in a community health and learn the value of an interdisciplinary approach to primary care/community health.

Primary Care Clerkship: This five-week clerkship in primary care/community health provides the student with practical clinical experience in working with chronic care and/or ambulatory medical patients. This preceptorship is intended to augment and develop directed data collection skills

emphasizing a wide range of primary care medical problems. This rotation focuses on exposing the student to preventive care, rehabilitation, chronic care and ambulatory clinics. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and referral, and the provision of health education and counseling. Students learn the value of an interdisciplinary approach to primary care. Further, he or she will gain an appreciation for practice management and the role a PA may play in a community health and learn the value of an interdisciplinary approach to primary care/community health.

Emergency Medicine Clerkship: The five-week clerkship in emergency medicine provides an opportunity to apply the principles learned in the didactic year curriculum. Through emergency department based supervised patient contact the student will gain practical clinical experience in performing the directed history and physical, triage, as well as assessment and management of acute medical and surgical emergencies. The student will learn the value of an interdisciplinary approach to patient centered care and gain an appreciation for the role a PA may play in an emergency medicine setting.

Women's Health Clerkship: The five-week clerkship course in women's health provides an opportunity to apply the principles learned in the didactic curriculum. Students are assigned to a women's health patient care team in which they are exposed to women's health issues including prenatal and gynecologic care. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and the provision of health education and counseling. The student will learn the value of an interdisciplinary approach to patient centered care and gain an appreciation for the role a PA may play in a women's health setting.

Behavioral Health Clerkship: The five-week clerkship course in behavioral and mental health provides an opportunity to apply general principles of psychiatry learned in the didactic year curriculum. The student is provided with practical clinical experience in identifying, evaluating, managing and referring patients presenting with common and/or emergent psychiatric problems. Students develop skills in performing mental status examinations and gathering a thorough psychiatric database. The student is exposed to management regimens and made aware of community-based mental health referral facilities that may be utilized in the treatment of the psychiatric patient.

Clinical Elective Clerkship I: This five-week rotation provides the student with the opportunity to explore an area of medical or surgical practice beyond basic required rotations. Students are encouraged to choose an area of emerging importance in healthcare and PA practice, or a potential employment setting.

Clinical Elective Clerkship II: This five-week rotation provides the student with the opportunity to explore an area of medical or surgical practice beyond basic required rotations. Students are

encouraged to choose an area of emerging importance in healthcare and PA practice, or a potential employment setting.

Clinical Colloquium I: In this colloquium, students will draw on their clinical clerkship(s) as well as material previously learned in the curriculum to produce and deliver a comprehensive patient case presentation to PA students and faculty.

Clinical Colloquium II: In this colloquium, students will draw on their clinical clerkship(s) as well as material previously learned in the curriculum to produce and deliver a comprehensive patient case presentation to PA students and faculty.

Bridge to Practice: In this course, the student will complete an end of curriculum Summative Evaluation. This evaluation is comprised of the following: a written multiple choice comprehensive examination, an individual objective structured clinical examination (OSCE), a team based OSCE in the simulation laboratory, a virtual patient encounter, and a self-reflection exercise. During the individual and team based OSCEs, the student will demonstrate the medical knowledge needed for patient care, the interpersonal and communication skills needed to competently acquire medical histories and counsel patient and family members as well as communicate with healthcare team members. The student will demonstrate the clinical and technical skills, including performance of indicated procedures, needed to competently evaluate and manage a patient's care. The student will also demonstrate the ability to exhibit cultural sensitivity and recognition of social determinants of health when caring for patients. Finally, the student will demonstrate the professional and self-reflective behaviors mandatory to clinical practice and patient care.

PANCE Preparation: In this seminar, students prepare for the Physician Assistant National Certification Examination (PANCE). Each student will synthesize material previously learned in the entire PA Studies curriculum, as well as study additional PANCE preparation resources in preparation for the PANCE.

Capstone Project: The Capstone Project serves as the culminating experience for PA Students and must be completed prior to the awarding of the MS degree. Building upon prior clinical experiences, the PA program curriculum, and student interests, the Capstone Project will permit the student to gain greater insight into healthcare related issues such as medical conditions, specific therapies, diagnostic tests, clinical practice guidelines, health delivery systems, public health, or patient education challenges through the delivery of a meta-analysis of current research or the completion of original research.

END-OF-ROTATION MEETINGS

End-of-rotation (EOR) meetings take place at the end of each supervised clinical experience /clinical rotation. EOR meetings are announced in advance by the PA Program and are generally two (2) to tree (3) days in length.

The standing agenda for EOR meetings includes but is not limited to:

- EOR written examinations
- Case presentations
- Administrative meetings
- PANCE preparation seminars
- Simulation training
- OSCEs

EXXAT – Student Training Education and Placement System

Exxat is a computer based "Student Tracking" system used for PA student supervised clinical practice experiences for scheduling, patient logging, patient demographics, diagnoses codes, medications prescribed, SOAP notes, pre-op notes, intra-op, and post-op notes and discharge plans, clinical procedures, and specialist referrals as well as clinical site and preceptor databases. syllabi may also be reviewed on EXXAT.

EXXAT Instructions:

- When completing patient logs: complete all required fields; i.e. patient demographics, diagnoses, procedures, including the student's role.
- When completing Timesheets: document time spent at site: complete all required fields according to the directions. Faculty will check time logs periodically but always at the midpoint and the end of the rotation.
- Check Exxat Student Rotation Scheduling System for information relating to rotation site requirements, changes, or additions.
- Complete site and preceptor evaluation prior to the on-campus meeting for the End of Rotation Exam.

EXXAT used to Monitor Student Progress during Clinical Practice Experiences

- The Clinical Education Director and/or a designated faculty member will monitor the data input into the EXXAT system by clinical year students during the second week of the student's rotation.
- If clinical curricular objectives for a rotation are not met, per the data in EXXAT, a site visit will be scheduled to include a meeting between the Clinical Education Director and the clinical site preceptor.
- Rotation objectives will be reviewed by the Clinical Education Director and the preceptor to determine which modifications need to be implemented to ensure the clinical rotation objectives are met. Examples of modifications made may be to target certain patient demographics, and to increase the number of patient encounters.

- Students who are unable to meet curricular clinical objectives at a given clinical site, despite modifications, may be moved to a different clinical site to ensure the student completes the SCPE objectives within the allotted time period.

STUDENT ROTATION SCHEDULES

- Students will meet with the Clinical Education Director and/or Faculty Advisor prior to registering for their clinical clerkship courses.
- The Clinical Education Director creates the clinical schedule with input from students and their Faculty Advisors.

CLINICAL ROTATIONS / SUPERVISED CLINICAL PRACTICE EXPERIENCES (SCPE)

ROLE OF THE STUDENT

PA students are representatives of Yeshiva University and they are held to the highest standards of professionalism while at clinical rotation sites: professionalism evaluations with regard to preceptors, clinicians, staff, and patient encounters is a large component of the student's grade for the rotation. PA Students must meet the expectations of the clinical and didactic faculty while on clinical rotation.

First week of rotation the Clinical Education Director must be emailed with the following data:

- Patient population encountered at site.
- Hours per week spent at site.
- Anticipated weekly schedule including days off.
- Name of Preceptor and contact information.
- Adequacy of supervision provided by preceptor: e.g., level of preceptor engagement in student education
- Student level of involvement in patient care: e.g., observation vs. direct involvement in patient care
- Concerns regarding rotation: for example, physical facilities, or use of student as staff.

For Clinical Setting:

- Students must contact preceptors one week prior to their clinical rotation start date.
- Students must complete all onboarding and orientation requirements set forth by the clinical site.
- Students must be competent in history and physical, SOAP notes, and oral presentations.
- Students must maintain patient and procedure logging in EXXAT.

- Students must never manage, treat, or discharge a patient without the direct supervision of their preceptor.
- Students must always respect patient confidentiality in compliance with HIPAA standards.
- Students must not be utilized as office, administrative staff on the clinical site.
- Students must wear their school issued badge/patch identifying them as a Yeshiva University Physician Assistant Students at all times
- Students must always introduce themselves as YU PA students and correct errors when they occur, i.e. correct individual who addresses students as "Doctor" or "Nurse."
- Students must complete self, preceptor, and site mid and end of rotation evaluations.
- Students must discuss both the mid-rotation evaluation and the end of rotation evaluation with the preceptor.

ROLE OF THE PRECEPTOR

- Encourage the student to make a decision for example about a diagnosis.
- Question the student for the basis of the student's decision making: i.e., what evidence in the H&P supports this decision?
- Provide constructive feedback to student regarding their clinical decision making.
- Provide direction on mismanagement of a patient in a timely manner to ensure students improve in their clinical decision-making process.
- Teach students the gold standard of evidence-based medicine at opportune times.

ROLE OF THE CLINICAL EDUCATION DIRECTOR

- Developing and maintaining SCPE clinical sites.
- Evaluating clinical rotation sites to ensure they meet accreditation standards and to ensure clinical sites have sufficient learning opportunities for the clinical discipline.
- Working with preceptors and clinical year students to ensure the high standards of the clinical experience are met: the curricular clinical objectives.
- Coordinate and respond to any issues that may arise during SCPE: these issues may be addressed by either the preceptor or the clinical year student.
- As the course director for all SCPEs' the Clinical Education Director must review and provide input into each clinical course syllabus, manage the evaluation process for each clinical rotation, administer all end of rotation meetings and exams.

CLINICAL SITES

PROGRAM CLINICAL SITE PROCUREMENT POLICY

It is the responsibility of the University and PA program to identify, recruit, and evaluate clinical sites and preceptors collaborating with the Yeshiva University PA program. The PA program will ensure that each site has an executed clinical affiliation agreement between the site and the University and that clinical preceptors have current valid licensure and board certification prior to assigning students for clinical experiences. Documentation is completed regarding all clinical sites and preceptors to prove and support their viability and validity.

Students are not required to identify, find or suggest sites or preceptors to the PA program. In the event a student wishes to suggest a clinical site or preceptor, the student must make an appointment to meet with the Program Director. The suggestion will then be evaluated and investigated by PA program faculty.

CLINICAL SITE POLICIES

Clinical site policies may supersede PA program policies. Students must abide by clinical site policies.

- PA students will abide by the policies of the clinical site and the preceptor including attendance expectations.
- PA students must follow the schedule they receive from the clinical site.
- Policies of the clinical site regarding dress code must be followed by the PA student.

If the student has a question regarding clinical site policies that differ from PA program policies, s/he must meet with the clinical education director.

COMMON DOCUMENTS REQUESTED BY CLINICAL SITES

- Student personal statement
- Letter of good standing from the PA Program
- Documentation of health clearance: physical, immunization, and disease titers
- COVID-19 vaccination card
- Annual Influenza vaccination documentation
- Drug of abuse screen
- Criminal Background check
- OSHA course certification
- HIPPA course certification
- Infection Control course certification
- Child Abuse course certification
- BLS AHA certification
- ACLS AHA certification
- University certificate of professional liability insurance

DOCUMENTATION OF PATIENT ENCOUNTERS

"Per the Centers for Medicare and Medicaid Services (CMS) issued a new final rule amending the agency's previous restrictions on the use of the student medical record documentation during the provision of evaluation management (E/M) services for billing purposes. Effective January 1, 2020, all preceptors of PA students, including PAs, physicians, and nurse practitioners will be allowed to verify, rather than reperform, documentation provided by students."

If a PA student is unable to document in a medical record due to clinical site policy, it is recommended that the student document the patient encounter elsewhere for practice purposes and to obtain performance feedback from the preceptor.

SAFETY AND SECURITY AT CLINICAL SITES

Clinical year PA students will attend hospital or clinical practice site orientations prior to beginning rotations at clinical sites. The orientation will include information on the security policies, protective devices, i.e. blue boxes and text alerts, and security procedures of each site.

CLINICAL YEAR ACADEMIC PERFORMANCE FAILURES

Failure of One (1) Clerkship Course/Rotation During the Clinical Year Due to Academic, Professional, or Clinical Skills Deficiency

If a student fails one Clerkship course due to academic or clinical skills deficiency, the student will be referred to the Student Progress Committee for remediation. The student will be required to remediate with PA Program faculty and will repeat the course at the end of the clinical curriculum. The student will repeat the course at his/her own expense at the time/dates/location chosen by PA Program faculty.

Students who are dismissed from their clinical site due to professional misconduct will be assigned a grade of F for the clinical clerkship course. Students who fail a clinical year clerkship course due to professional misconduct are subject to immediate suspension or dismissal from the PA Program.

Failure of End-Of Rotation Examinations

PA students must pass the end of rotation examinations. If a student fails the end-of rotation examinations, s/he will be referred to the Student Progress Committee for remediation. At the conclusion of the remediation effort, the student must take a remedial examination on the same core content he/she failed. If the student fails the remedial examination, the student must repeat the rotation at his/her own expense.

Failure of Two (2) End-of-Rotation Examination Components

A student may not take **more than 2** remedial examinations in two separate clinical rotation clerkship courses during the clinical year. Failure of more than 2 clerkship rotation examination components will result in dismissal from the PA Program. A student may apply for deceleration in the event of dismissal. The student's deceleration application will be considered by the YU PA Program Student Progress Committee. If the application is accepted, the decelerating student will be required to audit all classes in the current didactic year from the time of dismissal through re-entry into the clinical year. In the event of deceleration and readmission, the student will be placed on probation for the remainder of his/her tenure in the PA Program.

Failure of Two (2) Clinical Year Courses

Under no circumstances will a clinical year physician assistant student be permitted to continue in the clinical year after having received a failing grade in two clerkship courses/ rotations or other clinical year courses. The student will be dismissed from the PA Program if he/she fails two clinical year courses for academic deficiencies or professional misconduct. The student may apply for deceleration in the event of dismissal. The student's deceleration application will be considered by the YU PA Program Student Progress Committee. If the application is accepted, the decelerating student will be required to audit all classes in the current didactic year from the time of dismissal through re-entry into the clinical year. In the event of deceleration and readmission, the student will be placed on probation for the remainder of his/her tenure in the PA Program.

SUCCESSFUL COMPLETION OF THE CLINICAL YEAR AND PA PROGRAM

To graduate from the Yeshiva University PA Program, the student must satisfactorily complete the following:

- ✓ Complete all PA program courses with a course grade of C minimum.
- ✓ Earn a cumulative GPA of 3.0 upon completion of all PA program curricular coursework
- ✓ Demonstrate all PA profession competencies as noted in the student handbook and course syllabi.
- ✓ Pass the Didactic Year Summative Examination
- ✓ Adhere to policies of the PA program.
- ✓ Adhere to the Katz School Code of Ethics.
- ✓ Adhere to the PA program Code of Conduct.
- ✓ Settle all financial obligations to the University.
- ✓ Complete all health forms required by the PA program and the University Health Service.
- ✓ Pass each component of the five-part PA Program Summative Evaluation: a written/multiple choice curriculum summative examination, individual OSCE, team-based OSCE, self-reflection exercise, and virtual patient encounter.
- ✓ Complete the Capstone Project.
- ✓ Complete an exit interview.

EXPOSURE TO INFECTIOUS AND ENVIRONMENTAL HAZARDS POLICY

PA students must complete a mandatory online OSHA approved training program that addresses infectious and environmental hazards by September 1 of each year in the PA program. The aim of this course is to eliminate accidental exposure to infectious and environmental hazards. This course must include the following required topics:

- Introduction to OSHA
- Emergency Action Plans and Fire Protection
- Avoiding electrocution hazards
- Personal Protective Equipment
- Hazard communication
- Bloodborne pathogens
- Ergonomics
- Ergonomics Safe Patient Handling
- Preventing Workplace violence
- Biological Agents and Infection Control.

An example of a ten-hour, OSHA approved, $25.00 course for general course for healthcare providers in which students may enroll can be found at *http://www.careersafeonline.com/courses/healthcare-industry*.
The above link is a sample only. Students are not obligated to use the above vendor.

Students must submit a course certificate of completion to the PA Program Director, Clinical Education Director and Academic Program Coordinator no later than September 1. Failure to submit a certificate of completion from an OSHA approved training program will preclude participation in an educational activity that places students at risk of exposure to infectious and environmental hazards.

EXPOSURE TO BODY FLUID AND BLOODBORNE PATHOGENS

It is possible for students to be exposed to hazardous substances, including body fluids and bloodborne pathogens, in the course of clinical work. If such exposure occurs, students should ***immediately*** undertake the following steps:

- Remove soiled clothing,
- Wash exposed skin thoroughly,
- If eyes were exposed, remove contact lenses and flush eyes for 15 minutes,
- Notify your clinical preceptor immediately,
- Obtain name and medical record number of patient, if known,
- Immediately seek care at the appropriate clinical department. During regular business hours, this site is probably the Employee Health Service. After regular business hours, or on weekends, it is probably the Emergency Department. You will be offered testing for HIV and hepatitis C, and may be offered post-exposure prophylaxis depending on the nature of the exposure and the serostatus of the patient.

Updated guidelines on post-exposure prophylaxis are available from the Centers for Disease Control and Prevention at: Bloodborne Infectious Diseases | NIOSH | CDC

REPORTING INCIDENTS/EXPOSURES

After seeking care for any exposures or other incidents in which the student is involved while on clinical rotation, the student must immediately inform the Program Director and/or Clinical Education Director of the event. The student should obtain copies of all relevant paperwork regarding the exposure and all treatment offered and/or administered to the student and send them to the Director of Clinical Education.

FINANCIAL RESPONSIBILITY POST EXPOSURE

All Yeshiva University PA Students are required to purchase health insurance. Students may purchase health insurance through the University's affiliate or their own private insurance company. Students with medical insurance purchased through Yeshiva University's partner and/or private insurance may be subject to out of pocket expenses for fluid exposure incidents in school-related activities in a clinical setting. Students are responsible for contacting their insurance carrier for coverage details.

EXIT INTERVIEW

The student's faculty advisor, the director of clinical education, or the PA Program Director will document successful completion of the Physician Assistant competencies and curriculum after conducting an exit interview with each PA student.

Section VIII: UNIVERSITY POLICY AND PROCEDURE FOR PROCESSING ALLEGATIONS OF HARASSMENT

Yeshiva University is committed to a policy of equal opportunity and nondiscrimination in admissions and all other facets of its educational programs and activities. The responsibility for the University's affirmative action/equal opportunity and unlawful harassment policy lies with all deans, chairpersons, department heads, directors, administrators, managers, and supervisors in their areas of responsibility and requires the commitment of the entire University community.

If you have any questions relating to equal opportunity or affirmative action, or if you wish the University to pursue a possible violation of University policy, you should contact the University's Title IX Coordinator, Ms. Renee Coker at (646) 592-4336/ renee.coker@yu.edu.

Equity Compliance & Title IX policy may be found at:
https://www.yu.edu/hr/Equity-Compliance-TitleIX

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY (TITLE IX)

The University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures (Title IX) can be also found online at

https://www.yu.edu/safety-security/security-policies-and-procedures
http://yu.edu/hr/policies/ and
http://yu.edu/oqc/policies/ (among other places).

STUDENT RIGHTS

Please visit *https://www.yu.edu/student-life/resources-and-services/Standards-Policies* and review additional University policies on student conduct and student rights, including:

- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights

Additional student consumer information can be found at:
https://www.yu.edu/oir/student-consumer-information.

Section IX: UNIVERSITY SAFETY AND SECURITY

Yeshiva University takes its responsibility for on-campus security very seriously and makes every effort to offer its students, faculty, and staff a safe and comfortable environment by working closely with the local community and with law enforcement agencies. Federal law requires us to

make crime statistics available, and you can find them at *http://ope.ed.gov/security.* Search for Yeshiva University, then click on a particular campus. At the bottom of each page, you can select various categories of crime statistics to view.

The University's annual security report also contains policy statements and crime statistics for the University and is available online at *http://yu.edu/safety-security/reports/security/* or from a campus Security Department office. You can also contact YU Security at 212-960-5221 for more information.

The Department of Security informs students and faculty of immediate security threats via text messages that contain information regarding the threat and action directives intended to protect the safety of students and faculty.

For more information on Yeshiva University safety and security please visit:
https://yu.edu/safety-security.

While we hope that emergency events on campus are unlikely, it is vital to be prepared to react appropriately during emergencies to ensure your safety. To get prepared and learn about emergency response at Yeshiva University, visit our Emergency Readiness website: *https://www.yu.edu/safety-security/emergency*.

Please visit the additional websites below to familiarize yourself with safety and security policies and procedures of Yeshiva University:

Fire Safety Reports: *https://www.yu.edu/safety-security/reports/fire-safety*
Security Policies&Procedures: *https://www.yu.edu/safety-security/security-policies-and-procedures*
Safety and Security Contact Info: *https://www.yu.edu/safety-security/contact*
Safety Tips: *https://www.yu.edu/safety-security/safety*
What to do in case of emergency: *https://www.yu.edu/safety-security/emergency/what-to-do*
YU Alert: *https://www.yu.edu/safety-security/yu-alerts/alert-how.*

Section X: STUDENT LIFE, RESOURCES, AND SUPPORT SERVICES

Canvas
Canvas is Yeshiva University's Learning Management System, and all Katz School students (both in online and on campus programs) have access to Canvas. Canvas provides 24/7 support to give students the best experience possible when learning online. Students registered for online courses will be invited to participate in a self-paced, online orientation covering the basics of what they need to know about going to school online.

Canvas is used for instruction, communication, assignment submission, and grading. All grades, once recorded will be posted on Canvas for students to review. Rubric and syllabi may also be found on Canvas.

To log in to Canvas, please go to:
https://www.yu.edu/its/academic-computing/student-computing/eLearning/canvas

Students may review the Canvas Student Guide using the following link:
https://community.canvaslms.com/docs/DOC-10701.

Career Center / Shevet Glaubach Center for Career Strategy and Professional Development
Yeshiva University's Career Center offers students a range of programs and resources, from personalized counseling and career planning to the latest professional search technologies. The Career Center also hosts on campus recruiting events, career fairs, and information sessions, partnering with employers, alumni, and community supporters to connect students with professional opportunities. In addition, YU faculty offer career mentoring, helping students to identify career options and opportunities for further study.

For more info, please visit*: https://www.yu.edu/sqc.*

Counseling Center
The PA program curriculum is an extremely rigorous course of study. The demands on the PA student are tremendous. During the curriculum, students may find themselves in need of psychological counseling. Students in need of personal counseling, psychological services or psychiatric care are advised to contact the YU counseling center

The Counseling Center consults with students on a confidential basis, free of charge. Their staff of qualified and caring professionals provide a calm and objective listening ear and can help students address any issues of concern.

For more information, please find the link to the website for the YU Counseling Center:
https://www.yu.edu/student-life/counseling.

PA students in crisis, in which they are not having a life-threatening emergency, but prompt attention is needed, may also call or text a free, confidential help line for NYC residents. Students can call 888-692-9355 or text WELL to 65173. The hotline is staffed by licensed mental health professionals and is available 24 hours per day, seven days per week.

PA students with life-threatening emergencies are advised to call 911 or the Hatzalah ambulance service.

Disability Services

The Office of Disability Services collaborates with students, faculty and staff to provide reasonable accommodations and services to students who self-identify as having a disability. The Office's goal is to provide access to all campus programs and activities, thereby empowering students with disabilities to actualize their full academic and personal potential.

Please visit the following website for more information about Disability Services, its documentation guidelines, and contact information:
https://www.yu.edu/student-life/resources-and-services/disability-services

Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services:

- Beren Campus: Rochelle Kohn, (646) 592-4132 / *rkohn1@yu.edu*
- Wilf Campus: Abigail Kelsen, (646) 592-4280 / *akelsen@yu.edu.*

English for Graduate School and Work
To assist non-native English speakers, the Katz School offers specialized courses designed to help students prepare for master's and doctoral programs in a U.S. university setting. Students can refine their academic and professional language skills, develop proficiency in managing graduate level course assignments and professional communication skills, and become familiar with the conventions and expectations of graduate school in the United States. Services include individualized graduate advising, specifically designed graduate English courses, writing development, and courses in English for career and work settings. Students interested in the program should speak with their Program Directors.

Health Services
All students have access to the University's Student Health Centers on the Wilf and Beren campuses. The Health Centers provide free walk-in care during business hours. The Health Centers treat students experiencing episodic illnesses and minor injuries on campus. Hours and contact information are available online at
https://www.yu.edu/student-life/resources-and-services/health-and-wellness.

All Yeshiva University students who are taking at least 1 credit on campus are required to have health insurance. Students may join a health insurance plan through the University, or they may waive this plan if they have their own health insurance. For more information on Health Insurance requirements, contact *katzstudentservices@yu.edu*.

All students taking at least 6 credits on campus must meet New York State immunizations requirements for Measles, Mumps, and Rubella and must complete a valid Meningococcal Response Form. These forms are given to incoming students by the Enrollment office.

Housing and the Transition to New York

Katz Student Services provides a list of resources to help domestic and international students find affordable housing options around New York. Whether students are coming from the tristate area, a different part of the US, or even another country, we know the transition to New York City requires planning. Our staff is here to facilitate from the time students apply to the time students move. Support includes resources for finding an apartment, arranging transportation, getting settled in the City, and jumpstarting friendships.

Library Services

Yeshiva University's libraries offer a wealth of information and support for advanced learning, research, and scholarly inquiry in an environment dedicated to the open exchange of information. While their primary responsibility lies with the students and faculty of Yeshiva University, the libraries also engage in scholarly, cultural, and artistic interactions with broader communities. Students at any Yeshiva University campus have full access to the entire YU Libraries system. Learn more at *www.yu.edu/libraries*.

New Student Orientation

Every fall, Student Services host a new Graduate Student Orientation prior to the start of classes. Orientation is structured to help students find their way around campus, finish up registration and paperwork, access services, and meet with faculty. In addition, students will be invited to attend meetups where they can connect with new classmates and current graduate students in many different departments.

New York City Experience

Yeshiva University is located in the heart of New York City. To help students explore the cultural and educational opportunities in the city, the Katz School Student Services Office sponsors tickets to NYC events and venues for students. Past events include New York Philharmonic Ensembles, Harlem Globetrotters, The Phantom of the Opera, Madame Butterfly, and the New York Yankees.

For more info, please visit: *https://www.yu.edu/student-life/living-at-YU/life-in-NYC.*

Office of International Students and Scholars

International students and exchange visitors are an important part of Yeshiva University's vibrant community. If enrolled in a STEM specific degree program, international students may qualify for extended Optional Practical Training after graduation.

The Office of International Student and Scholar Services (OISS) provides international students and scholars with immigration support and assistance with cultural adjustment, to help you achieve your educational goals. The OISS also acts as a liaison with the U.S. Department of Homeland Security (DHS) to ensure University-wide legal compliance with government immigration regulations and reporting requirements. International students are encouraged to

visit the following website for support with their immigration status as a student at Yeshiva University: *https://www.yu.edu/student-life/resources/international/current-students.*

Office of Student Finance

To be considered for financial aid each student must complete a financial aid application.

- For U.S. citizens and Eligible Non-Citizens, please submit the Free Application for Federal Student Aid FAFSA.
- For all others, please file our International Financial Aid Application. The priority deadline for incoming students is February 1 and for continuing students is April15. Refer to the following websites for more information about program cost and payment options:
  - Tuition and Fees: *https://www.yu.edu/katz/graduate/admissions/tuition-fees*
  - Payment Options for Graduate Students: *https://www.yu.edu/osf/graduate-schools/grad-payment.*

OneCard/YU Card

Students' YU ID card (*https://www.yu.edu/yucard*) is part of the OneCard system, which allows students access to campus buildings, free shuttles, Library accounts, Dining Services, and printing accounts. Students can view account balances at *www.onecard.yu.edu*.(Sign in with your YUAD username and password; if you don't know your YUAD username and password, visit *www.yu.edu/findid*.) Students can also download the OneCard app for access to their YU ID card anywhere; follow the instructions at *https://www.yu.edu/yucard/tips*.

For assistance with the YU ID card, email *yucardsupport@yu.edu.*

Adding funds to YUCard: *https://www.yu.edu/sites/default/files/inline-files/Add-Funds-To-OneCard.pdf.*

OneCard Login: *https://onecard.yu.edu/OneWeb/Account/LogOn.*

Parking for Students and Alumni

Students and alumni are eligible for parking at our uptown Wilf Campus. To apply for parking, please fill out and submit the applicable student parking or alumni parking application. Students should also notify *parking@yu.edu* regarding any adjustments to their parking account, such as vehicle or scheduling changes.

For more info, please visit: *https://www.yu.edu/safety-security/parking.*

Scholarships

Dean's Scholarships, Merit Awards, and external funding are awarded to a number of students every year. If applicable, Yeshiva University will also work with your employer's tuition

reimbursement policies (within reasonable limits). For students coming from outside the US, the University can accommodate scholarships awards from your home country. If you need further financial support, financing options, including federal student loans and private loans, are available for qualified candidates. Contact the Graduate Admissions Office at *katzgrad@yu.edu* for more information.

Shuttle Transportation

The Office of Safety and Security provides free intercampus shuttle service in the evenings between the Beren and Wilf campuses and free local shuttle service to campus buildings, local transit hubs, and other approved stops. To access the intercampus shuttle, students need to open an account and sign up at *www.yushuttles.com*.

To view the schedules (for both the local and intercampus shuttles), visit: *https://www.yu.edu/safety-security/transportation/shuttles*.

Student Organizations and Clubs

The PA program has established a PA Student Association Club at the Katz School. Clubs run events periodically throughout the year. PA students may also attend other Katz Graduate club events. For instance, students may attend a Chinese New Year celebration sponsored by the Yeshiva University Chinese Association of Students and Scholars (YUCASS) as well as many other opportunities. If 12 or more students wish to form a club or student organization, they can apply to the Office of the Dean for formal recognition.

For more info, please visit: *https://www.yu.edu/student-life/student-organizations.*

Student Services

Katz School Student Services helps students navigate where to go and whom to talk to. Students can schedule an appointment with the St-udent Services Coordinator by emailing *katzstudentservices@yu.edu* or calling 646-592-4718. Drop-in office hours are updated each semester to accommodate students' class schedules.

ADDITIONAL STUDENT SUPPORT RESOURCES

Study Resources:

Academic Calendar: *https://www.yu.edu/registrar/grad-calendar*
Academic Calendar - Finals Schedule: *https://www.yu.edu/registrar/final-exam*
Faculty Directory: *https://www.yu.edu/faculty*
Library Databases: *https://library.yu.edu/az.php*
Library E-Reserves: *https://library.yu.edu/er.php?b=c*

Support Resources:
Academic Support: *https://www.yu.edu/academic-support*
Dining Services: *https://www.yu.edu/dining*
Health&Wellness/Student Health Services: *https://www.yu.edu/student-life/resources/health*
Health Insurance: *https://www.yu.edu/student-life/resources/health*
Housing – Men: *https://www.yu.edu/student-life/housing/men*
Housing – Women: *https://www.yu.edu/student-life/housing/women*
Housing – Off Campus: *https://www.yu.edu/off-campus-housing*
Inside Track: *https://www.yu.edu*
IT Helpdesk - Information Technology Services: *https://www.yu.edu/ITS*
My YU: *https://selfserveprod.yu.edu/pls/banprd/twbkwbis.P_WWWLogin*
Offices & Services: - MAIN SITE: *https://www.yu.edu/offices-and-services*
Student Tool Kit: *https://www.yu.edu/student-tool-kit*
Administrative Offices:
Office of Admission: *https://www.yu.edu/graduate*
Office of the Provost: *https://www.yu.edu/Provost*
Office of the Registrar: *https://www.yu.edu/registrar*
Office of Student Finance: *https://www.yu.edu/osf*
Office of Student Life*:* *https://www.yu.edu/osl*
University Operations: *https://www.yu.edu/university-operations*

Campus Resources:
Campus Informations: *https://www.yu.edu/campuses*
Getting Around Campus: *https://www.yu.edu/about/visiting*
Life in NYC: *https://www.yu.edu/admissions/visit-yu/life-nyc*
Our Campuses: *https://www.yu.edu/campuses*
Shabbat at YU: *https://www.yu.edu/shabbat-programming*
Social Events -Athletics: *https://yumacs.com/*
Social Events - Calendar: *https://www.yu.edu/events*
Visit YU: *https://www.yu.edu/visit*
Virtual Events: *https://www.yu.edu/admissions/virtual-events*
YU Blogs/News: *https://blogs.yu.edu/*

Yeshiva University's PA Program policies apply to all students, principal faculty, and program director regardless of location.

In the event a clinical affiliate's policies supersede PA program policies, the signed clinical affiliation agreement or memorandum of understanding will specify that stipulation.

Appendix A:

STUDENT PROBATION/REMEDIATION ENCOUNTER FORM

Student Name: _____ **Advisor Name:** _____

Student Progress Committee Chair Name: _____

*If a student fails a course or fails to maintain GPA of 3.0 per semester, the student will be placed on **academic probation** and referred to the Student Progress Committee (SPC) by their academic advisor.*

Date of Encounter	**Course Name and/or Areas of Deficiencies**	**Course Grade**	**Current GPA**	**Referral Date:** SPC	**Individualized Remediation Plan (SPC Notes)** **ATTACH DETAILED PLAN**	**Course Grade after Remediation**	**GPA after Remediation**
					N/A due to Student dismissal	**N/A due to Student dismissal**	

Student Advisor: _____ Date: _____

Signature: _____

SPC Committee Chair: _____ Date: _____

Signature: _____

Appendix B:

STUDENT INCIDENT DOCUMENTATION FORM

Student Name: _____ **Advisor:** _____

Date	**Advising** **Description of Incident** *(Professional, Academic, or other)*	**Individual Plan for Improvement/Outcome**	**Advisor Initials**

Appendix C:

PROFESSIONAL MISCONDUCT FORM

Student Name: _____ **Class of:** _____
Faculty Member: _____ **Date:** _____

The student exhibited one or more of the following behaviors requiring improvement (circle or highlight all that apply):

Reliability and Responsibility	Self-Improvement and Adaptability	Relationships with Peers, Supervisors and Patients	Upholding Precepts of Integrity and Honesty
Student does not complete tasks in a timely manner	Student resists constructive comments.	Student has insensitive rapport with patients and families	Student is dishonest
Needs continual reminders to fulfill responsibilities	Student demonstrates a lack of self awareness and/or is unaware of own limitations.	Student demonstrates lack of maturity and the interpersonal skills needed for effective communication with others.	Student does not contribute to a good learning environment.
Student cannot be relied upon to complete tasks as directed.	Student lacks respect for peers, colleagues, clinical site staff, or faculty	Student uses his/her position to engage in inappropriate relationships	Student shows insensitivity to cultural concerns, race, gender, religion, age, sexual orientation, disability, disease, or socioeconomic status
Student misrepresents or falsifies information	Student does not accept responsibility for errors.	Student lacks empathy	Student does not maintain patient confidentiality.
Student performs functions/procedures outside scope of practice	Student is abusive, angry or overly critical.	Student is defiant towards those in authority.	Student does not present himself or herself in a professional manner.
Student acts carelessly or recklessly when completing assigned tasks.	Student is arrogant.	Student does not function as a team member	Student communicates inappropriately verbally, via body language, or in writing.
Student fails to follow protocols of PA program and/or clinical site.	Student is confrontational, argumentative, and/or defensive.	Student does not relate well to colleagues, staff or faculty in the learning environment.	Student assists others in perpetrating dishonest acts.

Explain the specific problem that requires improvement:

Define the plan for remediation:

Faculty Signature: _____ **Student Signature:** _____

Appendix D:

PROFESSIONAL ACCOLADES AND TESTIMONIALS FORM

Student Name: _____ **Class of:** _____
Faculty Member: _____ **Date:** _____

The student exhibited one or more of the following behaviors that are to be commended (circle all that apply):

Reliability and Responsibility	Self-Improvement and Adaptability	Relationships with Peers, Supervisors and Patients	Upholding Precepts of Integrity and Honesty
Student consistently completes tasks in a timely manner	Student seeks and incorporates constructive comments	Student has outstanding rapport with patients and families	Student is honest and shows great integrity
Student can be relied upon consistently to exceed expectations	Student recognizes difficulties and makes efforts toward self-improvement	Student is remarkably sensitive to individual or family needs	Student is an integral part of a good learning environment
	Student demonstrates exceeding respect for faculty and peers	Student demonstrates great empathy	Student shows unusual sensitivity to cultural concerns, race, gender, religion, age, sexual orientation, disability or socioeconomic status
	Student recognizes and accepts responsibility for errors and mistakes and makes a great effort to correct them	Student demonstrates an unusually strong commitment to honoring the wishes of a patient or family member	Student is able to resolve conflict unusually well
		Student functions as an invaluable team member	Student demonstrates exceptional communication skills in writing or verbally

Explain the specific problem that is deserving of special recognition:

Faculty Signature: _____ **Student Signature:** _____

Appendix E:

GLOSSARY

DEFINITIONS

Academic Intervention: The process of identifying at risk students early to promote success tutoring of the requisite content to be successful.

Remediation: the process of using data from assessments to determine deficiencies in student's knowledge and skills and correcting the knowledge and skills using documented measurable outcomes.

Deceleration: The loss of a student from an entering cohort, who remains matriculated in the Physician Assistant Program.

Probation: academic or professional probation represents notice of unsatisfactory academic or professional progress.

Good Standing: A student who is not on academic or professional probation.

Dismissal: Students who fail to meet academic or professional standards as described in the student's PA Program student handbook will be dismissed from the PA Program.