



Master of Physician Assistant Studies Student Handbook Academic Year 2026-2027

Effective July, 2026

Introduction

Touro University Nevada's (TUN) School of Physician Assistant (SOPA) Studies. The Student Handbook contains policies and requirements that govern academic performance and student conduct for all who are enrolled in the SOPA. These policies are designed to promote standards for academic competency, professional discipline, and personal responsibility, representing parameters of achievement and behavior expected of students and Physician Assistants/Associates. This student handbook will supersede all pre-existing SOPA student handbooks.

The provisions provided in the Student Handbook are subject to change. The SOPA studies reserves the right to make changes at any time in the Student Handbook, or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. The student should not consider this handbook to represent a contract between TUN and the student. The University disclaims any misrepresentations that may have occurred as a result of an error in preparation or typing.

Each student must recognize that they are responsible for knowledge of current academic regulations, general and specific requirements, student operational policies contained in this handbook, departmental policies and procedures, and other official announcements and published documents of the programs and University. New and revised policies and procedures will be made available in the PA programs org page on Canvas®. Students are expected to observe the Code of Ethics, Standards of Practice, and Scope of Practice for the PA profession and the Student Code of Conduct as outlined in the University Catalog.

The TUN Catalog contains institutional policies and requirements, which govern overall academic performance and student conduct in all programs of study. These policies are unique to TUN and are designed to promote standards for academic competency, professional discipline, and personal responsibility. It represents the achievement and professional expectations the faculty expects of students. It is the responsibility of all students to be knowledgeable about TUN policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

Each student must recognize that they are responsible for knowledge of current academic regulations, student operational policies contained in this Student Handbook, the University Catalog, School Policies and Procedures, published documents in the Academic Integrity policy of TUN, and other official announcements. The student will be required to sign a declaration which states they understand all of the policies and requirements contained herein, understand that the policies and requirements will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled in the PA program, and agrees to be governed by these policies and requirements for as long as the student is enrolled. The PA Program will not be held responsible if a student fails to open, print, or read revised versions of the handbook.

Table of Contents

Welcome	5
Mission Statement.....	5
Goals of the PA Program	5
Description of the PA Profession.....	5
Code of Ethics for the PA Profession	6
Student and Professional Organizations	7
Professional and Program Competencies.....	7
Technical Standards	8
Progress and Advancement (P&A) Committee	10
Professionalism	11
Professionalism Performance Assessment.....	11
Academic Integrity statement	12
Overall Evaluation of Student Performance	12
Attendance Policy	13
Excessive Absence Policy.....	14
Student Absence Related to Professional Organization Sponsored Activity.....	14
Late/Early departure from Class/Rotation	14
Deceleration/Leave of Absence	15
Academic Performance	15
Academic Standards policy/Grade Appeal policy	22
Examination Protocol.....	22
Exam Question and/or Topic Re-evaluation.....	23
Student Exam Review Policy.....	24
Advisement and Counseling	24
Classroom Etiquette	25
Email Etiquette.....	26
End of Course and Instructor Evaluation.....	27
Clinical Rotation Pre-Deployment Procedure	27
Clinical Rotation Assignments	29
Professional Liability Insurance (Malpractice).....	30
Professional Conduct in the Clinical Setting	30
Graduation Requirements	31
Occupational Exposure / Accidental Needle Stick	31

Professional Dress Policy	31
Policy on Work / School	33
Social Media and Social Networking Sites.....	33
Computer Services	34
Student Grievances	35
Policies and Procedures Located in the TUN Catalog.....	35
Pi Alpha Honor Society	36
Physician Assistant Professional Oath.....	37
Appendices: Program Forms.....	38

Welcome

On behalf of the staff and faculty of the PA Program, we welcome you to the beginning of your professional education. The student handbook contains important information and will help guide you through the program and will orient you to the expectations and policies of the TUN PA Program. We wish you success in achieving your professional and personal goals. The faculty is committed to assist and guide you as you begin this incredible journey culminating in your entry to the PA profession.

The PA Program consists of a rigorous curriculum that delivers a challenging education focused on understanding of the medical sciences and the application to clinical practice. Throughout the program, students will devote their studies to didactic work in the basic sciences, medicine, behavioral sciences, and research methodologies. After successful completion of the didactic course work, students will enter the clinical phase which include rotations at clinical sites such as hospitals, clinics, and private practices.

Mission Statement

The mission of the PA Program at TUN is to develop competent and compassionate PAs by providing students with education and experiences that support professional excellence and engagement with various patient populations and communities.

Goals of the PA Program

The PA Program strives to achieve the following goals:

- 1) Prepare competent health care providers for entry level clinical practice.
- 2) Prepare students to serve the community and various patient populations.

Description of the PA Profession

PAs are academically and clinically prepared to provide health care services as a member of collaborative health care teams. PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes of the graduate PA. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues. <https://www.arc-pa.org/about-pas/>

PAs are health care professionals licensed to practice medicine and collaborate with other healthcare providers. PAs are qualified by graduation from an accredited Physician Assistant/Associate educational program and certification by the National Commission on Certification of Physician Assistants (NCCPA). Within the physician/PA relationship, PAs exercise autonomy in medical decision making and provide a

broad range of diagnostic and therapeutic services. The clinical role of a PA includes primary and specialty care in medical and surgical practice settings in rural and urban areas. PA practice is centered on patient care and may include educational, research and administrative activities.

The PA is generally responsible for the following duties:

1. Eliciting detailed and accurate medical history, performing a complete physical examination, and recording all pertinent data and development of a treatment plan.
2. Utilize critical thinking skills in patient evaluation with analytical interpretation of health care information including pertinent labs and diagnostic data.
3. Performing therapeutic procedures, including injections, immunizations, wound care, suturing, incision and drainage of superficial infections, insertion of nasogastric and bladder catheters, splinting and providing follow-up care for simple fractures.
4. Counseling patients regarding physical and mental health, as well as providing patient information on diet, health promotion, disease prevention, normal growth and development, and family planning.
5. Collaborating with physicians and members of the healthcare team in inpatient settings by performing patient rounds, recording patients' progress notes, and determining and implementing therapeutic treatment plans.
6. Generate appropriate referrals to specialists, therapists, social workers, and other members of the health care team and provide information on community resources where indicated.
7. Facilitating the appropriate referral of patients and maintaining awareness of existing health delivery systems and social welfare resources.
8. Demonstrate professional behavior in all encounters to the highest ethical and legal standards.
9. Formulate an appropriate therapeutic management plan that uses evidence-based medicine and problem-based learning for patient care across the life span for emergent, acute, chronic, and ongoing conditions.

Code of Ethics for the PA Profession

Guidelines for Ethical Conduct for the PA Profession

(Adopted 2000, reaffirmed 2013, amended 2004, 2006, 2007, 2008, 2018)

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 is constantly changing. Economic pressures, social pressures of church and state on the healthcare system, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

PAs are expected to behave both legally and morally. They should know and understand the local, state and federal laws governing their practice. Likewise, they should understand the ethical

responsibilities of being a healthcare professional. Legal requirements and ethical expectations will not always agree. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

Statement of Values of the PA Profession (*adapted from above Guidelines for ethical Conduct for 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 treat equally all people who seek their care.
- PAs hold in confidence the patient-specific information shared in the course of practicing medicine.
- PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- PAs assess their personal capabilities and limitations, striving always to improve their practice of medicine.
- PAs work with other members of the healthcare team to provide compassionate and effective care of patients.
- PAs use their knowledge and experience to contribute to a healthy community and the improvement of public health.
- PAs respect their professional relationship with all members of the healthcare team.
- PAs share and expand clinical and professional knowledge within PAs and PA students.

The complete document can be reviewed at:

<https://www.aapa.org/wp-content/uploads/2021/11/Guidelines-for-Ethical-Conduct-for-the-PA-Profession-7-1-21.pdf>

Student and Professional Organizations

Students are encouraged become student members in the American Academy of Physician Associates (AAPA) as well as the states professional organization, Nevada Academy of Physician Associates (NAPA).

Students play an important role in helping the profession stay current and progressive. These organizations provide a basis for students' professional growth through various in-services, meetings and conferences that are available at reduced rates with membership. Students are encouraged to participate and become active in the Student Society. The Student Society provides a background of valuable experience for involvement and professional enrichment.

Professional and Program Competencies

The Touro University Nevada Physician Assistant (PA) program competencies align with the competencies established for the Physician Assistant/Associate Profession as developed jointly by the National Commission on Certification of Physician Assistant (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant/Associate (ARC-PA), the PA Education Association (PAEA), and the American Academy of Physician Associates (AAPA). These competencies serve as a foundation and map from which PAs and PA students acquire, practice and maintain

throughout their careers. Upon completion of the Touro University Nevada Master of Science in PA Studies program, graduates are expected to achieve competencies for entry level practice in the following areas:

- Medical Knowledge (MK)
- Clinical and Technical Skills (CTS)
- Clinical Reasoning and Problem-solving Abilities (CRPS)
- Interpersonal Skills (IS)
- Professional Behaviors (PB)
- Society, Community, and Population Health (SCPH)

A full list of the TUN PA Program competencies for entry level practice can be found in the appendices section of the handbook.

Technical Standards

The TUN PA program is dedicated to the education of students who develop into exceptional practitioners, strive to become competent and caring providers, and demonstrate the ability to learn, integrate, analyze and synthesize information and data. PAs deliver health care in a variety of settings to all patient populations. The role of the PA demands intelligence, sound judgment, appropriate interpersonal skills and the capacity to react to emergencies in a calm and reasoned manner. PAs and PA students must be able to collect and analyze data, integrate results of diagnostic studies with current treatment standards and solve problems all while providing patient care.

The abilities and skills which candidates and students must possess to successfully complete the training associated with PA education is referred to as the “Technical Standards.”

The PA student will be in possession of the knowledge and skills required to adapt to an ever-changing professional environment and must have the capabilities to perform in a variety of clinical settings while providing a wide spectrum of patient care. This requires that every student have sufficient capabilities and abilities in the following five (5) areas:

1. Communication
2. Observation and sensory
3. Motor function and mobility
4. Intellectual, Conceptual, Integrative and Quantitative Abilities
5. Professional behavior and social abilities

Prior to matriculation, candidates must attest that they meet all “Technical Standards” as established by the PA Program. Additionally, these standards must be maintained throughout the student’s progress while enrolled in the program. Students found to be in violation of the technical standards are at risk of dismissal from the program.

Candidates for and students in the TUN PA Program must possess the following abilities and skills:

Communication: PA students must be able to read, understand, write, and speak English for effective and efficient classroom and laboratory communication. Individuals must effectively speak, hear, and observe patients in order to elicit information, examine patients, perceive non-verbal communication, and describe changes in mood, activity and posture and perceive nonverbal communication. Communication

includes not only speech but also reading and writing. Individuals must also be able to communicate effectively, succinctly, and efficiently in the oral and written form with university personnel, peers, patients, family members and all members of the health care team. PA students must be able to record and communicate information in a timely, effective and sensitive manner to patients and other members of the health care team. Effective communication needs to be clear and unambiguous. Finally, the individual must be capable of responsive, and empathetic listening to establish rapport in a way that promotes openness.

Observation and sensory: PA students need enhanced ability in their sensory skills. PA students must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory, clinical, and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perceive signs of disease identified through patient evaluation involving inspection, percussion, palpation and auscultation include adequate vision, hearing, smell and tactile sensation (i.e., observe a patient accurately, both at a distance and close at-hand, assess asymmetry, range of motion, and tissue color and texture changes patient voice, heart tones, bowel and lung sounds). All senses must be sufficient to observe a patient's condition and elicit information through history and physical examination and are essential for the evaluation and treatment of the patient.

Motor Function and Mobility: Sufficient physical stamina is required to complete the rigorous didactic and clinical portions of the program. The PA student must have sufficient strength and coordination to perform the activities required of a physician assistant. PA students must be able, with or without accommodation, to elicit information from patients and perform a physical examination. These include performing a physical examination involving techniques in palpation and percussion and utilizing diagnostic instruments. The individual must have sufficient stamina to sit, stand and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments. The individual must have sufficient motor function and execute movements required to provide general care and emergency treatment to patients. Examples of emergency treatment required for physician assistants are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways, suturing of simple wounds, the handling of surgical instruments and the performance of basic obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual, Conceptual, Integrative, and Quantitative Abilities: The PA student must have the cognitive abilities necessary to master curriculum content in a timely manner. Students must be able to learn through a variety of teaching modalities including classroom instruction, small group and collaborative activities, simulated and clinical environments. PA students must be able to sustain attention, calculate, reason, analyze, assimilate, and recall technically detailed and complex information. Correlating information and problem solving to arrive at a reasonable clinical conclusion in a timely fashion is a basic tenet of clinical practice. The student must also have the cognitive abilities to be able to immediately process and assess all clinical information provided, even in distracting settings, to allow for appropriate patient evaluation and care. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The individual must be able to discern and comprehend dimensional and spatial relationships of structures and to develop reasoning and decision-making skills.

Professional Behavioral and Social Abilities: The PA student must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. PA students must be able to relate and perform professionally in all aspects of PA training and in the clinical environment with patients and other members of the health care team (i.e., Prompt completion of all responsibilities attendant to the diagnosis and care of patients). Students must possess emotional health and maturity for full utilization of

intellectual abilities. They need to exercise good judgement, empathy, integrity, honesty, and possess sufficient interpersonal skills to develop mature, effective, compassionate and respectful relationships with peers, patients, patient families and caregivers and all members of the health care team. Students must be able to tolerate physically taxing workloads, changing environments and rotating schedules. They must display flexibility and learn to function in the face of uncertainties inherent in the practice of medicine. Students should take responsibility for their own learning and recognize insufficiencies in knowledge or skills and seek assistance as they strive for excellence. Students are expected to accept constructive feedback and adopt appropriate modifications of behavior, prioritize competing demands, understand the basis and content of medical ethics, and work effectively as a team member.

Candidates for admission to the PA Program, who are accepted, will be required to verify that they understand and meet these “Technical Standards.” Admission decisions are made on the supposition that the student believes that they meet the technical standards with or without a reasonable accommodation.

Successful participation in and completion of the PA program requires students to have certain mental and physical abilities, with or without a reasonable accommodation. Candidates are urged to ask questions about the program’s technical standards for clarification, and to determine if they meet the standards with or without reasonable accommodation. The PA Program acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1990, and asserts that the ability to meet certain essential technical standards with or without reasonable accommodation must be present in the prospective candidate. Disclosure of a disability is voluntary; however, admitted students who wish to request accommodations should contact the TUN OASIS Office at tun.oasis@touro.edu or 702-777-3188.

The faculty of the PA Program recognizes and embraces the responsibility of presenting candidates for graduation that have the education and skills to function in a wide variety of clinical situations and to provide competent patient-centered care to a diverse population of patients. During enrollment, the program’s P&A Committee will monitor students for continuing compliance with the technical standards.

Progress and Advancement (P&A) Committee

Our main goal at Touro is to nurture, educate and train competent future Physician Assistants. Unfortunately, due to the high demands of the profession and educational standards there may be students that will have difficulty maintaining the necessary requirements to continue in the PA Program.

The Progress and Advancement (P&A) Committee is composed of PA Program Faculty and Ex officio committee members including the Program Director, the Dean of Students and a representative from the Office of Academic Services and Institutional Support (OASIS). The Committee is co-chaired by the Director of Academic Education and Director of Clinical Education. The P&A is empowered to establish and apply the guidelines and policies set forth in this handbook and to uphold the academic and professional standards of the program. At the end of each term, the P&A and Program Director review the academic record of every student to determine academic standing and movement into the next phase of the program. Determinations such as remediation, Conditional Academic Standing, Professional Probation, probationary leave, dismissal, or other alternatives as may be deemed appropriate, are made by the P&A at the regularly scheduled meetings or as necessary and determine a student’s status in the program based on academic and/or professional conduct. Final decisions on progression through and dismissal from the PA Program are made, based on a review of the student’s overall performance in the program. **The P&A and ultimately the Program Director shall determine the status of the student.**

Students are notified of their academic standing via prompt posting of grades throughout the didactic phase and clinical phase of the program. However, due to the high volume of material and testing encountered in a short span of time, it is ultimately the student's responsibility to address their unique academic circumstances with their advisor or Academic/Clinical Directors if they feel their success is in jeopardy. Students may be called before the P&A to discuss their academic and/or professional standing. Student attendance at the P&A is not mandatory but is recommended. The P&A Committee abides by the policies within this handbook, the Academic Standards policies and procedures as written in the TUN university catalog. <https://tun.touro.edu/programs/university-catalog/>

The final decision of the P&A is conveyed to the student via email within one week by the Program Director or their designee. Correspondence from the P&A which details specific conditions or stipulations must be signed by the student and returned to the program within 7 (business) days unless specified otherwise. Failure to return the signed document may result in forfeiture of the student's position in the program.

****Please be aware that information regarding infractions, be it academic or professional, are frequently requested by licensing and credentialing boards after graduation. ****

Professionalism

Professionalism is the expression of positive values and ideals. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to all patient populations, and adherence to legal and regulatory requirements.

Professionalism is not just knowing how to perform your job, but demonstrating a willingness to learn, cooperating with others, showing respect, and following through on your commitments. It also denotes avoiding many kinds of behaviors that cause difficulty in the workplace and classroom.

Students are obligated to adhere to the standards and expectations for professionalism set forth by the program, as well as the expectations set forth in the current University Catalog under "Appendix C: Student Conduct Code".

Student Code of Conduct violations will be reported to the Dean of Students. Students who violate the "Student Conduct Code policy" are subject to sanctions outlined in the TUN university catalog. <https://tun.touro.edu/programs/university-catalog/>

Professionalism Performance Assessment

The Program believes that a PA graduate should display professional attributes that will reflect well on the profession. These attributes are considered as important as academic achievements and will be considered equally when evaluating the student while in the program. Professional performance includes attendance, punctuality, attitude, behavior, appearance, respectfulness to instructors and other students, proactive communication with faculty and peers, listening attentively in class (not talking, emailing, browsing the web/social media, texting, etc.), and active participation in all aspects of the program.

Each student will be evaluated for professional performance at the end of each term by the principal faculty, program staff, and Program Director. A professionalism checklist (copy located in the

Appendices section of the handbook) will be utilized and will be kept in each student's record at the Program.

These evaluations will be used for the following:

1. Progression in the Program
2. Progress and Advancement (P&A) evaluations
3. Graduation
4. The Program's self-study report
5. Post graduation licensure

Each student will be required to meet with their advisor quarterly to review the professionalism assessment form and must sign the form indicating that they have been counseled. If a student receives two consecutive evaluations of unsatisfactory (minor or major infractions) professionalism, a P&A meeting will be called to discuss student's professionalism standing in the program.

Academic Integrity statement

Students are obliged to adhere to the standards and expectations for academic integrity as delineated by the current University Catalog under "Appendix E: Academic Integrity Policy" and "Appendix C: Student Conduct Code". Additionally, those that seek to be certified PAs are required to follow the NCCPA code of conduct which also includes refraining from distributing, sharing, or discussing test questions. Refer to the NCCPA code of conduct for additional details.

Any suspected plagiarism or cheating should be reported to the Program Director. Please note that artificial intelligence (AI) should not be utilized unless explicitly allowed for an assignment. The Program Director will report all violations to the Dean of Students. Students who violate the "Academic Integrity Policy" or "Student Conduct Code policy" are subject to sanctions outlined in the TUN University catalog. <https://tun.touro.edu/programs/university-catalog/>

Overall Evaluation of Student Performance

The faculty of the TUN PA studies program is charged with the responsibility of educating students as well as determining the capacity of every student for professional competency and responsibility. At regular times throughout the length of the Program, the faculty will evaluate this capacity for each student and recommend whether or not the student should continue in the Program. Therefore, the faculty reserves the right and has the responsibility to recommend the dismissal of a student when unsatisfactory academic progress, academic dishonesty, unsatisfactory clinical performance, unsatisfactory professional growth, impaired mental or physical health, unsatisfactory personal conduct, failure to comply with published Program requirements or other factors deemed necessary for professional competency make it impractical or inadvisable for the student to continue in the Program.

If at any time during the program a student is in the position of being recommended for dismissal, the student shall be notified in writing as to the cause for such action by the Program Director.

Attendance Policy

The PA program is intensive. Because much clinically important information is presented only once, the PA program requires **mandatory** attendance at all lectures, laboratory activities and rotation assignments. Attendance is considered an aspect of professional responsibility and individual dependability. Absences will be noted on the student's professionalism assessment form. Attendance at social events, other than religious observances, or matters of convenience will not be acceptable reasons. The Program Director will determine an excusable reason.

Outside of medical illness and emergencies, the only excused absences are as follows:

1. National, regional, or state professional meetings pre-approved by the Program Director
2. Mandatory court appearances
3. Medical appointments, approved 2 weeks in advance, with the time of the appointment
4. Funerals of immediate family members
5. Military obligations on orders (National Guard/Reserve)
6. Natural disaster or severe weather
7. TUN outreach

Each student in the clinical year is authorized 3 personal days per clinical year. No personal days will be allowed in the didactic phase of a student's education.

Unexcused absences will not be tolerated and may be grounds for review by the P&A Committee. The committee may recommend failure of the course/rotation, academic probation, suspension, or dismissal.

- A. Any discovered or reported absent which does not fall into the above categories will be considered **unexcused** and will be recorded in the students' file.
- B. Any unexcused absence requires written explanation within 48 hours regarding circumstances of the absence to the Director of Academic Education/Director of Clinical Education
- C. Absences on the first or last day of a rotation, course, lecture series, day of scheduled exam, day before a scheduled exam or after or before a scheduled break, vacation, or weekend are considered unexcused unless prior written approval has been granted. If such is the result of a sudden unavoidable circumstance, the Director of Academic Education/ Director of Clinical Education should be notified as soon as possible and provided with a written explanation for the absence
- D. If the student is unable to provide documentation to excuse their absence the day/class before a scheduled exam, the exam taken will be considered a **make-up exam and the highest grade achieved will be a 73%.**

Students are required to fill out a Request for Excused Absence that will be maintained in the students' file. A copy of the Request for Excused Absence is located in the student handbook appendices.

Didactic Phase (term 1 thru 4)

Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered, and such absences must be for substantial reasons such as illness or emergencies. All absences must be approved by the Director of Academic Education with final approval from the Program Director. Once approved, the student is required to communicate their absence to the appropriate faculty members in which classes will be missed.

In any case, the student cannot be absent for any reason more than 25% of any didactic course and/or term. If the student is absent for a longer period, the student will receive an incomplete and will be required to repeat the entire course/term the following year.

Clinical Phase (term 5 thru 7)

Attendance at all aspects of the rotation is mandatory, including being on call as assigned by the preceptor or training facility. All absences must be approved by the preceptor and Director of Clinical Education with final approval from the Program Director. Absences are reserved for medical illness or emergencies.

In any case, the student cannot be absent for any reason more than 25% of any rotation. If the student is absent for a longer period, the student will receive an incomplete and will be required to repeat the entire rotation.

Students will work the schedule as assigned by the preceptor and/or training facility. No attempt to change schedules or establish one's own schedule will be tolerated.

Excessive Absence Policy

Per University catalog, a student cannot exceed 10 consecutive days of excused and/or unexcused absences, or more than 15 excused and/or unexcused absences in any given 30-day period. A student who exceeds the allotted number of absences must request a leave of absence for the remainder of the academic year or the student will be suspended or dismissed. <https://tun.touro.edu/programs/university-catalog/>

Student Absence Related to Professional Organization Sponsored Activity

The PA Program believes that leadership is an essential component in the educational process. This may require that students attend off campus activities during class/rotation time. Off campus activities must be in accordance with their professional development. It is the responsibility of the student or approved student organization to coordinate the event and receive authority to proceed. Students seeking permission to attend an off-campus conference, program or activity must not be on academic probation, must be in "good academic standing" (73% or better), and good professional standing with no major infractions.

The student/student organization must complete the following to be approved:

1. Students who desire to attend an event must obtain signature approval of the event from the Program Director.
2. After which, signature approval must be obtained from the Director of Academic or Clinical Education, whichever is applicable.
3. The completed form is returned to the Program Director for final approval, indicating that the student is in good standing academically and professionally and is eligible to attend the event. The "Student Absence Request" form is in the Appendix section of the Student Handbook and in the office of the Program coordinator.

Late/Early departure from Class/Rotation

Punctuality is another trait the healthcare practitioner must display. Not only does tardiness in class disturb the lecturer, student body, and/or clinical experience, it reflects a lack of professionalism. It is disruptive and disrespectful to come in late or leave early from the classroom. A student arriving after the start of class is tardy. Students who are late must wait until the next class break to either enter or leave a class that's in session. Excessive tardiness will negatively impact on the students' professionalism assessment and will result in a meeting with the Program Director.

Excessive lateness or unexcused early departures may be grounds for sanctions such as being placed on Professional Warning or Probation and eventual dismissal.

Deceleration/Leave of Absence

A matriculated student who chooses to interrupt their attendance due to exceptional life events but intends to return and continue their study may request a Deceleration/Leave of Absence (LOA). The program may also recommend a student Deceleration/LOA based on academic and/or professional performance. Deceleration is the loss of a student from the entering cohort, who remains matriculated in the PA program. The decision to grant deceleration is made on a case-by-case basis by the Program Director with the input of the P&A Committee.

Formal documentation is required before deceleration/LOA can be granted. The student must discuss deceleration/LOA with the Program Director and submit to the Office of the Registrar a completed Leave of Absence request form signed by all parties noted on the form. The amount of leave time granted depends on the personal needs of the student and the timing of the leave within the academic program. The restart date for that student will be determined by the Program and may require the student to repeat prior courses to ensure proficiency and readiness to join the cohort.

A student whose deceleration is approved, and who is registered for courses at the point of approval, is automatically withdrawn from all courses. Any tuition charged or refunded will be in accordance with the Policy on Program Refunds found in the TUN university catalog. If the student is a recipient of Title IV financial aid funds, the deceleration, together with any additional leaves or absences, must not exceed a total of 180 calendar days in any 12-month period. Students who exceed a total of 180 calendar days may have their financial aid eligibility put into jeopardy. Students should call the Office of Financial Aid before requesting deceleration.

A student requesting deceleration/LOA shall adhere to the policies in the TUN university catalog. A student requesting a LOA without deceleration, should follow the Leave of Absence policies outlined in the TUN university catalog.

Academic Performance

Academic performance standards are set to ensure that the integrity of the program and institution are maintained. The PA program prides itself on academic excellence and as such follows academic and ethical standards to maintain the scholastic status of students.

Good Academic Standing is defined as a cumulative GPA of 2.5 or better in term 1 and a 3.0 or better in term 2 thru 7, which must be maintained throughout the curriculum. A student whose cumulative GPA falls below 2.5 or 3.0 respectively shall immediately be given an academic warning letter and referred to the P&A committee.

The following provisions shall govern the students and faculty in all phases of the PA program curriculum. These provisions may or may not be considered progressive in nature and serious concerns may immediately result in higher level disciplinary actions. Provisions which are progressive in nature may lead to further disciplinary actions including dismissal from the program. Students may be disciplined for academic or non-academic concerns or violations.

Didactic and Clinical Year Guidelines

- The PA Progress and Advancement (P&A) Committee reserves the right to determine a student's status in the program based on academics, attendance, and/or professional conduct.
- Satisfactory completion of all **didactic courses** and/or components in the PA Program requires a minimum score of 73%, unless stipulated to be different in a specific course syllabus. A score of less than 73% qualifies as failing (F). **In the clinical year**, all courses and/or components in the course syllabus require a minimum score of 80%, unless otherwise stipulated to be different in a specific course syllabus. A score of less than 80% qualifies as failing (F).
- Students are required to meet professionalism requirements. Examples of these are professional attire, communication, timeliness, demeanor with patients/classmates/faculty/staff, and attitude.
- The program Faculty and Program Director will evaluate students' academic records and professionalism after each term to approve progression into the next phase. **Students must** maintain a minimum cumulative (CUM) and term GPA of 2.50 in term one (1) and 3.00 in term two (2) thru seven (7) in order to remain in Good Academic Standing and progress from the first term through the final term.
- In order for a student to enter the clinical year, he/she must maintain a minimum CUM GPA of 3.00 and also must have successfully completed all course offerings during the didactic year. If a student's CUM GPA falls below 3.00 at the end of the didactic year, the student is called before the P&A Committee to decide a course of action.

Academic Warning

Didactic phase term 1 thru 4 – The program reserves the right to warn students for academic reasons. A student may receive a letter of academic warning should the program and/or the Program Director determine that they may be in danger of failing a course, the program, or for other academic and/or professional reasons. This letter is meant to be an early notification to initiate intervention and aid at-risk students. A student who receives three (3) academic warning letters in one term, regardless of failure of a course, will be placed on academic probation.

Clinical phase term 5 thru 7 - A student may receive a letter of academic warning should the Director of Clinical Education and/or the Program Director determine that they are in danger of failing a course/rotation or the program. Students who fail two (2) end of rotation (EOR) exams during the clinical phase will automatically receive an academic warning letter.

Academic Probation

Didactic phase term 1 thru 4 - A PA student will be placed on academic probation following failure of a course, for failing to meet other academic requirements, or at the recommendation of the P&A Committee

on approval of the Program Director. During the period of academic probation, the student is expected to receive satisfactory ratings on all sections of the Professionalism assessment and satisfactory complete all non-graded and graded assignments and courses; Failure to do so will result in a review by the P&A Committee and may result in dismissal from the program. While on academic probation, any additional exam failures or professional misconduct will result in an additional P&A committee meeting to discuss further actions including possible Academic Dismissal.

Clinical phase term 5 thru 7 - A PA student will be placed on academic probation following the failure of three (3) end of rotation (EOR) exams during the clinical phase or at the recommendation of the P&A Committee on approval of the Program Director. During the period of academic probation, the student must maintain an overall passing average for each rotation, must receive satisfactory ratings on all preceptor evaluations, and must receive a pass or satisfactory in all graded assignments and projects. Failure to do so would require a review by the P&A Committee to determine the student's continued enrollment in the program.

Unprofessional conduct in the clinical setting, such as unexcused absences may also be a reason for a student to be placed on academic probation. Should this occur, the performance of the student will be evaluated by the Director of Clinical Education and Program Director and referred to the P&A Committee for evaluation and recommendation regarding continued progression in the program.

Restrictions while on Academic Probation during any phase of the program

While a student is on academic probation, the P&A Committee reserves the right to recommend other restrictions which may include (this list is not all inclusive):

- Removal from representing the class and/or program as a class officer or in another leadership role within the University, or local or national leadership organization
- Restrictions upon out of state clinical sites (this may impede or delay a student's ability to complete all required clinical activities on time)
- Other sanctions as appropriate

Academic Remediation

Remediation is a privilege. It must be earned by a student through regular attendance, proactive attempts and sufficient effort to achieve good academic standing, and compliance with any previous recommendations from the P&A Committee. Decisions regarding remediation will be made on an individual case-by-case basis after considering all pertinent circumstances, review of the cumulative academic record, professionalism, and consultation with the student's instructor and advisor.

Any didactic course failure that is successfully remediated will result in a RM (maximum grade of 73%). Any clinical course failure will result in a U/P (maximum grade of low pass for course rotations and pass for electives). Only one (1) remediation attempt may be granted during the didactic phase. A failed didactic course that is successfully remediated still counts as a failed course.

Failure of a remediation will result in an automatic failure of the course and will be referred to P&A committee. The P&A committee will meet to determine the student's continued enrollment in the program.

Didactic Phase Term 1 thru 4

The following provisions govern the students and faculty during the didactic phase.

General Guidelines Didactic Phase (GGD)

General Considerations: A change in academic standing will subject the student to a review by the Progress and Advancement (P&A) Committee. The review may subject the student to a course of action that could include remediation, deceleration, or dismissal from the program. The exact course of action will be determined by the P&A Committee following a careful review of each individual student on a case-by-case basis.

GG D.1a

Satisfactory completion of individual courses in the PA Program requires a minimum passing score of 73%.

GG D.2a

A cumulative (CUM) and term GPA of 2.50 in term one (1) and a cumulative (CUM) and term GPA of 3.00 in term two (2) thru four (4) must be maintained to be considered in Good Academic Standing. Obtaining only scores of 73%, although a passing grade, will not equate to a CUM GPA of 2.50 in term one (1) and 3.00 in term two (2) thru four (4). If a student's CUM GPA falls below 3.00 the student is called before the P&A Committee to decide a course of action.

GG D.2.b

The student will have one term to increase their CUM GPA to 3.00. Failure to meet a CUM GPA of 3.00 will require the student to come before the P&A Committee, which will decide on to the decide the appropriate course of action, which may be dismissal from the program.

GG D.2.c

If a student has a first term GPA less than 2.50 without any course failures they may be placed on academic warning. The student will have one term to increase their CUM GPA to a 3.00 or greater. Failure to meet a CUM GPA of 3.00 will require the student to come before the P&A Committee to decide the appropriate course of action, which may be dismissal from the program.

GG D.3

All components of a modular/section course must be successfully passed in order to obtain a passing grade for the course.

GG D.4a

The maximum number of course remediation exams or equivalent projects that may be afforded are one (1). A student will not be allowed to remediate a failed remediation exam.

GG D.4.b

If eligible for remediation the highest grade recorded on such a make-up exam/course remediation is 73%.

GG D.4.c

After successfully completing a remediation examination or equivalent project for a failed course, the highest course grade recorded for that course is 73%.

GG D.5

If a student fails one course or course component, a cumulative make-up exam/equivalent project may be afforded. If the student passes the make-up exam/course remediation project, they will progress to the next term and may be placed on Academic Probation following a review by the P&A Committee. A failed didactic course that is successfully remediated still counts as a failed course when reviewing the students academic record and progression in the program.

If the student fails the cumulative make-up exam/course project, the course grade will be recorded as a Failure (F). The student will be called before the P&A Committee to decide the appropriate course of action, which may be dismissal from the program.

GG D.6a

If a student fails a second course, they will be called before the P&A Committee to decide the appropriate course of action, which may be dismissal from the program.

GG D.6b

Remediation of a second failed course is generally not permitted. However, in cases of documented extenuating circumstances, the P&A Committee may, at its discretion, approve remediation for a second course failure.

GG D.7

In order for a student to progress from the didactic phase to the clinical phase, the student must have successfully completed all courses and maintain a minimum CUM GPA of 3.00. Failure to meet this standard will result in a P&A being called. The P&A Committee will decide on the appropriate course of action, which may result in dismissal from the program.

GG D.8

Professionalism Assessment must be rated 'no concerns' in all areas. Any unprofessional or unethical behavior in the classroom, on campus property, or clinical setting may result in the need for professional remediation and may result in dismissal from the program regardless of academic standing.

GG D.9

Students in any Academic or Professional Standing will be reviewed at the end of the didactic year by the P&A Committee upon entering the clinical year

Clinical Medicine Course Exam Failures per Term

- Second exam failure results in the student referral to the P&A Committee and a letter of academic warning.
- Three exam failures automatically result in course failure. The student is placed on academic probation and referred to the P&A Committee.
- Section failure automatically results in course failure. The student is placed on academic probation and referred to the P&A Committee.

Other Course Exam Failures per Term

Exam failures in non-Clinical Medicine courses will result in the student being referred to the Director of Academic Education and the student's faculty advisor. Should three (3) or more non-Clinical Medicine

exam failures occur in a single term during the didactic phase of education, a P&A meeting will be called and the student will receive a letter of academic warning.

Course Failures

The progression of interventions and consequences during the didactic phase of education for course failures will be as follows:

- First course failure – A P&A Committee meeting will be held and the student is automatically placed on academic probation. If the student is already on Academic Probation, the student will be referred to the P&A Committee for consideration of other consequences, which may include, but are not limited to, dismissal from the program.
- Second course failure – Mandatory meeting with the Director of Academic Education to discuss academic progress. The student is referred to the P&A Committee, and a recommendation of dismissal from the program may be made.

Clinical Phase term 5 thru 7 Guidelines

The following provisions shall govern the students and faculty during the clinical phase.

Failed EOR Exams, Remediation, and Clinical Year Deceleration

The importance of End of Rotation (EOR) Exams to the students' preparedness to practice can't be overstated. The EOR exams are an integral assessment tool used to assess students' fund of medical knowledge throughout the clinical phase and therefore measure progress towards graduation, likelihood of passing the PANCE, and preparedness to practice in the future. The program's expectation is that all students pass ALL EOR exams during their clinical year. Remediation of a failed EOR is a privilege. It must be earned by a student through regular attendance, proactive attempts and sufficient effort to achieve good academic standing, and compliance with any previous recommendations from the P&A Committee.

In the event a student does not pass an EOR exam or remediation exam, the Program will adhere to the following protocols to ensure the student meets required minimum competencies prior to graduation:

- First exam failure – Student is permitted to remediate the failed EOR exam by completion of a 5-topic High Yield Outline based on the areas of poor performance.
- Second exam failure – The student will receive an Academic Warning Letter. The students will be permitted to remediate the failed EOR exam by retaking the exam one month later. This may be in addition to any other regularly scheduled exams. Successful remediation will result in the failed exam score being replaced with a "Low Pass". A failed remediation will result in a failed course, and the student will be placed on probation and referred to the P&A Committee, which may recommend remediation, deceleration, suspension, dismissal, etc.
- Third exam failure – Upon failure of a 3rd EOR exam, the student will be deemed to have failed the course. The student will be placed on academic probation and be referred to the P&A Committee. The P&A Committee may recommend remediation, deceleration, suspension, dismissal, etc.

Any additional exam failure – The student will be immediately referred to the P&A Committee to determine next steps which may include deceleration, suspension, or dismissal from the program.

Clinical Year Deceleration occurs when a student is asked to take at least a one-month leave (Leave of Absence or Suspension) from the clinical phase. Conditions for the student's return from leave will be recommended by the P&A committee and approved by the Program Director.

Preceptor Directed Rotation Failures – Should a student fail a clinical rotation as a result of clinical preceptor feedback, the student will be referred to the P&A Committee, which will decide on to the decide the appropriate course of action, which may be dismissal from the program.

Academic Progression Through the Program

A student must fulfill all academic and professionalism requirements prior to progressing to the next term of the program.

- A. End of term 1 (didactic phase) – A student must maintain a cumulative and term GPA of 2.5. A student must complete all coursework with a passing grade of 73% or as specified in the syllabus and be in good academic and professional standing.
- B. End of term 2 thru 4 (didactic phase) – A student must maintain a cumulative and term GPA of 3.0. A student must complete all coursework with a passing grade of 73% or as specified in the syllabus and be in good academic and professional standing.
- C. End of didactic phase – A student must be in good academic and professional standing as defined by the university and the Program. If a student is not in good academic standing, they may not be able to progress to the clinical phase. A student on probationary status may be permitted to continue to the clinical phase of education in accordance with the recommendations and requirements of the Program Director.
- D. End of term 5 thru 7 (clinical phase) – A student must maintain a cumulative and term GPA of 3.0, complete all required coursework, and be in good academic and professional standing.
- E. End of clinical phase – A student must pass and complete all clinical coursework and a summative evaluation prior to the conclusion of their clinical year and program completion. Students who do not pass the summative evaluation will be referred to the P&A Committee and may be required to repeat the evaluation and/or be delayed in graduation from the program until further review by the P&A Committee.

Dismissal

The program is dedicated to student success; however, students who demonstrate a pattern of repeated failures, unprofessional behavior or other inappropriate conduct, will be subject to review by the P&A Committee and consequences may include dismissal from the program.

A student is subject to dismissal if they have failed to meet the minimum standards of progress as defined above and as stipulated in the academic regulations of the School and University. The School and University may require dismissal at any time it deems necessary to safeguard its standards of scholarship, to conduct orderly operations, to ensure the safety of fellow students, and to ensure a foundation of medical knowledge necessary for safe and effective patient care. Examples of reasons for dismissal are provided below (this list is not all inclusive).

Dismissals from the school of PA occur if any one of the following occurs:

- Students cumulative (CUM) and term GPA is less than a 2.50 in term one (1) and a cumulative (CUM) and term GPA is less than a 3.00 in any remaining term, two (2) thru seven (7).
- Student's term GPA falls below 3.00.
- Student who, having been previously placed on probation and fails to achieve satisfactory progress as defined by maintaining an overall average of 73 percent or higher in each course during the didactic phase.
- Student who, during the didactic phase, has failed a course, and subsequently fails the course remediation.
- Student re-takes a course and fails to earn a grade of 73 percent or higher in that repeated course.
- Students who, during the clinical phase, fails to complete all courses and/or course components with a minimum passing score of 80%.
- Students who, during the clinical phase, has failed a rotation.
- Students who fail any components of the summative evaluation and subsequent remediation.
- Student who fails to abide by any of the other terms of their Academic Probation.
- Student who receives major infractions related to professionalism.
- Student displays behaviors in violation of standards outlined in the TUN university catalog.

Should a student fall within any of these instances, the P&A Committee will convene to examine all pertinent information. The P&A recommendation will be provided to the Program Director. Should the Program Director recommend academic dismissal based upon the reviewed documents, the College of Health and Human Services Dean would then be notified. Students are advised to review the Academic Dismissal procedures in the TUN University Catalog.

Academic Standards policy/Grade Appeal policy

The student has the right to appeal a decision made for unprofessional conduct or unacceptable academic performance. The TUN PA program follows the procedures and protocols outlined in the "Academic Standards Policy" and the "Grade Appeal Policy" Process section of the TUN University catalog <https://tun.touro.edu/programs/university-catalog/>.

While the appeal is pending, the status of the student will not be altered. Any student making an appeal must continue to meet all requirements of the program, including attending all classes/rotations, submitting all assignments, attending callback sessions, and taking all exams, until the appeal decision has been rendered.

Examination Protocol

Assessment of the students' knowledge is essential. Examination decorum must be maintained at all times to ensure fairness and validity.

Both the student and faculty member/instructor are responsible for ensuring that the examination protocol and procedures are followed:

1. Students are required to be present for all scheduled didactic and clinical examinations.
2. A student cannot be given an examination more than ten (10) minutes after the scheduled start time. The finish time for the examination will be the same as for the students who arrived on

time. Any student arriving after other students have completed the exam and left the testing area will not be allowed to start the exam and will receive a zero grade on the test.

3. Should a student have an occasion to miss an examination, the student must contact the Director of Academic Education and/or Program Director for approval. Examples of an excusable reason would be serious illness (with documentable proof), accident, or death in the immediate family. Attendance at social events, other than religious observances, or matters of convenience will not be acceptable reasons. The Program Director will determine an excusable reason. Failure to get prior Program Director approval before the exam, other than accident or illness, will result in a zero grade on the test.
4. In the case of an excusable reason, the make-up examination must be coordinated with the course director and Director of Academic Education. In the case of the necessity to make up multiple exams, the exams may be spaced out to afford the student every opportunity to succeed.
5. Failure to make up the examination within a specified time period will result in a zero grade on that examination.
6. Failure to appear for an examination without prior notification (before the test starts) will cause a zero grade on that examination, subject to review by the Program Director.
7. Prior to distribution of the exam, all desks and surrounding areas must be cleared of all books, backpacks, or any other articles to include beverages and food. The articles are to be placed in the front of the room. Students are to place as much space as possible between each other.
8. No hats or headgear may be worn during testing except for cultural or religious reasons and must be granted approval by the Program Director prior to the test.
9. No smartphones, smartwatches or any other electronic devices will be on the students' person during any exam. Smartphones will be left turned off, screen up on the desk next the students' computer.
10. No questions may be asked of the proctor except for clerical errors.
11. For all tests 90 minutes or less in length, no student may leave the testing site after the testing has begun. For tests of greater length, the student may leave at the instructor's discretion. Accommodations for illness will be made prior to the administration of the test.

Examinations are administered on Examsoft/Examplify software platform for the didactic year and PAEA for the clinical year EOR exams. There are rarely any scantron tests. All students are required to use their laptop for all testing. It is the students' responsibility to remember their username and password. Failure of any student to make sure their computer is in working condition for the day of a test including updates, forgetting their username and or password, downloading the exam less than 24 hours prior to the exam time, will all be considered unprofessional behavior and failure to be ready for an exam. This may result in, but is not limited to, the student not being allowed to take the exam, loss of time to take the exam, or failure of the exam. The Program Director will be notified by the proctor of a student's failure to take an examination.

Exam Question and/or Topic Re-evaluation

Students will have the ability to request a test question be reviewed. The process of question or topic re-evaluation must be facilitated through the designated class representative. Students must go through the class representative with a researched argument as to why a test question and/or topic on an exam needs further review. Stating that a slide was confusing, that a faculty member didn't emphasize a topic during lecture, or a faculty member making a statement suggesting a topic is "less important," is not evidence that a question should be thrown out. Students may use slides to guide them in the discussion **but not as their only source material**, there should be approved citations and resources used. The class representative should meet with the professor, course director, and the Director of Academic Education at

the same time for efficiency to make their case. To prevent confusion, multiple students should not meet with a professor over the same concern.

If a case is made by the student representative, then the Director of Academic Education, course director, and Program Director will review the question. If the question's material is accurate per texts and other peer reviewed references, then the question will stand. If the question seems confusing, vague, does not support the course objectives, or has inaccurate or out of date information in it, it should be thrown out or points awarded appropriately.

Student Exam Review Policy

Eligibility

Students who fail an exam (less than 73%) during the Didactic phase of education are eligible to review the exam. Students will be eligible to schedule an exam review session 2 business days after the scores are received. It is the responsibility of the students receiving a failed exam score to contact the Curriculum Coordinator regarding an exam review session per procedure outlined below. If the Curriculum Coordinator is out of the office, students are required to contact Associate Director of Academic Education.

Procedure

Exam review sessions are completed under the supervision of the Curriculum Coordinator. Students will contact the Curriculum Coordinator via email to schedule an appointment two (2) business days and no later than five (5) business days after grades are received. Students have up to 15 minutes to review an exam. Tutors, faculty, or friends are not allowed to join a student reviewing an exam. Borrowing or taking the sequestered exam out of the office will not be permitted. The use of notebooks, texts, lecture materials, pens/pencils, etc. will not be permitted. The use of any electronic devices, phones, cameras, tablets, computers, smart watches, or other devices will not be allowed.

No show appointments are not allowed to be re-scheduled. If you need to re-schedule, you may do so only once and re-scheduling has to occur with a 24-hour notice via email.

Guidelines

Eligible students are permitted to review a failed exam only ONCE during the didactic year. Multiple reviews of the same exam will not be scheduled or permitted. Any other circumstances will be reviewed by the Director of Academic Education. Final decisions made by the Director of Academic Education are final.

Advisement and Counseling

Communication between students and faculty is essential to professional development and intellectual growth. Advisement is an integral element in the growth of a PA student. Although it can take the form of mentoring, it is also essential in identifying elements that would impede the student's progress. Whenever a problem arises, you should contact the program director and/or your academic advisor as soon as possible. Counseling of the student may also be required from time to time should issues arise.

It is the responsibility of both the students and faculty members to ensure that regular meetings for advisement occur. Likewise, both parties have the same responsibility should academic or personal issues arise requiring counseling. If a student is identified as experiencing academic difficulties, the student will

meet with the course director and their faculty advisor as soon as possible. Upon any failure of an assessment (i.e., test, performance, paper, etc.) the student and advisor are required to meet within 48 hours of when the student was notified of the failure. It is the responsibility of the student to schedule such meeting.

Documentation of all counseling/advising will be entered on a faculty/student interaction form and placed in the student's file. This form serves to ensure student needs are being met. In certain circumstances, the Director of Academic Education, Director of Clinical Education and Program Director may be involved during these meetings. Prior to this meeting, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these meetings, the faculty will assist the student in identifying institutional resources and/or student services to assist the student in their continued success in the program.

Roles and Expectations of the Faculty Advisor

- Listen to the student's concerns or needs
- Be available during posted office hours or by appointment to meet with students to discuss academic difficulties which have not been resolved at the instructor level and to suggest possible remedies
- Acquaint the student to available institutional resources and student services and, when appropriate, refer the student to specific services, to include student counseling
- Monitor academic and clinical progress and to be available for consultation if the student's progress is in jeopardy
- When appropriate, share one's professional experience in the areas of professional development, career opportunities, and personal growth as related to the PA profession

Roles and Expectations of the Student Advisee

- Have a working knowledge of all Program policies and procedures
- Provide contributory information in a clear, concise manner to facilitate the advising process
- Offer insight into one's academic performance and potential deficiencies that may exist
- Act on academic recommendations and suggestions offered by the course instructor and faculty advisor
- Be responsible for the successful completion of all coursework and practical experience throughout the didactic and clinical components of PA training
- Follow-up on referrals for student services which may include professional counseling, campus health care services, disability services, etc.

Each student, upon matriculation, will be assigned an advisor by the Program Coordinator from within the PA faculty. Because of faculty diversity, the advisor may not necessarily be a PA. A student may request a change of advisor from the Program Director at the Director's discretion.

Classroom Etiquette

The PA program is a graduate level professional program, and it is important to embrace the expectations incumbent of a professional. It is the expectation that all students will act in accordance with the professionalism standards as defined by the profession and program.

There are some behaviors, however, that are clearly inappropriate, unacceptable and in poor judgment. The following list defines **unacceptable** behavior that is subject to disciplinary action:

1. Addressing the instructor in a casual manner. The instructor is to be addressed by their title (e.g., Professor, Dr., Ms., Mr. Etc.).
2. Habitually arriving late to class or leaving early is not acceptable. You will be asked to meet with the Director of Academic Education if this behavior is identified.
3. Dominating classroom discussion, to the point of interrupting the instructor or fellow students. This behavior tends to disrupt the instructors and irritate fellow students.
4. Answering (or text messaging) cellular phones in class. **All cellular phones will be turned on silent before** entering class (no ringer or vibrate). Anyone not doing so will be asked to leave the class immediately.
5. Bottled water/soft drinks and covered coffee beverages are acceptable during the lecture unless otherwise requested by an individual instructor. Eating during lectures and having open drinks is **not permitted**. (Items are permitted at your desk, but please use common sense and keep area clean and free of clutter. Be reminded that we have many guest lecturers, and a clean, professional classroom is imperative.)
6. Talking during class lectures or while fellow students are giving oral presentations
7. Arguing or openly confronting the course instructor during lecture.
8. Chewing gum or candy in a loud manner.
9. Wearing hats, visors, berets, or bandannas. (This does not include religious head wear)
10. Browsing the internet/social media, emailing, chatting, or playing computer games.

Students who display poor classroom etiquette and cannot adhere to the above, will be required to leave the lecture, lab, or examination. Furthermore, the student may be called before the P&A Committee and may be subject to professional sanctions (professional warning, probation or even dismissal).

Email Etiquette

A great deal of your communication with faculty, staff, fellow students, preceptors and clinical sites will be conducted using your student email account. The following guidelines are designed to assist the student in developing a professional image throughout their tenure at TUN and beyond.

1. You should start your email with the proper salutation (Mr. Ms., Dr., Professor etc.).
2. Populating Address Fields
 - a. The addresses in the 'To' are for the people you are directly addressing
 - b. The addresses in the 'Cc' are for the people you are indirectly addressing who you wish to "FYI" on the message. Be careful to only copy those who have a legitimate need to know.
 - c. 'Bcc' or blind copying is sending to people without those included in the "To" or "Cc" knowing. Use of 'Bcc' is discouraged and should not be used.
3. Only hit "Reply All" if every member in the Address fields needs to receive your response.
4. Include a clear, precise subject line that matches the content of the email
5. Avoid using abbreviations for real words ("lol" for laugh out loud), slang, jargon and emoticons.
6. Use proper punctuation and avoid using multiple exclamation points.
7. Avoid using all capital letters as this is perceived as shouting and unacceptable.

8. Messages should be concise and to the point, not lengthy and wordy
9. Use only plain text. Avoid using various fonts and colors.
10. Always include a signature.
11. Check your TUN student email at least once daily.
12. Respond within 24-48 hours of receiving an email.

Students who cannot be adhered to the above, may be called before the P&A Committee and may be subject to professional sanctions (professional warning, probation or even dismissal).

End of Course and Instructor Evaluation

The TUN PA Program conducts a continuous self-evaluation process to gather information to critically assess the effectiveness of the program follows the procedures and protocols outlined in the Course Evaluations and Surveying policy in the TUN university catalog <https://tun.touro.edu/programs/university-catalog/>.

A survey evaluation of a course and instructors will be completed by each student upon completion of each course. Surveys are conducted online, and responses are anonymous. The results of the survey are made available to each instructor for teaching and self-improvement purposes. The information from the survey is also reviewed by the Program Director, Director of Academic Education, and curriculum committee for the purpose of curriculum and teaching improvements. In addition, the Program also holds a course debrief at the end of each term with the Program Director, Director of Academic Education and three students. Course debriefs allow for the opportunity to discuss the course in greater detail and students to provide any additional information they feel are important to improvement of courses and/or instruction.

Clinical Rotation Pre-Deployment Procedure

All students, prior to their rotations, must fulfill contractual requirements of the medical institutions to which they will be assigned, as well as state regulatory requirements. Some of these requirements are accomplished prior to matriculation, some upon matriculation, and some prior to beginning the rotations. Many of these requirements and policies are in the TUN university catalog <https://tun.touro.edu/programs/university-catalog/>. It is the responsibility of the student to ensure they understand what is required of them prior to clinical rotation deployment.

Toxicology screen

Students assigned by the program to a clinical site as part of their educational program are required to be screened for drugs. The cost incurred for the drug screen will be the responsibility of the institution providing the screen is performed at the facility designated by Touro University Nevada. The results of the drug screen will be sent directly to the Director of Student Health Services from the lab that performed the screening. All test results and written authorizations to perform tests shall be treated confidentially and stored in a secure area of the Office of the Director of Student Health Services. The PA program abides by the “Student Drug Testing” policy in the TUN university catalog (Appendix D).

Immunizations

The TUN PA program requires students to provide proof of immunizations that align current Center for Disease Control (CDC) recommendations for healthcare professionals [CDC recommendations for health professionals](#) and meet all applicable state requirements.

At matriculation students must submit proof of immunity either by laboratory evidence or immunization to the Director of Student Health Services. Failure to meet these requirements in a timely manner will result in the student not being allowed to progress in the PA curriculum.

Prior to rotations, students will upload immunization records into EXXATT; an APPROVE representative will review the students status and recommend further immunizations if necessary. Students will not be allowed to ***participate in*** the clinical phase of their coursework without ***satisfactory*** evidence of the immunization requirements.

The student will sign a release so that the Program may maintain a copy of the immunization record for clinical rotations. Refer to the Student Immunization Policy and Procedure in the TUN university catalog for required for a list of required immunizations <https://tun.touro.edu/programs/university-catalog/>

Students who arrange an international clinical rotation elective will be required to follow CDC recommended guidelines for immunization <https://wwwnc.cdc.gov/travel/destinations/list> Students who travel for an international clinical rotation elective are required to sign an acknowledgement of understanding of CDC recommendations for travel to their selected country. This acknowledgement is signed 4-6 weeks before the student intends to travel.

Proof of health insurance

Students are required to maintain active health coverage for the entirety of the program and are required to submit proof of insurance at matriculation and annually. The Division of Student Affairs (DOSA) will maintain a copy of the proof. Refer to the Student Health Insurance Policy and Procedure in the TUN university catalog <https://tun.touro.edu/programs/university-catalog/>.

Student health care

It is the policy of the university that all students have access to the same student health services that are available to students enrolled in other programs and/or courses of instruction. The PA program principal faculty, program director, and medical director cannot participate in the health care of the students in the program, except in emergency situations. The Director of Student Health Services will ensure that care is available.

HIPPA and OSHA briefing

All students are required to complete HIPPA and OSHA training prior to their rotations.

Infectious disease and universal precautions briefing

All students are required to complete an infectious disease and universal precautions training prior to their rotations.

Mask-fit Testing

All students are required to complete a mask-fit prior to their rotations.

Basic Life Support/Advanced Cardiac Life Support

Students will be certified in the American Heart Association Basic Life Support and Advanced Cardiac Life Support prior to their rotations.

Background Check

At matriculation students will complete a Level 1 background check. And again, prior to beginning the clinical year. All students must complete a Level 1 background check prior to beginning the clinical year. The background check completed before matriculation does not meet this requirement for clinical placement. Failure of a criminal background clearance may interfere with clinical rotation placement, ability to complete the PA program, and future licensing as a Physician Assistant.

Student Profile and Good Standing Documentation

The program will prepare and send a student profile to the preceptor and/or clinical facility before the start of the clinical experience. This profile will include the student's name, contact information, and confirmation of good academic and professional standing. It will also verify that the student has completed required training and clearances, including BLS, ACLS, HIPAA and OSHA training, mask fit testing, toxicology screening, immunizations, and background check.

The student will sign a release authorizing the program to share this information with the preceptor and/or clinical facility. The receiving party may use this information for its internal purposes only and may not disclose it to any third party.

Clinical Rotation Assignments

Students are not required to identify, arrange, or solicit their own clinical sites or preceptors. All sites will have the following in place before a student is assigned:

1. An affiliation agreement
2. A completed faculty information sheet and verification of medical licensure

During the didactic phase, the Director of Clinical Education will meet with students to discuss site assignments. While some rotations may be outside the local area, all core rotations will take place within the United States. Student input regarding family circumstances and geographic preferences will be considered; however, placement preferences cannot be guaranteed. Students are responsible for arranging their own transportation and housing, along with associated costs.

Once a student has been assigned to a clinical site and the placement has been confirmed by the clinical team, changes are not permitted except in cases of medical or family emergency. Requests for changes must be submitted in writing and approved by the Program Director. Students assigned to out-of-state rotations may be required to return to Nevada at any time, at the discretion of the Director of Clinical Education or Program Director. Students who are not in good academic or professional standing may be restricted from completing rotations outside the local area.

In many cases, students must also be cleared by the hospital or surgical center affiliated with their preceptor. This may require completing additional onboarding steps, such as obtaining badges or

credentials at the affiliated facility. Students must follow all instructions and deadlines provided by the clinical team. Failure to do so may result in cancellation of the rotation and delay in program completion.

Professional Liability Insurance (Malpractice)

All PA students are required to have individual malpractice/liability insurance. The institution coordinates this coverage for each student and maintains malpractice insurance to protect itself, the student, clinical sites, and preceptors against the liability arising from or incident to the use and operation of the clinical site's facilities by the students.

Professional Conduct in the Clinical Setting

It is the policy of the Program that students will observe confidentiality, personal integrity, and demeanor appropriate to the clinical setting. Information related to any patient is to remain confidential unless otherwise authorized for discussion by an individual clinical preceptor. Students will also be expected to behave in a way that is truthful, honest, accept responsibility for their actions, and work diligently to correct identified deficiencies. Any action that calls into question the student's behavior or potential capabilities as a PA will be reviewed by the P&A committee. Behaviors viewed to be examples of professional misconduct include:

1. Conveying confidential patient information outside the confidential space of the preceptor's practice setting without authorization by an individual faculty member or clinical preceptor.
2. Falsifying or presenting fictional patient information as real to fulfill requirements for work assigned by individual faculty members or clinical preceptors.
3. Failing to meet mandated attendance requirements in assigned clinical rotations without prior faculty or preceptor authorization.
4. Disrupting the clinical pursuits of fellow students, faculty, or clinical preceptors, or infringing upon the privacy, rights, or privileges of other persons.
5. Pushing, striking, physically assaulting, or threatening any member of the student body, faculty, staff, or any patient or their family members while assigned to an affiliated clinical setting.
6. Altering, transferring, forging or in any way misusing an identification card, internet address, documents, or identification of an affiliated clinical facility participating in the PA Program.
7. Using, possessing or distributing narcotics, amphetamines, barbiturates, marijuana, hallucinogens, other dangerous, controlled drugs or medications requiring prescription but not prescribed by a licensed provider.
8. Possessing or consuming alcoholic beverages or exhibiting drunken behavior in any form on the premises of clinical practice sites affiliated with Program activities, or consuming alcoholic beverages immediately prior to clinical study.
9. Possessing, storing or discharging firearms or dangerous weapons on clinical premises used by the Program.
10. Exhibiting conduct which is lewd, indecent, or obscene, or which is patently offensive to the prevailing standards of an academic community or clinical practice setting.
11. Theft from a preceptor site or fellow students or the University, to include sample medications or supplies.
12. Attempting to manipulate a clinical schedule without prior approval of the Director of Clinical Education.

Exhibition of any of the above behaviors by enrolled students will result in immediate removal from an affiliated clinical site and may lead to sanctions up to and including delayed in graduation or dismissal from the program.

Graduation Requirements

PA Program faculty are charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility. The Program, therefore, has established requirements that must be met prior to graduation.

A student will be recommended for the Master of Physician Assistant Studies degree provided the following are met:

1. Completed the entire program within four (4) academic years.
2. Satisfactory completion of all required course work and all graded and non-graded course work, rotations (required and elective), assignments and projects designated by the program. Satisfactory completion is outlined in each course syllabi and no outstanding grades or a grade which is Unsatisfactory or Incomplete.
3. Overall satisfactory rating on professionalism assessments upon completion of the program.
4. Satisfactory completion of Summative Evaluation no more than 4 months prior to program completion.
5. Completion of the Interprofessional Education courses (IPEV 701 and 702).
6. Recommendation of the P&A Committee with approval of the Program Director.

Students must comply with all the legal and financial requirements of Touro University Nevada. Students must apply for graduation through the Registrar office and complete an exit survey deployed by the PA department.

Occupational Exposure / Accidental Needle Stick

The PA program and students are obligated to adhere to the “Appendix F: Occupational Exposure Policy” as written in the TUN university catalog <https://tun.touro.edu/programs/university-catalog/> which includes accidental needle sticks. Students will be financially responsible (i.e., student health insurance) for emergency treatment, prophylaxis and all follow-up care resulting from the incident. Do not claim workers’ compensation as this is not a workers compensation matter.

Professional Dress Policy

The PA program follows the dress code policy outlined in the TUN university catalog <https://tun.touro.edu/programs/university-catalog/>. Students are expected to maintain a neat, clean appearance appropriate for a professional academic environment. Personal presentation should reflect the standards of a healthcare professional, as a professional image fosters credibility, trust, respect, and confidence among colleagues and patients. Violations of the dress code may be referred to the Promotions and Advancement (P&A) Committee for possible disciplinary action.

PA students are required to dress appropriately in both classroom and clinical settings. Consistent attire that is neat and well-groomed reflects professionalism and aligns with expectations for patient care environments. The dress code highlights clothing suitable for providing patient care.

Each student is required to follow the dress code as outlined below:

Dress Code for Didactic Phase

Attire should be appropriate, comfortable, clean, and well kept.

Clothing: Clothing must fit properly and may not contain inappropriate and/or offensive wording, design, graphics, or pictures. Clothing should allow for adequate movement during patient care and should not allow for exposure of the trunk with movement. Clothing should not be torn or ripped and free from holes or frays. Unacceptable attire includes excessively torn, ripped, or frayed clothing, pajamas, Athleticwear (i.e. jogging suits, yoga pants, sweat suits, leggings, etc.), cut-offs, short shorts, loose tank-tops, mini-skirts, or crop-tops/midriiffs.

Shoes and Footwear: Shoes must be worn at all times. Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Open-toed shoes should be avoided in lab, OSCE, simulation events, or times in which students are participating in patient care.

Hair, Hats and Head Covering: Hair should be neat, clean, and of naturally appearing color. Hair should be styled off the face and out of the eyes. Longer hair should be secured to avoid interference with patients or work duties. Facial hair must be neatly trimmed. Hats are not appropriate inside. Head Covers that are traditionally required for religious purposes or to honor cultural tradition are allowed.

Jewelry, body piercings, and tattoos: Jewelry should be conservative and not a hazard while dealing with fellow students and patients. Body piercings and tattoos which may be acceptable in some social situations should not be worn or displayed by students in classroom and professional settings. Tattoos should be covered to the extent possible. Piercings, other than ear piercings, should be covered or removed in professional settings.

Hygiene: Students are expected to maintain the highest standards of personal hygiene and professional appearance during class, labs, and clinical rotations. Regular bathing with soap and water, brushing teeth, and use of deodorant are essential standards of maintaining self-care. students should shower after using TUN gym facilities if they plan to attend a class or interact with faculty, staff or students afterwards.

No strong perfume or cologne should be worn due to potential allergies to those in the classroom. Makeup, if used, should be unobtrusive and in good taste.

Nametags/Badges: Students should wear their nametag/badge at all times in the classroom and clinical environment. Nametags/badges should be above the waist, near eye level.

Scrubs: On lab days, students will wear clean scrubs. Scrubs must be matching solid color (shirt and pants) with an undershirt. Scrub tops must be embroidered with the student's name. Avoid scrubs with cartoons or other logos. Please wear proper closed toe footwear that provides comfort and support.

On physical exam days, students should dress to allow his/her partner to perform examinations. For the women, loose t-shirt, sports bra and shorts. For the men, loose t-shirt and shorts are appropriate.

In general, students should dress modestly at all times and should avoid attire that is potentially offensive to the public, peers, instructors, patients, or faculty.

The above guidelines represent minimum standards for dress and appearance to ensure that students present a positive and professional image. Students should police themselves in all professional matters including the dress code. If a student is approached by faculty concerning inappropriate dress, there will be one warning and if there is a 2nd offense it will be considered a professionalism violation and documented on the student's professional assessment form.

Dress Code for Clinical Phase

Students may not wear any pierced jewelry except in the ears. All jewelry will be minimal and in good taste. Each student must have a watch with a second hand. No perfume, cologne or after shave is allowed. Nails will be clean and cut short. Hair should be neat, clean, and of naturally appearing color. Hair should be styled off the face and out of the eyes. Longer hair should be secured to avoid interference with patients or work duties. Facial hair must be neatly trimmed. Men must wear slacks and a collared shirt. If the preceptor commonly wears a tie, the student should also. Women must wear business attire to include slacks or skirt and top that is conservative and does not bare the midriff or show excessive cleavage. Shoes must be closed toe. Sneakers may only be worn with scrubs. All students must wear their white coat with identification to include their name, program, and the status of a PA student.

Any infraction of this policy will be brought to the attention of the student by any member of the PA Department. Should the student fail to remediate, the infraction will be brought in writing to the Program Director who will then counsel the student. Failure to remediate following counseling by the Program Director will lead to an unsatisfactory Professionalism assessment. Inappropriate attire in the clinical setting will cause removal from that setting until the student corrects their dress.

Policy on Work / School

The PA program is rigorous and requires the presence of students at all didactic courses and clinical rotations. Many hours are committed to classroom work with additional hours dedicated to self-study which requires the student to focus solely on their commitment to their studies. For this reason, the program **strongly discourages** outside employment while enrolled in the program, as outside employment may interfere with the quality of a student's academic performance. Students may work within the institution through participation in the Federal Work Study Program as long as such work will not interfere with their academic pursuits.

PA students with specific prior knowledge, experiences, and skills may volunteer to assist faculty in didactic and laboratory terms to share their knowledge and skills but must not substitute for or function as: a) instructional faculty and b) clinical or administrative staff.

Social Media and Social Networking Sites

Social media platforms—including LinkedIn, Facebook, X (Twitter), TikTok, Instagram, Snapchat, YouTube, blogs, and similar sites—are powerful tools for communication and networking. As a TUN PA student, your online presence directly reflects your professionalism, your future career, and the reputation of the PA Program.

As future healthcare professionals, PA students must understand that social media activity can have lasting impact. It is the responsibility of each TUN student to understand that posting certain information is not only unprofessional and/or unethical but can also be illegal. Students are liable for anything they

post to social media sites, and the same laws, professional expectations, and guidelines are expected to be maintained as if you were interacting in person. Professionalism and ethical conduct extend to all online environments.

Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.

The following guidelines have been developed to outline appropriate standards of conduct for your use of social media, your future professional role, and the reputation of our program.

- Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting.
- Think before posting as your reputation can be permanently affected by the Internet and email archives.
- Social networking is permanently timed and tracked. Therefore, in order to respect work commitments, social networking during class, program activities, and clinical time is strictly prohibited.
- HIPAA laws apply to ALL social networking so it is the utmost priority to protect patient privacy by not sharing information including photographs, text, video, or audio.
- Posting any information that could identify a clinical/experiential site, a preceptor, or a patient at a site.
- Reporting private (protected) academic information of another student or trainee. Such information might include, but is not limited to: course grades, narrative evaluations, examination scores, adverse academic actions, or information about test content or OSCE topics.
- Protect your own privacy as to not let outsiders see your personal information.
- If you state (or represent by your attire) a connection to Touro University, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the Touro University PA Program.
- All laws governing copyright and fair use of copyrighted material must be followed.

TUN does not actively monitor online activities of the student body; however, unprofessional issues could be, and have been, brought to the attention of the Division of Student Affairs and/or Program Director through a variety of mechanisms. Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the program.

Students are prohibited from communication with instructors or faculty via any form of social media.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the PA Program through social networks. Any communication with outside news reporting agencies related to Touro University Nevada must be preapproved by the Program Director and the Touro University Nevada Communications department.

Computer Services

To effectively support faculty and students, a policy governing computer use and Technology Department support is necessary. The Technology Department is responsible for all on-campus computing services and provides both direct and indirect support to students in a variety of ways. All PA program students

and faculty are required to comply with the standards and expectations outlined in the Information Technology Services section of the TUN University Catalog <https://tun.touro.edu/programs/university-catalog/>.

Student Grievances

There may be an occasion when a student has a grievance against a faculty member, the School of PA Studies, or the administration of TUN. These grievances must be addressed.

Grievances against Faculty Member(s)

When a student has a grievance against a faculty member, the student is encouraged to communicate directly with the specific faculty member. Should this prove to be unsuccessful, or the student does not feel comfortable in doing so, the student should present the grievance to their faculty advisor. The faculty advisor will then confer with the faculty member and Program Director. A final decision on the resolution of grievance will be made by the Program Director. Should the student not be satisfied with the decision the next level is an appeal to the Dean of the College of Health and Human Services.

Grievance against the School of Physician Assistant Studies

If a student has a grievance against the School of PA studies or the Program Director, the student is to confer directly with the Program Director. Should this prove to be unsuccessful, or the student does not feel comfortable in doing so, the student should present grievance to the Dean of the College of Health and Human Services.

Grievance against TUN Administration

Should a student have a grievance against the administration (Bursar, Registrar, Financial Aid and Admissions), the student should discuss the problem with the individual administration member. The student should also notify the Program Director to help facilitate communication to the appropriate administrative level.

Policies and Procedures Located in the TUN Catalog

Please see the current TUN University Catalog, <https://tun.touro.edu/programs/university-catalog/> for the following information, including all appendices, which you are required to be familiar with:

- Criminal Background Check
- Disability Services
- Drug Test Policy
- Guidelines for Access to and Disclosure of Educational Records
- Student Grievance
- Leave of Absence
- Student Health Insurance
- Student Health Center
- Student Immunization
- Student Counseling Services
- Student Organizations
- Suspension Policy
- Student Government Associations
- Sex/Gender-Based Discrimination and Harassment
- Sexual Misconduct Offences
- Title IX

- Transfer Credit and Credit for Experiential Learning
- Tuition/Financial Aid

Pi Alpha Honor Society

Pi Alpha is the national physician assistant honor society organized for the promotion and recognition of significant academic achievement, leadership, research, community/professional service and related activities, and the encouragement of a high standard of character and conduct among both physician assistant students and graduates.

Touro University Nevada Master of Physician Assistant Studies program is a chapter member of Pi Alpha. The Chapter Council is the sole, responsible governing body at this level and consists of the program director, faculty, and others deemed appropriate by the individual chapter. The Chapter Council determines who is eligible for membership in accordance with Pi Alpha by-laws and submits a list of nominees to the Pi Alpha national Advisory Committee who approves the membership.

There are four categories of official Pi Alpha membership: student, alumni, faculty, and honorary. Each type of membership requires approval by the Advisory Committee. At a minimum, the following requirements must be met:

Student	Must be in good academic standing with proven excellence defined as a minimum GPA of 3.5 on 4.0 scale. No failures during the program and/or professionalism issues. Total number shall not exceed 15% of graduating class during professional phase (rotations) of education. Demonstrated excellence in research, publishing, community/professional service, or leadership activities
Faculty	Full time member with 3 years' experience with a PA program Fulfilled criteria of distinguished scholarship, as well as leadership or service to a PA program or the profession
Alumni Honorary	Same as for current students Those who have rendered distinguished scholarship as well as leadership or professional service to the PA profession and are not eligible for election through other means. Only one (1) per graduating class

Eligible students will be notified by email from the Director of Clinical Education or Program Director three (3) months prior to graduation and asked to submit a resume and personal essay demonstrating leadership, scholarship, and community/professional service. Included in this essay should be a detailed account of leadership, scholarship, and service (i.e., leadership positions held, and contributions made within that position, poster/podium presentations, manuscripts submissions, number of service hours and populations served. Students will not be able to use community medicine and/or international rotations as part of their submission).

Eligible students interested in applying for Pi Alpha Honor Society should submit required documents to the Director of Clinical Education or Program Director within two (2) weeks of receipt of the eligibility letter.

Submissions will be reviewed by the program faculty and approved by the Program Director. PAEA Pi Alpha will be notified of faculty recommendations two (2) months prior to nominee's graduation.

Full-time faculty members considered for membership will be evaluated at their annual review. Submissions will be made by the Program Director and reviewed by the Dean, College of Health and Human Services.

Submission for honorary and alumni members may be done by any faculty or alumni and will be given to the Program Director. Nominees will be reviewed by the core PA faculty (full time faculty).

Physician Assistant Professional Oath

I pledge to perform the following duties with honesty and dedication:

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

These duties are pledged with sincerity and upon my honor.

Appendices: Program Forms

TOURO UNIVERSITY NEVADA PHYSICIAN ASSISTANT STUDIES

Student Declaration of Understanding

Name: _____ (please print) Date: _____

A. TUN PA Student Agreement to Code of Conduct

As a TUN PA student, I agree to abide by the TUN Student Conduct Code while enrolled as a student at Touro University Nevada. By doing so, I acknowledge that my personal conduct affects my status as a TUN PA student as well as my professional conduct in the clinical/academic settings. Violation of the Student Conduct Code may result in disciplinary action up to and including dismissal from the PA Program.

Initial: _____

B. Technical Standards

To the best of my knowledge, I DO NOT have any condition (mental or physical) which will compromise my ability to provide safe patient care. Furthermore, I have reviewed the technical skills documented in the Student Handbook and agree to inform the PA Program Director and/or Director of Academic Education of any changes in my physical, psychological or emotional condition.

Initial: _____

C. Classes / Academic Terms Attendance

I understand the attendance policy as outlined in the TUN PA student handbook. I am expected to attend all classroom terms, clinical experiences, examinations, labs, group terms, service events and any other academic term required by the TUN PA program regardless of location. The policy for reporting planned and unexpected absences has been explained.

Initial: _____

D. Malpractice and Health Insurance

1. I understand that, while attending the TUN PA Program, PA students are covered under an “umbrella” malpractice policy and that the University provides evidence of such malpractice coverage to each clinical rotation site. Furthermore, I understand that my clinical experiences will be limited to those approved by the TUN PA Program.

Initial: _____

2. I understand that it is a requirement to maintain health insurance while enrolled as a student in the TUN PA Program and that I will provide documentation upon request.

Initial: _____

E. Communication

I understand that email is a primary means of communication for the TUN PA program. I also understand that the PA Program primarily utilizes student issued email addresses for this communication. I will check my TUN email on a regular, daily basis. Furthermore, I understand

that I may be subject to disciplinary action for failure to respond to faculty or staff communications in a timely manner. I will use phone communication for emergency/urgent situations.

Initial: _____

F. Contact Information

I understand that while a student of the TUN PA Program, I need to keep all contact information (address, phone number(s) current with the program support staff.

Initial: _____

G. Out-of-State Rotations

I understand that completing a rotation out-of-state is a privilege and not a right. The student must be in good standing academically and professionally with the program. I further understand and acknowledge that if I am approved for an out-of-state rotation that I may be required to return to Nevada at any time and for any reason at the discretion of the Director of Clinical Education or the Program Director.

Initial: _____

H. Appearance and Attire

I understand the Professional Dress Code Policy of the TUN PA Program as stated in the Student Handbook. I will abide by the policy of the PA Program and will refrain from wearing restricted item(s). I understand that violation of the TUN PA Program Professional Dress Code Policy may result in disciplinary action. Repeat violations are subject to disciplinary action by the Progress and Advancement Committee.

Initial: _____

I. TUN PA Student Handbook

I acknowledge that I have received the electronic version of the Touro University Nevada PA Program Student Handbook and have reviewed the contents and had an opportunity to ask questions about policies & procedures contained in the handbook. Furthermore, I attest that I understand and agree to comply with all provisions outlined in the Handbook including the academic and professional behavior requirements.

Initial: _____

J. TUN University Catalog

I have reviewed the Policies and Procedures located in the TUN catalog. I further attest I have reviewed and understand the policies listed in the Appendices section of the TUN catalog including the Academic Integrity Policy which includes Plagiarism and the Occupational Exposure Policy which includes accidental needle sticks and I agree to comply.

Initial: _____

K. Egregious Actions

As a TUN PA student, I attest to understanding that particularly egregious actions could result in penalty including immediate dismissal, as outlined in this handbook and in the TUN catalog:

- Facilitating a situation that could seriously jeopardize the safety of student, staff, patients, or coworkers
- Engaging in conduct construed as unethical
- An arrest and/or conviction while a student in the PA program

Initial: _____

L. Work Policy

As a TUN PA student, I understand the program strongly discourages outside employment. I may work within the institution while participating in the Federal Work Study Program as long as such work will not interfere with their academic pursuits.

Initial: _____

M. Exchange of Information

As a TUN PA student, I acknowledge and give permission for faculty/staff of the PA Program to use email/fax to provide or exchange non-directory information such as grades, assignments, immunization records, and other course related information with me and/or clinical sites (clinics/hospitals) during my enrollment in the Program. I understand that there is no guarantee of confidentiality on the Internet and it is possible for a third party to gain access to this information.

Initial: _____

I have attended the Touro University Nevada PA Program Orientation, and I have read, understand and will abide by, the rules, policies and procedures in the Student Handbook (effective July 2026) and the TUN Catalog as set forth by Touro University Nevada and the Touro University Nevada Physician Assistant program.

Student Signature _____ Date _____

Program Director _____ Date _____



Absence Request Form – Didactic Year

Please submit completed form to the Director of Academic Education

Student's Name:

PA Class:

Email:

Phone:

Today's Date:

Absence Request Date:

Through:

Please check type of absence requested and reason for request:

Excused Absence (as defined in the student handbook):

_____ National, Regional, or State professional meetings pre-approved by program director

_____ Mandatory Court Appearances

_____ Medical Appointments, approved 2 weeks in advance to include appointment time

_____ Unforeseen Illness

_____ Family/Medical Emergency

_____ Funerals of immediate family members

_____ Military obligations on orders (National Guard/Reserve)

_____ Community Outreach / MHC event: _____

_____ Other absence approved by Program Director _____

☐ **APPROVED**

☐ **DENIED**

Signed: _____

Director of Academic Education

Date: _____



Approved Absence Form – Clinical Year

Please submit completed form to the Director of Clinical Education

Today's Date: _____

Student's Name: _____ PA Class: _____

Phone: _____ Email: _____

Absence Request Date _____ through _____

Please check type of absence requested and reason for request:

Excused Absence (as defined in the student handbook):

- ☐ National, Regional, or State professional meetings pre-approved by program director
- ☐ Mandatory Court Appearances
- ☐ Medical Appointments, approved 2 weeks in advance to include appointment time
- ☐ Unforeseen Illness
- ☐ Family/Medical Emergency
- ☐ Funerals of immediate family members
- ☐ Military obligations on orders (National Guard/Reserve)
- ☐ Other absence approved by Program Director

Personal Day: Each student in the clinical year is authorized 3 personal days per clinical year. Personal days must be requested at least 3 weeks prior to the start of the rotation from which the student will be absent.

Please check which personal day requesting (1, 2, or 3):

Personal Day 1 ☐ Personal Day 2 ☐ Personal Day 3 ☐

Reason Personal Day: ☐ APPROVED ☐ DENIED

Signed _____ *Date:* _____

Professionalism Assessment Form

Student:

Class:

Faculty advisor:

	Term							
	1	2	3	4	5	6	7	Summative
1. Accountability Punctual (attendance, tasks, communication) Compliant (policies, procedures, rules) Self-directed Reliable Accepts responsibility for own actions								
2. Learning and adaptability Strives to meet and exceed expectations Able to identify own strengths and weaknesses Acts upon constructive feedback and guidance Shows growth and self-improvement								
3. Interpersonal relationships Relates well to others Sensitive to the needs of others Contributes effectively to teamwork Maintains appropriate boundaries Manages emotions in difficult or stressful situations								
4. Integrity and respect Honest in academic and professional contexts Adheres to ethical principles Considerate Dresses and grooms appropriately Uses professional language								
Professional engagement a. Takes on leadership roles b. Advocates and helps others c. Active in organizations or communities d. Shows strong sense of service								
Date completed								
Date signed								
Student initials								
Faculty advisor initials								
Program director initials								

Score categories 1 through 4: NC – no concerns, 1 – minor infraction, 2 – repeated minor, 3 – single major infraction, 4 – major infraction pattern. Provide an explanation of any infraction below.

For professional engagement, enter letter(s) that apply each term (a – d). If none, leave the cell blank. Briefly note specifics of engagement below.

S1	
S2	
S3	
S4	

Infractions – Categorization System

Infractions are classified as Minor or Major, based on intent, frequency, severity, and potential impact.

Minor Infractions

Definition:

A lapse in professionalism that is typically isolated, unintentional, or low-risk, and does not compromise patient safety or violate core ethical principles.

Examples:

- Arriving late to class, clinical site, or meetings without appropriate notification
- Failure to wear proper attire (e.g., missing name tag or scrubs out of dress code)
- Occasional lack of preparation for academic or clinical activities
- Using casual or overly informal language in academic settings
- Infrequent failure to respond to faculty emails in a timely manner

Response:

Verbal warning or written documentation with remediation plan; educational counseling or professionalism reflection assignment.

Major Infractions

Definition:

A serious breach of professional conduct that may be intentional, repeated, or pose risk to patient care, violate legal/ethical standards, or damage the reputation of the institution.

Examples:

- Breach of patient confidentiality or HIPAA violation
- Academic dishonesty (e.g., cheating, plagiarism)
- Falsifying documentation in the clinical setting
- Insubordination or hostile conduct toward faculty, preceptors, or peers
- Unexcused absences from clinical duties
- Impaired performance due to substance use

Response:

P&A meeting; actions consistent with the university's policies and procedures

Level	Description	Examples
Level 1	Minor lapse	Late arrival, dress code violation
Level 2	Repeated or escalated minor	Recurrent tardiness despite warning
Level 3	Major single event	Cheating, HIPAA breach
Level 4	Severe/repeated major	Pattern of unprofessional conduct or unsafe behavior

TUN PA Program Competencies for Entry Level Practice

The Touro University Nevada Physician Assistant (PA) program competencies align with the competencies established for the Physician Assistant Profession as developed jointly by the National Commission on Certification of Physician Assistant (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the Physician Assistant Education Association (PAEA), and the American Academy of Physician Assistant (AAPA). Upon completion of the Touro University Nevada Master of Science in PA Studies program, graduates are expected to achieve the following competencies for entry level practice:

Medical knowledge (MK)

1. Recognize etiologies, risk factors, underlying pathologic process, and epidemiology associated with medical conditions.
2. Demonstrate fundamental medical knowledge and its application through evidence-based medicine, current guidelines and standards, and informed clinical judgement.
3. Apply pharmacological and non-pharmacological modalities in the management of medical conditions.

Clinical and technical skills (CTS)

1. Elicit comprehensive and focused patient histories and perform general and problem focused physical examinations.
2. Interpret laboratory data, radiologic studies, electrophysiology studies, and other diagnostic tests essential for patient evaluation.
3. Perform medical and surgical procedures essential to their area of practice.

Clinical reasoning and problem-solving abilities (CRPS)

1. Integrate patient history, physical findings and diagnostic studies to formulate differential diagnoses and appropriate clinical intervention.
2. Demonstrate the ability to critically appraise clinical and research literature to inform evidence-based practice.

Interpersonal skills (IS)

1. Provide counseling and health education aimed at disease prevention and health maintenance.
2. Demonstrate professional and effective communication with peers, faculty, patients, and medical team members.
3. Demonstrate emotional competence and honesty in difficult conversations with peers, faculty, patients and colleagues.
4. Demonstrate respect, empathy, and humility when interacting with patients and their families.

Professional behaviors (PB)

1. Demonstrate principles of ethical integrity in all aspects of education and practice.
2. Demonstrate the ability to work collaboratively with peers, faculty and health professionals in a climate of mutual respect, dignity, and trust.

3. Describe the healthcare funding sources and payment systems that affect patient care.
4. Advocate for quality patient care and assist patients in navigating healthcare system complexities.
5. Accurately and comprehensively document information regarding care for medical, legal, quality, and financial purposes.
6. Define legal and regulatory requirements governing PA practice and the role of the PA.
7. Demonstrate professional growth through self-analysis and reflection.

Society, Community and Population Health (SCPH)

1. Recognize the various factors that influence the health of individuals, communities, and populations.
2. Explain the need for community engagement and multi-sector collaboration in achieving health.

Sources:

PAEA Core Competencies for New Physician Assistant Graduates (2018). [pdfhttps://paeaonline.org/wp-content/uploads/2021/01/core_competencies-new-pa-graduates-092018.pdf](https://paeaonline.org/wp-content/uploads/2021/01/core_competencies-new-pa-graduates-092018.pdf)

ARC-PA, NCCPA, PAEA, AAPA. Competencies for the Physician Assistant Profession. (2012). <https://www.aapa.org/career-central/employer-resources/employing-a-pa/competencies-physician-assistant-profession/>

ARC-PA Compliance Manual for Entry-Level PA Programs. (5th edition, 2020). <https://www.arc-pa.org/wp-content/uploads/2024/12/ARC-PA-Compliance-Manual-December-2024.pdf>