School of Physician Studies
Student Handbook

Revised: 6/2023

Touro University Nevada
School of Physician Assistant Studies

STUDENT HANDBOOK
POLICIES AND REQUIREMENTS

Class of
2025

It is the policy of the Physician Assistant Studies Program to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must possess the academic credentials and professional attributes deemed essential by the Program Admissions Committee for selection to the Program.

The Student Handbook contains policies and requirements which govern academic performance and student conduct for all students who are enrolled in any phase of the 28 months of the Program. These policies are unique to the Program and are designed to promote standards for academic competency, professional discipline and personal responsibility. It presents the parameters of achievement and behavior the Program faculty expects of its students.

All policies and requirements in this handbook are effective for all students enrolling in the July 2025 class and thereafter. It is the responsibility of all students to be knowledgeable about these policies as well as all published requirements and standards set forth by the Touro University Nevada TUN Catalog. The student will be required to sign a declaration which states that 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 Program, and agrees to be governed by these policies and requirements for as long as the student is enrolled.

The Program reserves the right to make changes at any time in this handbook or in the requirements for admission, graduation, tuition, fees and any rules or regulations. The Program also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the program.

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Mission Statement

The mission of the Physician Assistant Program at Touro University Nevada is to develop competent and compassionate physician assistants by providing students with education and experiences that support professional excellence and engagement with underserved communities.

Goals of the Physician Assistant Program

The PA Program strives to achieve the following goals:

1) Educate, support and prepare competent, well-rounded health care providers for successful transition to practice of medicine.
2) Pursue diversity of people, and educational experiences.
3) Foster service to community and underserved populations.

Academic Professionalism

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.

A student is required to behave professionally and with integrity during their tenure while enrolled at Touro University Nevada (TUN). The Physician Assistant (PA) Program abides by the "Student Code of Conduct" as written in the TUN Catalog (Appendix C). Students who violate the "Student Code of Conduct" are subject to the Conduct Sanctions as outlined in the TUN catalog, Appendix C.
https://tun.touro.edu/programs/university-catalog/

Academic Integrity

The Physician Assistant Program abides by the "Academic Integrity Policy" as written in the TUN Catalog (Appendix E) which includes plagiarism. Students who violate the "Academic Integrity Policy" are subject to sanctions as outlined in the TUN catalog, Appendix E.
https://tun.touro.edu/programs/university-catalog/

Professional Competencies

The TUN PA Program competencies for entry level practice (see Appendix) include the effective and appropriate application of:
- Patient-centered practice
- Professional and interprofessional collaborative practice

- Health literacy, communication, and lifelong learning
- Legal and financial aspects of healthcare systems
- Society, population health and cultural competencies

Students are expected to accrue and demonstrate these competencies during formal PA education.

Overall Evaluation of Student Performance

The faculty of the School of Physician Assistant (PA) Studies 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 course of study 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.

Progress and Advancement (P&A) Committee

As needed and during each session, the Progress and Advancement (P&A) Committee convenes to discuss the performance of PA students during their didactic coursework, clinical rotations, and their professional behavior throughout the Program. The P&A Committee is Co-chaired by the Director of Academic Education for the didactic year students and the Director of Clinical Education for the clinical year students. The Committee also includes PA core faculty members and the Associate Director of Clinical Education (for clinical year students). Ex officio committee members include the Program Director, the Dean of Students and a representative from the Office of Academic Services and Institutional Support (OASIS). The P&A Committee abides by the "Academic Standards" as written in the TUN catalog.
https://tun.touro.edu/programs/university-catalog/

Technical Standards

The abilities and skills which candidates and students must possess in order to successfully complete the training associated with PA education is referred to as the "Technical Standards." The five categorical areas listed below represent the essential qualities that are considered necessary in order for students to achieve the knowledge, skills, and levels of competency stipulated for graduation by the faculty and expected by the PA profession. Prior to

matriculation, all 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 and students for the PA Program must possess the following abilities and skills:

I. **Observation**

    a. Accurately and in entirety observe patients both at a distance and close at hand. This ability requires functional vision, hearing and somatic sensation.

    b. Ability to visually observe materials presented in the classroom, laboratory environment and various settings to include audiovisual presentations, written documents, microbiology cultures, microscopic examination of microorganisms, tissues and gross organs, and diagnostic images (e.g. ECG, X-ray, C.T.).

II. **Communication**

    a. Effectively speak, hear, and observe patients in order to elicit information, perceive nonverbal communication, and describe changes in mood, activity and posture.

    b. Communicate effectively and sensitively with patients and their families through oral and written language.

    c. Communicate accurately and efficiently in oral, written, and electronic form with members of the healthcare team.

    d. Display effective writing, reading, and verbal skills.

III. **Motor**

    a. Elicit information from patients by palpation, auscultation, percussion, and clinical diagnostic maneuvers.

    b. Execute movements required to provide general medical care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium, and sensation.

    c. Properly use clinical instruments and medical devices for therapeutic intervention (e.g. stethoscope, ophthalmoscope, venipuncture and intravenous equipment, gynecologic speculum, suturing and casting equipment).

    d. Possess physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing, and/or rapid ambulation.

IV. **Critical Reasoning Skills**

    a. Demonstrate the ability to measure, calculate reason, analyze, and synthesize information.

    b. Demonstrate the ability to acquire, retain, and apply new and learned information.

    c.   Demonstrate appropriate judgment in patient assessment, diagnosis, monitoring, evaluation and intervention including planning, time management, and use of resources.

    d.   Comprehend three-dimensional relationships and understand the spatial relationships of structures.

In order to complete the PA Program, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

V. Behavioral and Social Attributes

    a.   Possess the emotional health required for full utilization of intellectual abilities, exercise good judgment, and promptly complete all responsibilities associated with the diagnosis and care of patients.

    b.   Demonstrate mature, receptive, and effective relationships with faculty, staff, patients, fellow students, and members of the health care team.

    c.   Possess qualities of flexibility and adaptability in functioning in an environment of uncertainty inherent in the clinical problems of many patients.

    d.   Demonstrate the capacity to tolerate taxing workloads and function effectively under stress.

    e.   Display the personal qualities of compassion, integrity, commitment, motivation, and genuine concern for others that are intrinsic to the medical profession, and will be assessed during the admissions and educational process.

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.

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.

During enrollment, the program's Progress & Advancement (P&A) Committee will monitor students for continuing compliance with the technical standards. 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.

Policies and Procedures

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 professional evaluations. 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
8. 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.

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

Didactic Phase (session 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 by the Program Director.
Clinical Phase (session 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 by 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 and must be in "good academic standing" (73% or better) for the courses they will miss.

The student/student organization must accomplish the following to be approved:
1. Students who desire to attend an event must obtain a 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. 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.

Tardiness

Promptness is another trait the healthcare practitioner must display. Not only does tardiness in class disturb the lecturer and student body, it reflects a lack of professionalism. A student arriving 5 or more minutes late to class is tardy. Excessive tardiness will negatively impact the student's professional evaluation and will result in a meeting with the Program Director.

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 deceleration. 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 Promotion and Advancement (P&A) Committee.

Formal documentation is required before deceleration can be granted. The student must discuss deceleration 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 (TUN 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 shall adhere to the policies in the TUN Catalog. A student requesting a leave of absence without deceleration, should follow the Leave of Absence policies outlined in the TUN 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 session 1 and a 3.0 or better in session 2 thru 4, 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.

See the Student Conduct Code in the TUN catalog (Appendix C) regarding professionalism.

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.

Academic Warning
Didactic phase session 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 reasons. This letter is meant to be an early notification to initiate intervention and provide assistance to at-risk students. A student who receives three (3) consecutive academic warning letters, regardless of failure of a course, will be placed on academic probation.

Clinical phase session 5 thru 7 - A student may receive a letter of Academic Warning should the program, 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

<u>Didactic phase session 1 thru 4</u> - 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 Checklist and satisfactory complete of all non-graded and graded assignments and courses. Failure to do so or the receipt of a successive academic warning would require a review by the P&A Committee and may result in dismissal from the program.

<u>Clinical phase session 5 thru 7</u> **-** 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 may be referred to the P&A Committee for evaluation 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 required following a course failure. 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 basis after considering all pertinent circumstances, review of the cumulative academic record, and consultation with the student's instructor and advisor.

Any didactic course failure that is successfully remediated will result in a maximum grade of 73%. Any clinical course failure will result in a maximum grade of low pass for course rotations and pass for electives.

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

Academic Progression – A student must fulfill academic requirements prior to progressing to the next session of the program.
   A. End of each session (didactic phase) – A student must complete all coursework with a passing grade of 73% or as specified in the syllabus.
   B. End of session 1 (didactic phase) – A student must maintain a GPA of 2.5.
   C. End of session 2 thru 4 (didactic phase) – A student must maintain a GPA of 3.0.
   D. End of didactic phase – A student must be in good academic and professional standing as defined by the university. If a student is not in good academic standing, they may not be able to progress to the clinical phase session 5 thru 7. 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.
   E. End of clinical phase – A student must pass and complete all clinical coursework and a summative examination prior to the conclusion of their clinical year and program completion. Students who do not pass the summative examination will be referred to the P&A Committee and may be required to repeat the examination and/or be delayed in graduation from the program until further review by the P&A Committee.

Didactic Phase Session 1 thru 4
The following provisions shall govern the students and faculty during the didactic phase.

Clinical Medicine Course Exam Failures per Session
   • Second exam failure the student will be referred to the P&A Committee and receive 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 will automatically result in course failure. The student is placed on Academic Probation and referred to the P&A Committee.

Other Course Exam Failures per Session
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 session during the Didactic phase of education, the student will receive a letter of Academic Warning.

Course Failures
A progression of interventions and consequences during the Didactic phase of education for course failures will be as follows:
   • First course failure – The student will automatically be placed on Academic Probation and required to complete a successful remediation of all course material and approval of

completion by the Course Director. 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, consideration of dismissal from the program.

- Second course failure –Mandatory meeting with the Director of Academic Education to discuss academic progress. The student will be referred to the P&A Committee and a recommendation of dismissal from the program may be made.

Clinical Phase Session 5 thru 7

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.

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

1st Exam Failure – Student will be permitted to remediate the failed EOR exam by completion of a 5-topic High Yield Outline based on the areas of poor performance.

2nd Exam Failure – The student will receive an Academic Warning Letter. 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, the student will be placed on probation and referred to the P&A Committee.   The P&A committee may recommend remediation, deceleration, suspension, dismissal, etc.

3rd 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 an at least 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 confirmed 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 Program Director for review. At the discretion of the Program Director such rotation failures may be referred to the P&A Committee for further actions.

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.

Academic Dismissal- A student is subject to dismissal if they have failed to meet the minimum standards of progress as stipulated in the academic regulations of the Program and University. The Program and University may require dismissal at any time it deems necessary to safeguard its standards of scholarship, to conduct orderly operations, and to ensure a foundation of medical knowledge necessary for safe and effective patient care. Examples of reasons for dismissal may include (this list is not all inclusive):
   A. A student with a grade point average of less than 3.0 at the end of didactic phase.
   B. A student who, having been previously placed on probation, fails to achieve satisfactory progress as defined by maintaining an overall average of 73% or greater in each course during the didactic phase.
   C. A student who, during the didactic phase, has failed a course, and subsequently fails the course remediation.
   D. A student who fails to abide by any of the other terms of their Academic Probation.

Academic Standards/Grade Appeal
An appeals process needs to be in place should a student feel that a decision rendered is unfair. The PA Program abides by the "Academic Standards Policy" and "Grade Appeal Policy" as written in the TUN Catalog.
https://tun.touro.edu/programs/university-catalog/

Examination Protocol
Assessment of the students' knowledge is essential. These assessments not only reflect what the student has learned, but also on the quality and content of the information presented. It is essential that examination decorum be maintained at all times to insure fairness and validity.

Both the student and faculty member/instructor are responsible to ensure that the examination protocol is consistent.

The following are the procedures that are to be followed when administering an examination:

   1. Students are required to be present for all scheduled didactic 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 result in 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 so as 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.
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 now 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 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.

Question and/or Topic Re-evaluation
Students will not be able to view any exam post examination and/or contest a question on any exam. The student will have the opportunity to view a student exam feedback report and discuss topics which may have been missed on the exam with the course director and/or Director of Academic Education.

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 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

Advisement and Counseling

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. Counseling of the student may also be required from time to time should issues arise. It is the responsibility of both the student and faculty member to ensure that regular meetings for advisement occur. Likewise, both parties have the same responsibility should academic or personal issues arise requiring counseling. In the event that 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 from when the student was notified of the failure. It is required that documentation of all counseling/advising sessions be entered in the Program's student record. 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 with 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 Director 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

Exercising personal freedom is one of the most appealing things about graduate school. On rare occasions some students do not understand where to draw the line on individual expression and social interchange. This is a professional program, and it is important to embrace the expectations incumbent of a professional. 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. A**ll cellular phones will be turned on silent <u>before</u>** 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 **<u>not permitted</u>**. (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. Surfing the internet, emailing, chatting, Facebooking, or playing computer games.

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. Violations of the email etiquette will be referred to the P&A Committee for possible disciplinary action.

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. Respond within 24-48 hours of receiving an email.
5. Include a clear, precise subject line that matches the content of the email
6. Avoid using abbreviations for real words ("lol" for laugh out loud), slang, jargon and emoticons.
7. Use proper punctuation and avoid using multiple exclamation points.
8. Avoid using all capital letters as this is perceived as shouting and unacceptable.
9. Messages should be concise and to the point, not lengthy and wordy
10. Use only plain text. Avoid using various fonts and colors.
11. Always include a signature.

Professional Performance Evaluation

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 during the course of the program. Professional performance includes attendance, punctuality, attitude, behavior, appearance, respectfulness to instructors and other students, and listening attentively in class (not talking, emailing, surfing the web, texting, etc.).

Each student will be evaluated for professional performance at the end of each session by the core faculty. A professional 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. P&A evaluations
3. Graduation
4. The Program's self-study report
5. Administrative warning

Each student will be required to meet with their advisor to review the Professional Performance Report and must sign the checklist to indicate that they have been counseled.

End of Course Evaluation

The PA Program supports a continuous self-evaluation process. A process must be in place to gather information in order to critically assess the effectiveness of the instructor and the course presentation.

Two surveys, lecturer and course, will be completed by each student upon completion of each course. Surveys will be conducted online and responses are anonymous. The results of the survey will be made available to each instructor for teaching and self-improvement purposes. The information from the survey will be used for self-improvement endeavors and by the Curriculum Review Committee. The program also holds a course debrief at the end of each session with the PD, Director of Academic Education and three students. Course debriefs allow for the opportunity to discuss the course in greater detail. Written TUN policy in the catalog https://tun.touro.edu/programs/university-catalog/

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. Most of these policies are in the TUN catalog for your review. https://tun.touro.edu/programs/university-catalog/

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 catalog (Appendix D).

Immunizations
All students, at matriculation, must submit proof of immunity either by laboratory evidence or immunization to the Director of Student Health Services. Prior to rotations, the Director of Student Health Services will review the students' status and recommend further immunization if necessary. Student health records information will be housed and managed in the campus student health department. Refer to the Student Immunization Policy and Procedure in the TUN Catalog. The Program follows the CDC recommended guidelines. The student will sign a release so that the Program may maintain a copy of the immunization record.

Students who complete an international clinical rotation elective will be required to follow CDC recommended guidelines for immunization.

Proof of health insurance
Students are required to submit proof of insurance at matriculation and annually. The Division of Student Affairs will maintain a copy of the proof. Refer to the Student Health Insurance Policy and Procedure in the TUN Catalog.

HIPPA and OSHA briefing
Infectious disease and universal precautions briefing
All students are required to attend a HIPPA and OSHA briefing 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
All students prior to matriculation must obtain a Level 1 background check. Prior to rotations the student will certify that there have been no changes to their background check report.

Student Profile and Good Standing Documentation
The program shall complete and send to the preceptor and/or clinical facility a profile of the student. This shall include the student's name, contact information as well as an indication of good standing, prior to the beginning date of the planned clinical experience. This letter will also vouch to the training institution that the student has had BLS, ACLS, HIPPA and OSHA briefing, a toxicology screening, immunizations and a background check. The student will sign a release so that the program may share this information with the preceptor and/or clinical facility. The preceptor and/or clinical facility shall use this information for its own purposes and shall not release the information to any third party.

Mask-fit Testing
Students will complete an OSHA approved mask-fit test

Clinical Rotation Assignments

Students are not required to provide or solicit clinical sites or preceptors. All sites will have the following in place prior to placing a student:
1. Affiliation agreement
2. Faculty information sheet and medical license verification.

The Director of Clinical Education will meet with the students during the didactic phase to discuss the assignment of the sites. Student input is acceptable in regards to familial hardships and geographic preferences, but it is not guaranteed that student preferences will be met. Students are reminded that they must provide their own transportation and housing.
Once a student has been assigned to a preceptor or clinical rotation and that site has been confirmed by the clinical team, the student may not change that site except in the case of a medical or family emergency. Such a request must be submitted in writing and be approved by the Program Director. Students scheduled for rotations out-of-state may be required to come back to Nevada to complete their rotations at any time and for any reason at the discretion of the Director of Clinical Education or Program Director. Students not in good standing academically or professionally may not be allowed to rotate out of the local area.

Many times, students will be required to be cleared by the hospital or surgery center with which the preceptor is affiliated. Students will be required to go to the affiliated hospitals for badging and/or onboarding. The students are required to follow the badging instructions provided by the clinical team. Failure to follow the instructions and meet deadlines may result in the cancellation of a rotation and delayed graduation.

The institution 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 and 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. Those behaviors viewed to be examples of professional misconduct are:

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.

Any 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

The faculty of the PA Program is 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. 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.
2. Overall satisfactory rating on professionalism upon completion of the program.
3. Satisfactory completion of Summative Evaluation no more than 4 months prior to program completion
   a. Satisfactory completion of Summative OSCE
   b. Satisfactory completion of the End of Curriculum (EOC) exam.

4. Satisfactory completion of all Clinical Year Learning Outcomes (CYLOs)
5. Satisfactory completion of all PA Program Competencies for Entry Level Practice
6. Has fulfilled all legal and financial obligations to Touro University Nevada.
7. Has satisfied all financial obligations at the clinical teaching sites, teaching hospitals, and/or other institutions or individuals associated with student instruction.
8. Attends, in person, graduation unless special permission has been granted by the Program Director and the Dean of Students.
9. Recommendation of the P&A Committee with approval of the Program Director

Occupational Exposure / Accidental Needle Stick

The PA Program abides by the "Occupational Exposure Policy" as written in the TUN Catalog (Appendix F) 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 case.
https://tun.touro.edu/programs/university-catalog/

Professional Dress Policy

The PA program adheres to the dress code policy contained in the Catalog. Students must maintain a neat and clean appearance befitting students attending a professional school. Personal appearance must be appropriate to that of a health care professional. PA students must always present themselves in an acceptable manner. A professional image conveys credibility, trust, respect, and confidence to one's colleagues and patients. Violations of the dress code will be referred to the P&A Committee for possible disciplinary action.

PA students are expected to dress in an appropriate manner both in the classroom and in the clinical setting. Being neatly dressed and well-groomed exemplifies a professional appearance. The dress code is described as the attire appropriate for caring for patients. Each student is required to follow the dress code as outlined below:

Dress Code for Didactic Phase

Attire during this training phase 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/midriffs.

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 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 and Head Covering: Hats are not appropriate inside. Head Covers that are traditionally required for religious purposes or to honor cultural tradition are allowed.

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

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.

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.

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 Professional Performance Evaluation. 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 classes and rotations. Many hours are committed to classroom work with additional hours dedicated to self-study. Requiring the full-time attention of the student. For this reason the program strongly discourages outside employment.   It is the concern of the administration that outside employment may interfere with the quality of a student's academic performance. Additionally, students will not be required to work for the TUN PA Program during enrollment. PA students must not substitute for or function as: a) instructional faculty and b) clinical or administrative staff.

Students 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.

Social Media and Social Networking Sites

Online blogs, public mailing lists, and social network sites, and applications including, but not limited to, Facebook, Twitter, Instagram, TikTok, Snapchat, MySpace, Pinterest, LinkedIn (hereafter collectively referred to as social media) are increasingly popular tools for professional communication and social interaction. The TUN PA program recognizes social media as excellent opportunities for students, faculty, and staff to interact both personally and professionally with the latter known as e-Professionalism. While these sites have become a great means of communicating, as health care professionals, TUN students have the responsibility of

being fully aware that use of social media is a potential forum for lapses in professional and ethical conduct.

Online social network sites are not a place where someone can say and do whatever they want without repercussions. Internet postings may be traceable forever.

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. Public postings on social media may have legal ramifications if comments are made by students concerning patients, or if students portray themselves, other students, faculty, staff, clinical instructors, or other colleagues in an unprofessional manner. Postings can be used by the courts or professional licensing boards in the process of decision making. Students must be aware that violation of existing statues and administrative regulations may expose the offender to criminal and/or civil liability, and punishment for violations may include fines and imprisonment. Students must also be aware that offenders may be subject to adverse actions including, but not limited to, a Code of Professional Conduct violation, removal from a clinical/ experiential site, and failure of a course.

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. The TUN student must understand that by identifying themselves publicly using social media, they are creating perceptions about TUN, a clinical/experiential site, and their chosen health profession, and thereby must assure that all content is consistent with the values and professional standards of Touro University Nevada, the PA program and their profession.

The following actions are strictly forbidden:

- Reporting personal health information of other individuals. Removal of an individual's name does not constitute proper-de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, photographs, or type of treatment may still allow the reader to recognize the identity of a specific individual.

- 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.

- Representing oneself inappropriately or as another person.

- Utilizing websites and/or applications in a manner that interferes with learning while on a clinical/experiential site.

- Posting any information that could identify a clinical/experiential site, a preceptor, or a patient at a site.

- Knowingly distribute false evidence, statements or charges against another student, faculty, staff, preceptor, or a clinical/experiential site of TUN.

- Using social media as a means of communicating inappropriate, uncivil, or insulting comments or threats of violence regarding peers, faculty, staff, preceptors, or a clinical/experiential site of TUN.

Personal Blog Websites

The PA Program recognizes the use of personal blog sites documenting life events and opinion. While in the program we ask that the student refrain from discussing the daily events of the PA program. The comments, pictures, and opinions can bring attention to the program that is not always uplifting and encouraging to fellow classmates and staff. If a student's blog comes to the attention of the faculty and/or staff the student can expect a meeting with the Program Director to determine the purpose of the blog and its content.

Computer Services

In order to adequately serve the faculty and student body, a policy regarding the use of computers and support by the Technology department is required. The Technology Department is responsible for all computing services on-campus. Students benefit, directly and indirectly, from the work of the Technology Department in a variety of ways. The PA program abides by the "Information Technology Services" as written in the TUN Catalog under "Campus Life and Student Resources" section.
https://tun.touro.edu/programs/university-catalog/

Student Services

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 academic good 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 by the Program Director three (3) months prior to graduation 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. To note – Students will not be able to use community medicine and/or international rotations as part of their submission).

   This must be submitted back to the Program Director within two weeks of receipt of the letter.

Submissions will be reviewed by the program faculty and approved by the Program Director. The deadline for submission of nominations to the Advisory Committee will be two (2) months prior to the nominee's graduation, per the Pi Alpha by-laws.

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).

Policies and Procedures Located in the TUN Catalog

The following topics are located in the TUN catalog which you are required to be familiar with (including the Appendices). Be sure to review the catalog that pertains to your class.
https://tun.touro.edu/programs/university-catalog/

- Criminal Background Check
- Disability Services
- Drug Test Policy
- Guidelines for Access to and Disclosure of Educational Records
- Leave of Absence
- Student Grievances
- 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

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.

APPENDIX

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 Sessions Attendance**
I understand the attendance policy as outlined in the TUN PA student handbook. I am expected to attend all classroom sessions, clinical experiences, examinations, labs, group sessions, service events and any other academic session 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.   **Exchange of Information**
As a TUN PA student, I acknowledge and give permission for faculty/staff of the PA t 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 2019) 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

TOURO UNIVERSITY NEVADA

School of Physician Assistant Studies

Absence Request Form

Please submit completed form to the School of Physician Assistant Studies
Email: lkato@touro.edu

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)

_____Community Outreach / MHC event: _____

_____Other absence approved by Program Director _____

☐

APPROVED   ☐   *DENIED*

*Signed:*_____*Date:*_____
         Director of Academic Education

School of Physician Assistant Studies
Approved Absence Form – Clinical Year

Please submit completed form to the Director of Clinical Education FAX: 702-777-3894

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
PA Program

Student: **Class:**
Faculty advisor:

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
ALTRUISM				
HONOR AND INTEGRITY				
COMMUNICATION				
RESPECT				
RESPONSIBILITY / ACCOUNTABILITY				
SCHOLARSHIP				
APPEARANCE				
LEADERSHIP				
Date completed:				
Date signed:				
Student Initials				
Advisor Initials				
PD Initials				

Instructions for faculty: Enter a score for each category: 3 = satisfactory, 2 = minor infraction, 1 = major infraction
Comment is required for scores other than 3:

Professionalism Assessment Form – Key

	1	2	3 **Ideal Score**	4	5
Altruism	• More concerned with being well thought of. • Exhibits self-aggrandizement • Criticizes others to make self look better • Lacks personal commitment to medicine with a focus on extrinsic rewards • Does not offer to help colleagues		• Demonstrates supportive behavior • Contributes to team building • Makes significant effort to help colleagues • Demonstrates awareness of and sensitivity to needs of colleagues • Responds to colleagues without consideration of personal benefit • Advocates for colleagues		• Selfless to the point of taking needless risks • Overextends self to own detriment
Honor and Integrity	• Untruthful • Misrepresents position/opinion • Misuses resources • Falsifies data • Plagiarizes • Cheats		• Is forthright • Admits errors and assumes personal responsibility for mistakes • Makes appropriate attribution to source of ideas and accomplishments • Balances authority with humility • Does not participate in activities that subvert education and institutional authority.		• Truthful to the point of insensitivity • Tactless
Communication	• Does not listen • Interrupts when someone is talking • Is not engaged in what others have to say • Lacks desire to pass information to colleagues		• Demonstrates effective listening skills • Develops appropriate relationships with colleagues and faculty • Communicates orally and in written form clearly, effectively and appropriately • Provides information to colleagues that is accurate and timely • Facilitates conflict resolution		• Dominates the conversation • Forcefully places own agenda above others • Does not listen
Respect	• Arrogant • Overcritical of others • Demeans those in subordinate roles • Does not address faculty and staff with appropriate titles • Oversteps personal boundaries		• Respects physical property and environment. • Respects faculty and staff • Respects differences in people • Respects other professionals • Follows accepted etiquette • Maintains personal boundaries		• Obsequious • Goes overboard to please • Attempts to liaison with faculty and staff beyond boundaries
Responsibility and Accountability	• Exhibits a consistent lack of punctually • Does not adhere to guidelines • Does not comply with policies, rules and regulations • Does not attend required sessions • Avoids responsibilities and work		• Arrives on time • Respectfully and tactfully questions unfair policies, procedures, and practices • Attends meetings, appointments, and class. • Complies with policies and rules • Follows up with tasks in area of responsibility • Balances personal needs and obligations		• Values timeliness over quality • Inflexible • Overly reliant on rules • Professional activities compromise personal and/or family life • "Above the law" and not accountable to anyone • Controlling • Self righteous
Excellence and Scholarship	• Aimless • Constantly adrift • Has low standards of achievement • Satisfied to "make do" • Complacent • Does not assume responsibility for learning • Does not seek help		• Well prepared for class. • Thorough • Reads extensively • Solves problems quickly and efficiently • Works well with uncertainty. • Learns from mistakes • Is self-critical and able to identify own areas for learning improvement • Has internal focus and direction • Requests help when needed		• Overly enthusiastic • Cannot balance knowledge with wisdom • Over analyzes • Places too much emphasis on grade
Appearance	• Does not comply with dress code • Consistently untidy in appearance		• Adheres to dress code. • Neat in grooming and hygiene • Projects a positive image		

TUN PA Program Competencies
for Entry Level Practice

BY THE END OF THE PROGRAM PA STUDENTS ARE EXPECTED TO:

1. Patient-Centered Practice
1.1 Know etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
1.2 Demonstrate fundamental medical knowledge and its application through evidence-based medicine, current guidelines and standards, and informed clinical judgement
1.3 Elicit and perform appropriate history and physical examination
1.4 Interpret laboratory data, electrophysiology studies, and other diagnostic tests required to evaluate patient
1.5 Integrate history and physical findings and diagnostic studies to formulate differential diagnoses and appropriate clinical intervention
1.6 Provide counseling and health education aimed at disease prevention and health maintenance

2. Professional and Interprofessional Collaborative Practice
2.1 Demonstrate ethical principles in all aspects of education and practice
2.2 Demonstrate the ability to work collaboratively with peers, faculty and other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust

3. Health Literacy, Communication, and Lifelong Learning
3.1 Demonstrate emotional competence and honesty in difficult conversations with peers, faculty, patients and colleagues
3.2 Demonstrate professional and effective communication with peers, faculty, patients, and medical team members
3.3 Demonstrate the ability to critically appraise clinical and research literature

4. Legal and Financial Aspects of Healthcare Systems
4.1 Understand the funding sources and payment systems that provide coverage for patient care
4.2 Advocate for quality patient care and assist patients in dealing with system complexities
4.3 Recognize and appropriately address system biases that contribute to health care disparities
4.4 Accurately and adequately document information regarding care for medical, legal, quality, and financial purposes
4.5 Understand legal and regulatory requirements and the role of the physician assistant

5. Society, Population Health and Cultural Competencies
5.1 Recognize the cultural norms and social determinants of health affecting the health of the individual, community and populations
5.2 Understand the need for community engagement and multi-sector collaboration in achieving health equity
5.3 Demonstrate respect, empathy, and cultural humility when interacting with patients and their families

Sources:
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/
Englander R, Cameron T, Ballard AJ, Dodge J, Bull J, Aschenbrener CA. Toward a common taxonomy of competency domains for the health professions and competencies for physicians. Academic Medicine. 2013;88(8):1088-1094.

TUN Clinical Year Learning Outcomes (CYLOs)

1. **Goal: The physician assistant student will be proficient in eliciting a pertinent medical history**
1.1   The student will demonstrate the ability to perform a problem-based history
1.2   The student will demonstrate the ability to perform an age-appropriate history
1.3   The student will demonstrate the ability to perform a preventive health history as
1.4   The student will organize the material in an orderly fashion to aid in defining the differential diagnosis
1.5   The student will demonstrate effective interview skills
1.6   The student will demonstrate the ability to utilize alternate means of obtaining historical facts

2. **Goal: The physician assistant student will be proficient in performing physical examination**.
2.1   Upon completion of the medical history, the student will demonstrate the ability to perform a problem oriented physical examination
2.2   The student will demonstrate the ability to perform preventive health examinations as appropriate for the patient demographic

3. **Goal: The physician assistant student will utilize diagnostic modalities when appropriate which are based upon initial impressions determined from the history and physical or are germane to the health screening situation.**
3.1   Given a differential diagnosis, the student will discriminate between different laboratory tests for appropriateness
3.2   The student will assess the usefulness of different diagnostic studies in relation to the disease process
3.3   The student will determine the cost effectiveness of different diagnostic studies in relation to the disease process

4. **Goal: The physician assistant student will formulate a comprehensive management plan that is consistent with the diagnosis and includes diagnostic modalities, clinical therapeutics, clinical interventions, patient education, counseling, and proper referrals.**
4.1   The student will prepare patient records that are clear, concise, understandable, and complete
4.2   The student will formulate a therapeutic plan that is consistent with the diagnosis
4.3   The student will formulate a therapeutic plan that is consistent with acceptable medical practice
4.4   The student will formulate a therapeutic plan involving the patient, other health care workers, family members, and community agencies when appropriate
4.5   The student will formulate a therapeutic plan that supports appropriate clinical therapeutics with consideration to cost, efficacy, possible adverse reactions, contraindications, and drug interactions
4.6   The student will monitor the patient's progress to include checking for patient compliance, adverse reactions, and therapeutic effectiveness
4.7   The student will provide patient education hat is appropriate and is clearly explained to the patient or family effectively
4.8   The student will refer patients to the other services (community agencies, hospital, clinical services, special program, or physician) as appropriate

5. **Goal: The physician assistant student will demonstrate professionalism through integrity, respect, compassion, self-reflection, critical curiosity, and initiative.**
5.1   The student will illustrate good interpersonal relationships with patients
5.2   The student will illustrate a commitment to excellence

5.3   The student observes the principles of cultural competency in the evaluation of patients
5.4   The student illustrates good interpersonal relationships with colleagues
5.5   The student clearly understands the role of the Physician Assistant
5.6   The student demonstrates self-confidence in their abilities
5.7   The student acts as a reliable and dependable members of a team

6.   **Goal: The physician assistant student will complete the above learning objectives in the following specialty areas:**
6.1   Family Medicine
6.2   Emergency Medicine
6.3   Internal Medicine
6.4   Surgery
6.5   Pediatrics
6.6   Women's Health including prenatal and gynecologic care
6.7   Behavioral and Mental health care

7.   **Goal: The physician assistant student will complete the above learning objectives in the following settings**:
7.1   Emergency Department
7.2   Inpatient Setting
7.3   Outpatient Setting
7.4   Operating Room

8.   **Goal: The physician assistant student will complete the above learning objectives in the following patient encounters:**
8.1   Preventive
8.2   Emergent
8.3   Acute
8.4   Chronic

9.   **Goal: The physician assistant student will complete the above learning objectives with patients across the life span to include:**
9.1   Infants
9.2   Children
9.3   Adolescents
9.4   Adults
9.5   Elderly

Methods for Meeting Clinical Year Learning Outcomes (CYLOs)

The program has identified 3 methodologies for measuring the completion of CYLOs in the varied specialty areas.

1.   Logged patient encounters emphasizing the importance of student participation in the evaluation and treatment of the patient (balancing quantity and quality of experience)
2.   Logged time in a clinical rotation evaluated by the program, and deemed appropriate to meet the learning outcomes of a specialty
3.   Simulated patient encounters requiring a summative evaluation of student performance.

In most instances the program prefers to satisfy learning outcomes through a triangulation of data from all 3 methodologies (patient logs, time logs, OSCE evaluation). However, in the event minimum numbers of

encounters and/or hours cannot be logged, the PA program may choose to measure learning outcomes via simulated patient encounters (OSCE/SIM lab).