



TOURO UNIVERSITY

C A L I F O R N I A

COLLEGE OF EDUCATION
AND HEALTH SCIENCES

**Master of Science in Physician Assistant
Studies / Master of Public Health Program
Student Handbook**

Class of 2022

This *Student Handbook* will be your primary source of information for the Program. Read it. Refer to it. Keep it close to you. The Program will expect you to refer to it prior to calling or emailing with a question.

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SECTION I: JOINT MSPAS/MPH PROGRAM GENERAL INFORMATION, POLICIES & PROCEDURES

INTRODUCTION

The *Student Handbook* contains policies and requirements that govern academic performance and student conduct for the Joint MSPAS/MPH Program (the Program) at Touro University California (TUC). These policies are unique to the Program, and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the parameters of achievement and behavior the faculty expects of its students. It is the responsibility of all students to be knowledgeable about Program and TUC policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

The Program and TUC 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. TUC 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 recognition of the gender spectrum, this handbook uses gender-neutral language, where appropriate, including the singular 'they' pronoun instead of 'he/she'.

Please see the [University Catalog](#) for a complete resource on University procedures and policies.

NON-DISCRIMINATION POLICY

Touro University California does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy or childbirth), gender identity or expression, marital status, disability, medical condition, genetic information, age, sexual orientation, ethnicity, veteran status, or any other status characteristic protected by applicable laws in employment, or in admission, treatment or access to educational programs or activities.

To the extent provided by law, the university will reasonably accommodate qualified individuals with disabilities that meet the legal standards for documentation, whenever the individual is otherwise qualified to safely perform all essential functions of the position and meet the academic program technical standards.

ACCREDITATION

Touro University California

Touro University California (TUC), and its branch campus in Henderson, Nevada (TUN), is fully accredited by the [WASC Senior College and University Commission](#) (WSCUC). The WASC Commission reaffirmed Institutional Accreditation in July 2018 after a three- stage review, which demonstrated core commitments to Institutional Capacity and Educational Effectiveness. The next accreditation

review is scheduled for spring 2026.

Joint MSPAS/MPH Program

[The Accreditation Review Commission on Education for Physician Assistants \(ARC-PA\)](#) has granted **Accreditation-Continued** status to the Touro University California Physician Assistant Program sponsored by Touro University California and the Touro College and University System. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA [Standards](#).

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **September 2019**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

Master of Public Health Program

The Touro University California (TUC) Public Health Program is accredited by the Council on Education for Public Health (CEPH). On June 22, 2015, the TUC Public Health Program received notice of accreditation from the Council regarding the decision of its Board of Councilors to reaccredit the MPH Program at TUC for a 7- year term, the maximum period of accreditation for a graduate public health program. Previously, in October 2009, the TUC MPH Program received accreditation from the Council for a 5-year term, the maximum period of accreditation for a new graduate public health program.

DEGREES AWARDED

The Joint Program awards the following degrees:

- Master of Science in Physician Assistant Studies (MSPAS)
- Master of Public Health (MPH)

Upon successful completion of the 33 month program, graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA, www.nccpa.net). After passing the PANCE, graduates become certified Physician Assistants (PA-C) and are eligible for licensure to practice as determined by a state's licensing board.

All students who choose the Comprehensive Exam option will also sit for the [Certified in Public Health \(CPH\) Exam](#).

JOINT MSPAS/MPH PROGRAM

MISSION STATEMENT

Through the integration of the Physician Assistant and Public Health disciplines, the mission of the Joint MSPAS/MPH Program is to:

1. educate quality PAs to work with underserved populations,
2. recruit applicants from these communities or individuals with a demonstrated interest in serving these communities, and
3. increase access to care for underserved populations.

MSPAS OBJECTIVES, GOALS AND COMPETENCIES

Consistent with the *Core Competencies for New Physician Assistant Graduates* <https://paeaonline.org/wp-content/uploads/2018/09/core-competencies-for-pa-grads-20180919.pdf> graduates of the Joint MSPAS/MPH Program will be expected to demonstrate knowledge, proficiency and competency in the following areas and tasks as newly graduated physician assistants:

1. Patient-centered practice knowledge
2. Society and population health
3. Health literacy and communication
4. Interprofessional collaborative practice and leadership
5. Professional and legal aspects of health care
6. Health care finance and systems

In addition to these six building block domains, the task force determined that two other competency domains are also essential in and across each of the other six domains: (1) cultural humility and (2) self-assessment and ongoing professional development.

1. Patient-Centered Practice Knowledge

Intended to help graduates understand that the patient is at the center of care, this domain emphasizes the essentials of medical knowledge in the context of the knowledge needed to care for *individual* patients.

Framing knowledge as needed for the practice of patient-centered care creates an orientation from which all medical knowledge should be considered — that is, based on the needs of the patient. Situating medical knowledge in this way has implications for the new graduate competencies, as well as curriculum and assessments.

A cursory reading of the new graduate competencies may cause some alarm for readers expecting to see a comprehensive list of all of the medical knowledge and clinical skills that have traditionally been listed in competency documents. However, no such list will be found in the Core Competencies for New PA Graduates, and there are at least three good reasons for this omission:

- a. Medical knowledge alone is insufficient. It is not enough to know information for its own sake; rather, new graduates must deeply understand the core knowledge needed to care for patients

and be able to apply it. With a solid foundation of the knowledge needed for patient care, new graduates will then be able to extend their knowledge through lifelong learning and the use of technology.

- b. Not all medical knowledge is essential for patient care. PA curricula should focus on ensuring that new graduates possess and can apply the core knowledge needed to care for patients upon entry into clinical practice. Additional knowledge and skills will be gained as new graduates gain on-the-job experience.
- c. Given the exponential growth in medical knowledge, it is no longer feasible for new graduates to know everything. According to Prober and Kahn, “It is neither possible nor desirable for all students to deeply explore all aspects of biomedical knowledge.” Therefore, PA program curricula should not try to cover as much content as possible. Rather, the scope should be narrowed to focus on the medical knowledge that is essential, thus allowing for deeper understanding of core knowledge that has practical application for better patient care.

Competent graduates will continually refine and revise their knowledge base to ensure they remain abreast of current scientific evidence and best practices in patient care. Demonstrating the ability to continually assess one’s level of medical knowledge and constantly strive to augment it is essential for lifelong learning and delivering quality, patient-centered care.

Graduates must demonstrate the ability to listen to and understand patients’ beliefs and attitudes toward health and health care. Competent graduates understand that their relationship with patients can be affected by differences in power, privilege, and the inequities embedded therein, and they work to ensure that patients are viewed as partners in health. Competent practitioners must be able to develop the professional relationships with their patients that will ensure patient-focused decision-making.

The competent graduate will be able to access and integrate pertinent information from both the best scientific evidence and their clinical expertise, and apply it to the care of the patient in a way that respects the individual needs, desires, care preferences, and values of the patient. In this way, PAs use an evidence-based approach to shared medical decision-making. Developing not only critical thinking and clinical reasoning skills but also critical consciousness is essential for graduates.

Domain Description

Graduates will be able to recognize healthy versus ill patients in the context of the patients’ lives and determine the stage of illness — acute, at risk of illness (emerging), or chronic. Graduates will demonstrate the ability to utilize up-to-date scientific evidence to inform clinical reasoning and clinical judgment.

Competencies

- 1.1 Recognize normal and abnormal health states
- 1.2 Discern among acute, chronic, and emerging disease states
- 1.3 Elicit and understand the stories of individual patients and apply the context of their lives (including environmental influences, cultural norms, socioeconomic factors, and beliefs) when determining healthy versus ill patients
- 1.4 Develop meaningful, therapeutic relationships with patients and their families

1.5 Partner with patients to address issues of ongoing signs, symptoms, or health concerns that remain over time without clear diagnosis despite evaluation and treatment

Essential Skills

- Information gathering
- History-taking
- Physical examination
- Discernment of important versus extraneous information
- Prioritization of actions and clinical care decisions based on information available and the patient's beliefs about their care
- Empathetic listening
- Relationship building
- Evidence-based decision-making

Questions to Consider

- Are graduates able to apply appropriate scientific evidence to patient care?
- Are graduates able to recognize sick versus healthy patients?
- Are graduates able to gather essential and accurate information about patients?

2. Society and Population Health

This domain is intended to ensure that graduates understand how the health of individual patients may be affected by and contribute to the health status of the larger community. Good health care providers are part of the fabric of the community. While caring for individual patients in a health care setting is often the focus of the PA's daily work, new graduates should appreciate the patient's existence within the broader context of society.

A population health approach is required for improving health outcomes and reducing health disparities. Competent graduates will understand how individual patients are affected by the communities in which they live and work. They will also be able to demonstrate an understanding of how their patients contribute to the health of the community and society at large. By understanding the community, environmental, genetic, and other influences on the health of a community, graduates will be able to accept the responsibility for the betterment of the patient populations they serve.

Competent graduates must be aware of their own biases and work intentionally to recognize that their ego and ethnocentric beliefs and norms can impact patient care. They will understand how civic responsibility, patient advocacy, service to the community, diversity of the workforce, and improving the health of underserved populations factor into patient care.

Domain Description

Graduates will be able to recognize and understand that the influences of the larger community may affect the health of patients and integrate knowledge of social determinants of health into care decisions.

Competencies

- 2.1 Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the health of the individual and community being served
- 2.2 Recognize the potential impacts of the community, biology, and genetics on patients and incorporate them into decisions of care
- 2.3 Demonstrate accountability and responsibility for removing barriers to health
- 2.4 Understand the role of structural disparities in causing illness
- 2.5 Engage members of the health care team in the surveillance of community resources to sustain and improve health
- 2.6 Engage the health care team in determining the adequacy of community resources
- 2.7 Reflect on personal and professional limitations in providing care
- 2.8 Exercise cultural humility
- 2.9 Elicit and hear the story of the individual and apply the context of the individual's life (including environmental influences, culture, and disease) when determining healthy versus ill patients
- 2.10 Understand and apply the fundamental principles of epidemiology
- 2.11 Recognize the value of the work of monitoring and reporting for quality improvement
- 2.12 Use appropriate literature to make evidence-based decisions on patient care

Essential Skills

- Patient advocacy
- Patient agency
- Self-advocacy
- Self-agency
- Active community engagement
- Resourcefulness
- Relationship development
- Self-awareness
- Interpersonal skills including influence, empathy, and humility
- Awareness of unconscious biases
- Information gathering
- Discernment of important versus extraneous information
- Prioritization of action steps based on information available
- Awareness of biases and attitudes towards others
- Empathetic listening

Questions to Consider

- Can graduates define key terminology and apply basic concepts of population health?
- Are graduates able to locate and secure resources for patients within a given community?
- Are graduates able to identify personal bias or knowledge deficits that would adversely affect delivery of patient-centered care?

3. Health Literacy and Communication

This domain is intended to underscore the importance of two key tenets required for patient-centered care: (1) the patient's capacity for understanding information about their health and (2) the

ability of the health care provider to communicate with patients to ensure they understand their health and the care they are receiving. These are combined because they are closely connected.

Competent PAs understand the importance of helping and possess the skills to help patients become partners in their health care. Competent PA graduates will also use a variety of techniques to determine patients' capacities for understanding their health and the systems that serve them. For example, new graduates must be able to incorporate an understanding of genetics and pathophysiology as well as the importance of environmental and societal influences on health.

PA graduates must be emotionally intelligent and able to guide how best to communicate with patients, then adjust the content and style of their verbal communication for maximum clarity. Developing strategies to communicate effectively with patients will become increasingly important as demographics shift and reliance on technology continues to increase. Competent PA graduates will need to be able to establish rapport and communicate in meaningful ways with patients, regardless of the modality. In addition, competent PA graduates will need to be able to recognize and overcome linguistic and cultural barriers to effective communication, as well as understand different perspectives and expectations about health and how health care can impact health disparity.

Domain Description

Graduates will be able to communicate with patients as partners who engage in shared decision-making and who communicate, interpret, and express themselves as individuals with unique personal, cultural, and social values.

Competencies

- 3.1 Establish meaningful, therapeutic relationships with patients and families that allow for a deeper connection and create space for exploration of the patients' needs and goals to deliver culturally competent care
- 3.2 Interpret information so that patients can understand and make meaning out of the information conveyed to them
- 3.3 Recognize the need for and governing mandates that ensure patients have access to interpreters and appropriate resources when barriers to communication arise
- 3.4 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- 3.5 Communicate effectively with patients, families, and the public
- 3.6 Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs
- 3.7 Organize and communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible, and checking to ensure understanding

Essential Skills

- Self-awareness
- Knowing when to consult
- Awareness of unconscious biases
- Interpersonal skills

- Active listening
- Patient education
- Cultural competency
- Health literacy
- Trust-building

Questions to Consider

- Are graduates able to demonstrate sensitivity to patient health needs in the context of the patient's life and views on health and health care?
- Are graduates able to establish rapport and communicate with patients to appropriately address the patients' health needs?

4. Interprofessional Collaborative Practice and Leadership

This domain emphasizes that teamwork is key to delivering safe, quality health care, in a way that is complementary to the goals of the provider-patient partnership. PAs are well positioned to coordinate care across health professions and specialties. The profession's identity is grounded in team-based care. PAs have worked in collaboration with their physician and other colleagues since the profession began.

Competent PA graduates will have a firm grasp of the roles of PAs and other team members, and will demonstrate the ability to work effectively in teams, but not for this end unto itself. Rather, effective teamwork begins by ensuring that the goals of the patient remain the focus of the health care team.

As patient advocates, PAs will have to assume a leadership role on a health care team, and they will also need to understand how to contribute to quality patient care by working with other health care professionals. PAs who possess knowledge and skills in this domain will have the self- and team awareness to recognize limitations and rely on other members of the team to provide the highest level of patient care.

Leadership in this context is demonstrated regardless of title or status and is determined by the needs of the patient above all else. Knowing when to lead and when to follow is essential and demonstrates one's ability to value the needs of the patient over self. The ability to determine how to demonstrate leadership requires PAs to be competent in self-awareness, communication, and interpersonal skills.

Domain Description

Graduates will be able to recognize that the patient is at the center of all health care goals and to partner with the patient to define the patient's health care goals.

Competencies

- 4.1 Articulate one's role and responsibilities to patients, families, communities, and other professionals
- 4.2 Redirect the focus of the health care team to the needs of the patient
- 4.3 Assure patients that they are being heard
- 4.4 Ensure patients' needs are the focus over self and others

- 4.5 Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices
- 4.6 Recognize when referrals are needed and make them to the appropriate health care provider
- 4.7 Coordinate care
- 4.8 Develop relationships and effectively communicate with physicians, other health professionals, and health care teams
- 4.9 Use the full scope of knowledge, skills, and abilities of available health professionals to provide care that is safe, timely, efficient, effective, and equitable
- 4.10 Use unique and complementary abilities of all members of the team to optimize health and patient care
- 4.11 Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health and health care needs of patients and populations
- 4.12 Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health

Essential Skills

- Interpersonal skills including humility and beneficence
- Self-awareness
- Effective communication
- Empathetic listening
- Advocacy
- Teamwork
- Relationship building
- Care planning

Questions to Consider

- Are graduates able to work effectively as members of a team to address the patients' health needs?
- Are graduates able to articulate the appropriate scope of PA practice?
- Are graduates able to determine which patients require other team members to participate in the delivery of care to achieve the patient's goals?

5. Professional and Legal Aspects of Health Care

This domain is intended to stress the importance of practicing medicine in ethically and legally appropriate ways and emphasize the need for graduates to demonstrate professional maturity and accountability for delivering safe and quality care to patients and populations. Competent PA graduates will be able to articulate and adhere to standards of care and will possess knowledge of the laws and regulations that govern the delivery of health care in the United States. They will be able to demonstrate professional maturity by attending to the needs of the patient over self-interest. Competency in this domain requires graduates to use self-assessment and metacognitive skills, as well as exercise humility and compassion to provide patient-centered care regardless of the situation. This requires a level of maturity and professional identity that is demonstrated consistently, even in high-stress, ambiguous, and uncomfortable situations.

Domain Description

Graduates will be able to practice medicine in a beneficent manner, recognizing and adhering to standards of care while attuned to advancing social justice.

Competencies

- 5.1 Articulate standard of care practice
- 5.2 Admit mistakes and errors
- 5.3 Participate in difficult conversations with patients and colleagues
- 5.4 Recognize one's limits and establish healthy boundaries to support healthy partnerships
- 5.5 Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care
- 5.6 Demonstrate responsiveness to patient needs that supersedes self-interest
- 5.7 Demonstrate accountability to patients, society, and the profession
- 5.8 Exhibit an understanding of the regulatory environment

Essential Skills

- Interpersonal skills including humility, compassion
- Empathetic listening
- Ethical decision-making
- Integrity
- Accountability
- Humanism
- Responsibility
- Help-seeking behaviors
- Self-advocacy

Questions to Consider

- Are graduates able to demonstrate adherence to standards of care?
- Are graduates able to admit mistakes and take accountability for their actions?
- Are graduates able to discuss and explore ethical issues in a thoughtful, nonbiased manner that respects the autonomy of patients while demonstrating beneficence and non-maleficence?

6. Health Care Finance and Systems

This domain focuses on the essential knowledge and skills needed to successfully navigate the health care system to deliver high-quality, patient-centered care. Competent graduates will understand how the micro and macro systems of health care impact patient outcomes, and they will be able to increase their capacity to improve access to care and quality of care. This requires graduates to not only identify the barriers but to see the avenues to quality care. Competency in this domain requires an understanding of the economic factors that affect access to care, including how to deliver high quality care in a value-based system. Graduates must also demonstrate an understanding of their role and productivity limits and potential and how it impacts the finances of their organizations.

Domain Description

Graduates will be able to articulate the essential aspects of value-based health care and apply this understanding to the delivery of safe and quality care.

Competencies

- 6.1 Recognize that health care is a business
- 6.2 Articulate individual providers' value-add to the health care team in terms of cost
- 6.3 Appreciate the value of the collaborative physician/PA relationship

Essential Skills

- Systems thinking
- Adaptability
- Leadership
- Stewardship of resources
- Help-seeking behaviors
- Reimbursement
- Coding
- Care coordination
- Technology fluency
- Patient and personal safety
- Quality improvement
- Evidence-based practice
- Practice-based improvement

Questions to Consider

- Are graduates able to articulate the defining characteristics of value-based health care and apply this knowledge to care for patients in a cost-conscious, fiscally responsible manner?
- Are graduates able to identify and resolve issues in the health system that affect the quality and safety of patient care?

Cultural Humility

Across each of the six core domains, competent PA graduates must demonstrate the ability to exercise humility, “a state of openness toward understanding and respecting important aspects of other people’s cultural identities.” This requires an awareness of one’s personal and professional beliefs, biases, attitudes, and actions that affect patient care and a commitment to ongoing professional development. To demonstrate cultural humility, according to Tervalon and Murray-Garcia, “health care providers should consider a person’s culture from the individual’s specific view and to be aware and humble enough to ‘say that they do not know when they do not know’ and know when to ask for help.” Integrity is an essential skill under the Professional and Legal Aspects of Health Care.

Cultural humility requires listening to those from different backgrounds while also being aware of one’s own thoughts and feelings about the culture of others. Cultural humility goes hand-in-hand with ongoing professional development because developing it is a lifelong project. Some experts in the field believe that “cultural humility does not have an end point” and therefore requires a commitment on the part of the health care professional to be open to learning from their patients in a true partnership in health care.

Self-Assessment and Ongoing Professional Development

Within each of the six core domains, competent graduates must demonstrate an awareness of their personal and professional limitations and develop plans and interventions for addressing gaps. Being competent in this domain requires self-reflection, metacognition, continuous quality improvement, and recognition of the PA's potential impact for improving the health of individual patients, populations, and society at large.

Competent graduates develop systems and strategies for determining their level of understanding and confidence in addressing patients' health needs. This is an ongoing, continual process that requires discipline and self-control. Graduates must possess the ability to self-evaluate and make a commitment to refining their knowledge throughout their career as practitioners.

MPH PROGRAM

Please see the [MPH Student Handbook](#) for: Vision and Mission Statements
Program Goals and Competencies

GENERAL POLICIES

JOINT DEGREE

All students must complete both the MSPAS and the MPH degree requirements to graduate. The MPH is not optional.

MAXIMUM HOURS/TIME-FRAME ALLOWED

All students are expected to complete degree requirements after having attempted not more than 150 percent of the number of credit hours of course work required for the degree program, rounded down to the nearest credit. If it is determined at any time within a student's course of study that they will be unable to graduate within the 150% time frame, the student will become immediately ineligible for financial aid. Please check with the Registrar and/or the Financial Office with any questions.

ADVANCE PLACEMENT

Advance placement cannot be granted in the Program.

CREDIT BY EXAMINATION

There is no credit by examination for courses taken in other institutions. All students must take all courses in the program and complete the clinical year of rotations in its entirety.

PART-TIME STATUS

The program does not allow a part-time option for incoming students.

TRANSFER OF CREDIT & CREDIT FOR EXPERIENTIAL LEARNING

Transfer of credit is not allowed. No credit will be granted for work related experiences.

TRANSFER STUDENTS FROM OTHER PA PROGRAMS

The Program does not accept transfer students.

ACADEMIC INTEGRITY STATEMENT

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition on which our university system was founded, students and faculty are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic honesty supports our shared intellectual culture and our ability to trust one another. Students must avoid all acts of dishonesty, including, but not limited to:

- cheating
- plagiarizing (presenting the work or ideas of others as your own)
- fabricating (making up information, data, or research results)
- tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
- lying
- working with others when assignments or exams require individual work
- making unauthorized copies of copyrighted material
- facilitating or tolerating the dishonesty of others

Academic dishonesty lowers scholastic quality and adversely affects those who will eventually depend on the knowledge and integrity of our graduates. Failure to uphold the principles of academic integrity negatively impacts the reputation of Touro, the value of each and every degree awarded by the institution, the future success of our graduates, and the quality of patient care ultimately rendered. Students are obliged to adhere to the standards and expectations for academic integrity as delineated by the current [University Catalog](#) under "Student Code of Responsibilities and Rights".

The Touro College and University System views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, from failure in coursework up to and including expulsion from the Touro College and University System. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

Please review the entire policy on Academic Integrity in the current [University Catalog](#).

DISABILITY SERVICES

TUC is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the University. Disabled students' rights are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of TUC to insure that no qualified student with a disability is excluded from participation in or subjected to discrimination in, any University program, activity, or event. If a student feels he or she has been discriminated against because of a disability by another student or by University personnel, he or she has the right to request an investigation into such a matter through the grievance policies and procedures stated in Section II and in the current [University Catalog](#) under "Resolution Process for Disputes and Grievances and Misconduct" and "Policies and Procedures Concerning Requests to Accommodate Disabilities and Complaints Regarding Allegations of Failure to Accommodate and Disability-Based Discrimination". For additional information, see the current [University Catalog](#) under "Policy and Procedure for Accommodating Students with Disabilities".

PARTICIPATION IN EXTRACURRICULAR HEALTH-RELATED ACTIVITIES

Community service is a mission-related activity of TUC and the Joint Program and is encouraged. However, Joint students who wish to participate in health-related extracurricular activities must be properly supervised. Moreover, students must comply with Touro policies regarding participation in official activities when they are scheduled on the Sabbath or on other Jewish holidays that are observed by Touro.

Therefore, this policy sets forth guidelines and an approval process for participation in any health-related extracurricular activity.

- Any student or student group that wishes to participate in an extra-curricular health related activity must contact the Program Director. No activity will be approved unless complete information is provided, addressing the following, including but not limited to: nature and scope of the activity; sponsorship and/or faculty advisor; group to be served; place of the activity; clinical oversight, and the date on which the activity is scheduled to occur.
- The request and information must be provided to the Program Director a minimum of two weeks in advance of the activity. The Program Director will review the request and determine whether the activity is appropriately supervised. No student may participate in a health-related activity without a Touro credentialed healthcare provider being present.
- Participation in activities that are responding to an acute emergency situation may be excluded from the prohibition regarding the Jewish Sabbath and Jewish holidays, but require approval. The Campus Rabbi should be consulted in a timely fashion.
- No person who is covered by the Touro malpractice policy may provide supervision for an extracurricular health-related function that is held on any such day of religious observance, unless it falls under an emergency situation as noted above.
- Documentation of TB clearance, Pertussis vaccination and immunity to MMR, Hepatitis B and Varicella must be verified and approved by the Program.

DRESS CODE

Students must maintain a neat and clean appearance befitting students attending a professional school. While casual attire is acceptable during didactic training, professional attire may be required for certain situations. Scrubs and close-toed shoes are to be worn in the anatomy lab. Hair should be neatly groomed and students must be conscious of personal hygiene. Fragrances (perfume/cologne or aftershave) should not be worn. Nails should be short and clean. Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar, offensive, or contribute to creating a hostile learning environment is considered to be unacceptable attire. Such attire demonstrates inappropriate professional judgment that is subject to review and action by the Program.

DRESS CODE FOR CLINICAL ACTIVITIES

On clinical rotations, students must maintain a professional appearance. Expectations include clean, pressed and conservative attire and good personal hygiene, including short and clean nails. Appropriate clothing includes collared shirts with ties, slacks or skirts with dress shirts, or dresses. Closed-toed shoes are required. Specialty rotations or specific training sites may designate other prescribed clothing such as scrubs and/or tennis shoes. Any clothing, fragrances, or jewelry that may cause a concern with affiliated faculty, hospitals, or patients should be avoided. Students may be asked to change their appearance to conform to the dress code of rotation sites. Short, student, white coats with TUC issued name tags are required.

MEDICAL RECORDS

Information provided by students at matriculation and periodically during their education at Touro University (i.e., immunization and/or blood test documentation, medical history and physical examination forms and tuberculosis clearance and screening forms) is collected and retained by CastleBranch.com in addition to a secure environment by Student Health Services. Immunization and tuberculosis clearance records are also kept by the Program for submission to clinical training sites as requested. However, **all students should retain a copy of all documents for their records**, since these records may be required by a variety of institutions as the student progresses through their professional career.

STUDENT HEALTH REQUIREMENTS

Students must fulfill the matriculation health requirements prior to beginning the program and must remain compliant with the continuing student health requirements for the duration of the program. These requirements, listed in [Appendix D](#), are to assure protection against certain communicable diseases. For safety purposes, students who are non-compliant with requirements may be asked to leave campus until requirements are met.

HEALTH REQUIREMENTS DOCUMENTATION

Immunization records, titers, and TB screening results will be made available, as required, to clinical

preceptors and clinical rotation sites. Students whose immunizations and titers are not up to date will be removed from classes or from clinical rotation(s) until the deficiency is corrected. Some clinical training sites require students with positive latent TB test results to be treated. As a result, students who have not been treated may not be allowed to attend certain clinical rotations, which may result in a delay of completion of the Program.

Matriculation Health Requirements

See [Appendix D](#) for a comprehensive list of health requirements for matriculation to the Joint MSPAS/MPH Program. Immunizations and titers that are recommended, but not required, include:

- Seasonal Influenza Vaccine
- Hepatitis A vaccine 2 dose schedule
- HPV vaccine
- Hepatitis C antibody test
- Meningococcal Vaccine

Continuing Student Health Requirements

See [Appendix D](#) for a comprehensive list of continuing student health requirements.

Students must report any change in their health not noted on their annual physical examination to Student Health Services immediately. Failure to notify the University of any significant health changes that may affect patient care or ability to meet Program Technical Standards may result in dismissal from the Program.

A reminder to all students: The Principal PA Program faculty, Medical Director, and Program Director may not participate in the care of PA students. This is an ARC-PA accreditation standard.

HOLIDAYS

Touro University California is a Jewish sponsored institution. TUC observes most federal and Judaic holidays. Judaic holidays vary yearly, therefore university closures, exam dates and term breaks may vary for each calendar year.

SOCIAL MEDIA POLICY

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far-reaching means of communication that, as a physician assistant student at Touro University California, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Flickr, YouTube, SnapChat and Instagram.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program.

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting. *Example:* A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments.
2. Think before posting as internet and email archives can permanently affect your reputation.
3. Social networking during class, program activities and clinical hours is strictly prohibited.
4. HIPAA laws apply to all social networking so it is the utmost priority to protect patient privacy by not sharing information or photographs. *Example of a privacy breach:* A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time of treatment are provided and personal characteristics of the patient are described making the patient identifiable.
5. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.
6. If you state a connection to the Joint MSPAS/MPH Program or Touro University California, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the TUC Joint MSPAS/MPH Program.
7. All laws governing copyright and fair use of copyrighted material must be followed.
8. Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the Program.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the Joint MSPAS/MPH Program or TUC through social networks. Refer all questions regarding program information, policies and procedures to the Program Director. Questions regarding TUC should be referred to the TUC Director of University Communications, Andrea Garcia (andrea.garcia@tu.edu).

Please see the current [University Catalog](#) for additional information regarding Internet Services and User-Generated Content Policy, including Social Media.

CAMPUS SECURITY AND CRIME AWARENESS

****FOR EMERGENCIES CALL 911, OR 9-911 FROM CAMPUS PHONES ****

EMERGENCY MANAGEMENT & CAMPUS EMERGENCY TELEPHONES

The university's [Annual Security Report](#) (ASR) lists policy and procedure information regarding the university's emergency management activities. For all non-urgent questions concerning safety and security issues, please contact the Facilities department administrator. Additional information is available on the Student Services webpage [Campus Safety and Security](#).

For emergencies - call 911, or 9-911 from all campus landline phones.

Ten Blue Light Emergency Telephones are located throughout campus. These special emergency telephones connect directly to campus security. To make a call, simply push the button, which will activate a flashing blue strobe light and connect you to a campus security officer.

IMPORTANT PHONE NUMBERS

Campus Security	(on duty 24 hrs/day)	(707) 638-5804
Campus Facilities	Business hours	(707) 638-5800
	After hours pager	(707) 551-6034
Vallejo Fire Department (non-emergency)		(707) 552-3285
Vallejo Police Dept. (non-emergency)		(707) 552-3285
Lennar		(707) 562-4000
Island Energy		(707) 562-5000

Please see the current [University Catalog](#) for additional information regarding:

- Crime Awareness & Campus Security Act (Clery Act Information)
- Emergency Alert System
- Fire Drills, Building Coordinators & Safety Week
- Emergency Management & Campus Emergency Telephones

REQUIRED MATERIALS

ANATOMY LAB SUPPLIES – needed by the start of Anatomy classes on August 7, 2019

- One pair of surgical scrubs (blue)
- Powder-free gloves (can be latex or nitrile, but MUST be powder free, 1 box of 100)
- Approved protective eyewear that meets the ANSI Z87.1 safety standard

Close-toe, closed-top shoes must be worn in the anatomy laboratory at all times. Should you choose to use surgical clogs, the clogs must form a solid covering over the foot (as opposed to the style that has multiple holes throughout). Approved protective eyewear that meets the ANSI Z87.1 safety standard must be worn whenever one is in the presence of cadavers, cadaveric remains, cadaveric fluids or hazardous chemicals in the anatomy laboratory, and whenever hand tools or power tools are in use.

MEDICAL EQUIPMENT – not needed until January 2020

The cost of the required medical equipment will range from about \$600 to \$1200, depending on the exact equipment models and/or styles chosen. More expense does not necessarily mean a better product; a student may be getting more than is needed.

- Diagnostic Set – oto/ophthalmoscope (averages \$450 - \$600)
- Stethoscope (depending on type, ranges from \$40 - \$400)
- Blood Pressure Cuff (ranges from \$50 - \$160)
- Tuning fork C-128 (approx. \$10)
- Tuning fork C-512 (approx. \$10)
- Reflex Hammer (approx. \$10 - \$15)
- Pocket eye chart/ruler (approx. \$2)
- White student (short) lab coat
- Insufflator bulb (approx. \$3)

The program will arrange for a vendor to come during Semester I. You are not required to purchase from this vendor; however, we have found this company to be reliable and they have given our students very competitive prices and group discounts. In addition, buying from this vendor will ensure that you are purchasing the correct equipment. There have been students in the past that bought equipment prior to starting school and found that it was incorrect or inadequate, and it was too late to return or exchange it. Therefore, we strongly encourage you to wait to purchase your equipment. The cost of this equipment has been factored into the total cost of the program, and therefore is accounted for by Financial Aid.

LAPTOP/TABLET REQUIREMENTS

Students are required to have a laptop computer and mobile device. By making these a program requirement, the cost is included in your financial aid.

Laptop computers provide students access to primary and supportive information to better prepare for and supplement the learning process. Canvas, an electronic learning tool, will be used as the central component of the “electronic classroom” employed throughout much of the curriculum. Assignments, course material, assessments, and other tools are available for each class through Canvas. Canvas is not resident on the laptop but is simply a web address to our servers at Touro. Because of this, students will be able to access materials from any location with web access.

Additionally, the Program utilizes computer-based examinations and survey tools.

The lecture areas offer a wireless environment enabling access to informational resources via the Internet and proprietary Touro sites such as the online Library and other University resources.

Any laptop computer made within the last 3 years with at least 4GB of memory is acceptable and should work well. **However, please check that your laptop hardware and software meet each requirement:**

Software Requirements

Apple MacBooks and iMacs, as well as Windows Operating PCs are acceptable. If utilizing a PC, please keep the following system requirements in mind:

- The operating system requirement is Windows 10. Windows 10 Home or Premium is recommended.
- An antivirus suite is required (e.g., Avast!, Microsoft Security Essentials, Windows Defender, Norton Antivirus or VIPRE.)

Students are expected to have working knowledge of the applications of the MS Office Suite: Word, Excel and PowerPoint. MS Office 2010 and newer is acceptable.

Hardware Requirements

For PCs

- Processor: Intel (32 bit & 64 bit) (Windows 10)
- Network Interface Card: 10/100 802.11b/g/n/ac wireless
- Hard-Drive Capacity: 1 GB of available space
- RAM Memory: 2 GB (8 GB or more strongly recommended)
- Processor Speed: 2 GHz Intel Core 2 Duo or greater, Microsoft.net 4.5 Framework installed
- Screen Resolution: 1024 x 768 or higher, Administrator level permissions

The following are NOT supported:

- Windows XP
- Windows 10 Creator Edition
- Chromebook

For Macs:

- Processor: Intel
- Hard-Drive Capacity: 1 GB of available space
- RAM Memory: 2 GB
- Operating System: 10.11 (El Capitan) or higher, Microsoft.net 4.5 Framework installed
- Screen Resolution: 1024 x 768 or higher

The Server Version of Mac OS X is not supported.

A laptop with these specifications should cost between \$800 - \$1800 depending on memory and hard drive size and whether it has a CD/DVD writer (not required, but recommended). Students should also

purchase an external hard drive or use a web-based service to back up their data (highly recommended).

Tablets are also acceptable provided they meet Surface Pro Requirements (Surface RT not supported):

- Surface Pro 1, 2, & 4 (Non-Pro Surface devices are NOT supported)
- Surface 3 (Pro and Non-Pro devices ARE supported)
- External Keyboard (USB or Bluetooth) required. Bluetooth keyboards must be paired prior to launching an exam.
- Hard Drive: 60GB or higher available space meet the requirements

Our IT department provides campus resources that are not fully tested in an Android/IOS environment. These resources include student portals, printing software, testing software, etc. Though the new iPads/tablets may be powerful enough to run the software or resources, the IT resources provided are optimized for a Windows/MacOS environment. Android and IOS support is very limited on our campus.

The Program **STRONGLY** recommends that students purchase extended warranties or service contracts should there be a hardware failure. Neither the Joint Program nor Touro University IT offers support to help with hardware and software issues.

BOOKS

Students can plan on spending approximately \$1,000 to \$3,000 on required textbooks. Course syllabi and the Program Book List also include recommended books which students are not required to purchase but may wish to have as important reference materials. In addition, Touro University library provides access to many online textbooks, some of which are required texts for courses. If a required text is available online, purchase of a hard copy text is optional. However, please note that online text versions may vary slightly in presentation. Students are expected to have purchased required texts that are not available online by the beginning of class for each term.

Students may purchase books through the [TUC online bookstore](#) or any other source, such as Amazon.com or publisher sites. When purchasing texts, please be sure to obtain the correct edition, which is listed next to the title of the book on the book list. Older edition texts are inadequate as they may provide old information. The ISBN number is provided on the list and is the unique identifier for a specific edition of a text.

CLASS OF 2022 ACADEMIC CREDIT

The total credits for the Class of 2022 curriculum is 142.5 with the availability of 1 elective credit (PASC 603 Medical Spanish).

CLASS OF 2022 CURRICULUM

*Dates Subject to Change; Contact/Credit Hours Subject to Adjustment

Semester I (Fall)		August 6, 2019 – December 13, 2019 (19 wks)	Contact Hrs	Credit Hrs
1	PASC 601A	Principles of Basic Sciences	45	3.0
2	PASC 601B	Anatomy w/Lab	75	3.5
3	PASC 601C	Principles of Pharmacology	20	1.5
4	PASC 601H	Topics in PA Practice I	35	2.0
5	PBHC 604	Health Policy and Management	45	3.0
6	PBHC 607	Biostatistics	45	3.0
7	PBHC 608	Behavioral and Social Aspects of Public Health	45	3.0
8	PBHC 631	Social Justice Lecture Series	12	0.0
9	PBHC 648	Environmental Health	45	3.0
<i>PA Final Exams December 2-6, 2019</i> <i>PA Re-take Exams December 9-13, 2019</i> <i>Public Health Ends December 13, 2019</i>				
Total			367	22.0

Semester II (Spring)		January 6, 2020 – May 17, 2020 (19 wks)	Contact Hrs	Credit Hrs
1	PASC 602A	Clinical Applications I	90	5.0
2	PASC 602B	Pharmacology I	45	3.0
3	PASC 602F	Clinical Pathophysiology and Diagnostic Studies I	45	3.0
4	PASC 602G	Medicine I	80	5.5
5	PASC 602H	Topics in PA Practice II	20	1.5
6	PBHC 618	Epidemiology	45	3.0
7	PBHC 620/633/602	Public Health Track Course (Social Inequities, Criminal Justice, or Emerging Health Threats)	45	3.0
<i>PA Final Exams May 4-8, 2020</i> <i>PA Re-take Exams May 11-15, 2020</i> <i>Public Health Ends May 1, 2020</i>				
Total			370	24.0

Semester III (Summer)		June 1 – July 31, 2020 (9 wks)	Contact Hrs	Credit Hrs
1	PASC 603A	Clinical Applications II	20	1.0
2	PASC 603B	Pharmacology II	15	1.0
3	PASC 603D	Maternal Child Health I	15	1.0
4	PASC 603E	Psychiatry for Primary Care	20	1.5
5	PASC 603F	Clinical Pathophysiology and Diagnostic Studies II	8	0.5
6	PASC 603G	Medicine II	45	3.0
7	PBHC 619	Research Methods	15	1.0
8	PBHC 606/614	Public Health Track Course (Health Promotion or Essentials of Global Health)	45	3.0
<i>PA Final Exams July 13-17, 2020</i> <i>PA Re-take Exams July 20-24, 2020</i> <i>Public Health Ends July 31, 2020</i>				
Total			183	12.0

Semester IV (Fall)		August 4 – December 11, 2020 (19 wks)	<i>Classes begin August 6, 2020</i>	Contact Hrs	Credit Hrs
1	PASC 603	<i>Medical Spanish for Health Professionals (Elective)</i>		(15)	(1.0)
2	PASC 604A	Clinical Applications III		60	3.0
3	PASC 604B	Pharmacology III		45	3.0
4	PASC 604D	Maternal Child Health II		45	3.0
5	PASC 604E	Emergency Medicine		30	2.0
6	PASC 604F	Clinical Pathophysiology and Diagnostic Studies III		20	1.5
7	PASC 604G	Medicine III		105	7.0
8	PBHC 647	<i>Program Evaluation and Needs Assessment</i>		45	3.0
9	PBHC 646	<i>*CPH Exam Preparation</i>		*15	*1.0
				<i>PA Final Exams November 30 – December 4, 2020</i>	
				<i>PA Re-take Exams December 7-11, 2020</i>	
				<i>Public Health Ends December 11, 2020</i>	
				Total	*365
					*23.5
Semester V (Spring)		January 4 – May 14, 2021 (19 wks)		Contact Hrs	Credit Hrs
<u>Didactic Classes: January 4, 2021 - February 12, 2021 (6 wks)</u>					
1	PASC 605A	Clinical Applications IV		30	2.0
2	PASC 605B	Surgical Principles and Technical Skills		30	2.0
3	PASC 605C	Geriatrics		15	1.0
4	PASC 605H	Topics in PA Practice III		15	1.0
<i>PA Final/Re-take Exams February 8-12, 2021</i>					
<u>Clinical Year Rotations Begin: February 15, 2021</u>					
5	PASC 606	Primary Care 1 (February 15 – March 26, 2021)		240	6.0
6	PASC 607	Primary Care 2 (March 29 – May 7, 2021)		240	6.0
				<i>Callback Week May 10–14, 2021</i>	Total
				570	18.0
Semester VI (Summer)		May 17 – August 13, 2021 (13 wks)		Contact Hrs	Credit Hrs
1	PASC 608	Primary Care 3 (May 17 – June 25, 2021)		240	6.0
2	PASC 609	Primary Care 4 (June 28 – August 6, 2021)		240	6.0
				<i>Callback Week August 9–13, 2021</i>	Total
				480	12.0
Semester VII (Fall)		August 16 – December 24, 2021 (19 wks)		Contact Hrs	Credit Hrs
1	PASC 610	Surgery (August 16 – September 24, 2021)		240	6.0
2	PASC 611	Emergency Medicine (September 27 – November 5, 2021)		240	6.0
<i>Callback Week November 8-12, 2021</i>					
3	PASC 612	Elective 1 (November 15 – December 24, 2021)		240	6.0
				Total	720
				720	18.0
Semester VIII (Spring)		December 27, 2021 - May 6, 2022 (19 wks)		Contact Hrs	Credit Hrs
1	PASC 613	Elective 2 (December 27, 2021 - February 4, 2022)		240	6.0
<i>Callback Week February 7-11, 2022</i>					
2	PBHC 600-4	<i>Public Health Field Study (February 14 - March 25, 2022)</i>		200	4.0
<i>Spring Break (March 28 – April 8, 2022)</i>					
3	PASC 614	MSPAS Summative Course (April 11 - May 6, 2022)		45	3.0
4	PBHC 645	<i>*MPH Capstone Project (March 28 - May 6, 2022)</i>		*15	*1.0
				Total	*500
				*500	*14.0

**Students will take either PBHC 646 in Semester IV or PBHC 645 in Semester VIII (each 1 credit hour).
(Program Totals include 1.0 credit for either PBHC 645 or 646; it does not include Medical Spanish Elective)*

Program Total 3540 142.5

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END OF SECTION I

SECTION II: SPECIFIC JOINT MSPAS/MPH ACADEMIC PROGRAM POLICIES & PROCEDURES

INTRODUCTION

This section contains policies and requirements that govern academic performance and professional conduct for all Joint Master of Science in Physician Assistant Studies/Master of Public Health Program students who are enrolled in any phase of the 33-month program. These policies are unique to the Program and are designed to promote standards for academic competency, professional behavior and integrity, conduct and personal responsibility necessary for practice as a physician assistant. It represents the parameters of achievement and behavior the Program faculty expects of its students as future health practitioners who will be serving the public and consumer. It is the responsibility of all students to be knowledgeable about Program policies. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program.

The Joint MSPAS/MPH Program has a responsibility to safeguard the patient and public by educating competent physician assistant graduates. As such, the Program maintains the right to refuse to matriculate or graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically or professionally incompetent or otherwise unfit or unsuited for continued enrollment in the Program. Additionally, students are required to undergo criminal background and toxicology screening during enrollment.

The Program reserves the right to make changes at any time to the handbook or to the requirements for admission, graduation, tuition, fees, and any other rules or regulations.

The Joint MSPAS/MPH Program specific policies are in addition to and may be more stringent than the Touro University California policies. Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed. In addition, students must adhere to policies outlined in the [MPH Student Handbook](#).

BACKGROUND CHECKS/TOXICOLOGY SCREENS

A background check and toxicology (including alcohol) screen will be completed on all students prior to placement on clinical rotations. Some sites require an additional background check and/or toxicology (including alcohol) screen immediately prior to the start of the rotation, therefore students may be required to complete multiple screens throughout enrollment. A student may be required to complete a toxicology screen if a faculty member or preceptor observes signs of intoxication during academic or clinical activities.

Should a student plead guilty to and/or be convicted of a felony as a student, or have a prior felony conviction, this may impact their ability to continue in the program or be placed at

certain clinical sites. A misdemeanor or felony conviction may also impact the ability to obtain licensure or employment. Therefore all students with convictions are encouraged to contact the medical board in the state they anticipate working as a PA to determine if licensure will be possible. This includes records that have been expunged. As stated in CASPA, failure to disclose and provide accurate information about convictions prior to PA school may have serious consequences, including program dismissal. If a student is charged with a misdemeanor or felony while enrolled at TUC, they must contact the Program Director within 48 hours or as soon as feasible with details. Failure to disclose this information may result in placement on Professionalism Probation or Program Dismissal.

ATTENDANCE POLICIES

ATTENDANCE & PUNCTUALITY

The Joint MSPAS/MPH Program curriculum is designed to provide the medical and professionalism education required to be a competent physician assistant (PA). Because attendance and punctuality are expectations of professionals in the workplace, they are also a requirement of this program. Attending class and arriving on time demonstrates respect for instructors and peers. Tardiness in the didactic phase of training has been linked to tardiness and other unprofessional behaviors in the clinical phase of training and as a licensed clinician. Therefore, it is your responsibility - and an expectation of professional behavior – that you be sitting in your seat and ready to learn when class is scheduled to begin. This requires you to complete the following activities prior to the start of class - arrival to the classroom, stowing of your gear, and completion any other activities (restroom, coffee, etc.). In addition to being seated and ready to learn when class is scheduled to begin, the Program also expects that you will remain for the entire class period.

Additionally, the Joint Program, like all PA programs, is fast-paced and builds upon previous instruction. Because important information is presented only once and class discussions and other interactions aid in the development of the PA role, the Program requires students to attend all lectures, laboratory activities, clinics and other scheduled functions. This includes arriving on time and remaining until the class, clinic or other function has ended. Since attendance is required of all students, formal attendance will be taken. The Program requires all students to be available for class and instructional activities from 8 AM – 9 PM Monday through Thursday and 8 AM – 3 PM on Friday **regardless if classes are scheduled**. Due to the nature of the Program, courses, lectures and exams may need to be moved on short notice.

ABSENCES

While it is the Program policy that students attend all classes, labs and other Program related functions, the Program understands a student may have an exceptional event that prevents attendance in classes or Program activities. Students are not permitted to take “vacations” during didactic terms. Students are responsible for all material and examinations missed during their time away. Assignments that are due during an approved absence must be submitted before departure unless other arrangements have been agreed upon with the course

coordinator. Refer to Examination Protocol for information regarding missed examinations.

Students in the clinical year must attend all rotations and adhere to the rotation's schedule. Absences during the clinical year are addressed separately in the *Clinical Year Handbook*.

Excused Absences

Students are permitted two (2) excused (planned and/or unplanned) days per term.

Planned Absence/Time Away Requests

Any student requesting time away for an exceptional event must complete and submit a Time Off Request form (available on Canvas and [Appendix C](#)) a minimum of **one month** in advance. You are required to obtain signatures on this form from the Course Coordinators of every class you will miss. Time Off Request forms are to be submitted to the designated Program personnel (Regina Branch for the Academic Year 2019-2020). The approval of each request is made on an individual basis and there is no guarantee the approval will be granted. Requests must be submitted for all weekdays, even if no class is scheduled, as course schedules may change. For weekdays with no class scheduled, signatures of Course Coordinators are not required.

Time away from class for professional conferences must be approved in advance through the same mechanism (see [Student Activities Related to the PA Profession](#)). Absences for professional conferences are not included as part of the two excused absences per term.

Unplanned Absence

Illness and family emergencies (*i.e.*, **not** routine activities that can be rescheduled to accommodate a PA student's education and career) are generally the only acceptable reasons for an unplanned absence.

Students are required to notify the course coordinator and the Program Administrative Coordinator of any unplanned absence via email if the absence is anticipated 24 hours in advance. If 24 hours advance notice is not feasible (e.g. the student got sick during the night), notification by phone and email as soon as possible is acceptable. **Sending messages through classmates is not an acceptable form of notification.** For unplanned absences, the reason for the absence must be included in the notification so that the course coordinator can determine if the student is granted an excused absence. Failure to properly notify the course coordinator will result in an unexcused absence.

Unexcused Absences

In the event that an absence is not approved by the course coordinator, it will be considered unexcused. Even if you anticipate that the absence will be deemed unexcused, you must notify the Program as soon as possible.

ATTENDANCE/ PUNCTUALITY POLICY INFRACTIONS

Tardiness, early departures, unexcused absences, and/or improper notification regarding absences will result in intervention by the faculty and may have consequences for a student's continuation in the Program. Each of these is counted separately e.g. a student with one tardy and one improper notification will receive a verbal warning for each infraction, but will be tracked across courses and across terms for patterns. Late students are fully responsible for the material covered during the time period missed.

- 1st incident - verbal warning with email follow-up
- 2nd incident - written warning and a meeting with the student's advisor
- 3rd incident – Program Warning and a meeting with the student's advisor
- 4th incident - meeting with the Associate Program Director or Program Director. This may be documented in the student's academic file as an incident of unprofessional behavior and impact the student's professionalism evaluation.

A pattern of unexcused absences and/or tardiness may indicate unsatisfactory professionalism progress and will be addressed by the Program. Failure to achieve satisfactory progress in professional development, behaviors and attitudes may result in Program probation.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance.

CLASSROOM POLICIES

USE OF WIRELESS DEVICES IN THE CLASSROOM

Laptops, tablets/ iPads and smart-phones may be used in the classroom at the discretion of the course coordinator. However, use of these and other electronic equipment in a manner not consistent with classroom activities often creates unacceptable disruptions when used during class. Instructors will notify students if electronic equipment will be required for an in-class activity. The following activities are considered disruptions:

- Texting
- Cell phone ringing
- Web surfing
- Checking or writing emails
- Playing games

Distractions in class are considered a professionalism issue and will be addressed individually by the course coordinator. Professionalism issues will be monitored across all courses. The first incident will result in a verbal warning with email follow up. The second incident will result in a written warning and a meeting with the student's advisor. A third occurrence will result in a meeting with the Associate Program Director or Program Director. This may be documented in

the student's academic file as an incident of unprofessional behavior and impact the student's professionalism evaluation.

Students may use electronic devices during class breaks, between classes and/or during any other non-instructional time.

Note: Please see the sections on [Academic Professionalism](#) and [MSPAS Dismissal](#).

RECORDING OF LECTURES

Permission to record lectures is solely at the discretion of the course coordinator and lecturer unless recording is a University approved accommodation. Otherwise, prior approval must be obtained. The course coordinator's approval is on a voluntary basis and as such a privilege, which may be withdrawn at any time. Recording of group discussions and exam reviews is not permitted.

COMMUNICATION REGARDING COURSE MATERIAL

In the event that information presented in class or other required resources conflicts with information provided by a different yet reputable medical source, the student may choose to email the Course Coordinator for clarification. In this email, the student should provide the following information which will assist the Course Coordinator in providing a timely response.

- General question stated briefly
- Source of information from class in addition to the actual information
- Source of information from outside of class in addition to the actual conflicting information

COMMUNICATION POLICIES

COMMUNICATION WITH THE PROGRAM AND THE UNIVERSITY

You have been assigned a University (tu.edu) email address. This is the only email address that will be answered by TUC personnel. Forwarding your TUC email to another email account is discouraged. These accounts can lack the security, capability and sometimes, sufficient space necessary for downloading important attachments.

The following are additional information for email communication:

- Students are expected to check their Touro email accounts at least once every 48 hours.
- Students are expected to respond to program emails within **48 hours or the first business day following a holiday**.
- Email responses and forwarded emails should include the original message when appropriate.
- When checking email, it is expected that students will read the whole message (e.g. on a device with a small screen, scroll down to view messages in their entirety).
- Students must download email attachments rather than viewing them in 'preview' mode in order to assure receipt and visualization of the entire document.

- Email messages and responses should be saved to a file (if necessary) for reference.
- It is helpful to use a signature line in your emails, including your full name, pronoun, class, and phone number.
 Sam Smith, PA-S
 Pronouns: She/Her/Hers
 Joint MSPAS/MPH Class of 2022
 707-123-4567
- You are responsible for maintaining access to your email account as you move during your education.

CHANGE OF ADDRESS, E-MAIL ADDRESS OR PHONE NUMBER

Students are required to keep the Program and the Office of the Registrar informed of any changes to mailing address, e-mail address and/or phone numbers within one business day of the change. Please visit the Registrar's website to download Personal Information Forms such as Emergency Contact Information, Contact Information Update and Name Change Request Forms at <http://studentservices.tu.edu/registrar/forms.html>.

ACADEMIC ADVISING

MSPAS ADVISING

Each student will be assigned a faculty advisor who they will meet with at least once per academic term to review academic progress, professionalism and any issues that may have come up during the term. Time for these meetings will be blocked out on the academic calendar to aid with availability. The encounter is documented and placed in the student's file.

Aiding in and monitoring the development of professionalism is important component of PA education. Student professionalism is evaluated and monitored by both faculty and the student through utilization of a professionalism questionnaire. These questionnaires are reviewed and discussed during advisor/advisee meetings. Students are must bring a completed *Preclinical Student Professionalism: Self Evaluation Form* (available on Canvas) to their Advisor/Advisee meeting for comparison with the *Faculty Evaluation: Preclinical Student Professionalism Form*. It is expected that students will be able to appropriately assess their abilities and that the form will have been completed in a thoughtful manner. Students who arrive at the meeting unprepared will be asked to reschedule and it will be noted in their academic file.

Students are encouraged to meet with their advisor more frequently if they feel they are having problems academically or personally. It is desirable to identify problems at an early stage and bring these to the attention of the faculty advisor so that remedies can be developed and implemented. Students experiencing academic and/or other difficulties have access to Student Services, which includes tutoring and counseling. Students who are having personal and/or academic difficulties will be referred to Student Services by their advisor and/or course coordinators.

MPH ADVISING

In addition to a PA faculty advisor, students will be assigned to an advisor in the MPH Program. Please see the [MPH Student Handbook](#).

EVALUATION OF STUDENT PERFORMANCE

The modalities listed below are used to evaluate student performance in the PA Program. There are additional graduation requirements for the PH Program. Please see the [MPH Student Handbook](#) for details.

1. Written examinations and quizzes
2. Class/Lab/Seminar assignments, papers, and oral presentations
3. Class/Lab/Seminar attendance and/or participation
4. Lab examinations
5. History and Physical Examination assignments
6. Practical Examinations
7. Physical Examination skills
8. Procedure Competency Evaluations
9. Objective Structured Clinical Evaluations (OSCEs)
10. Clinical Site Visits
11. Clinical Year Assignments
12. Typhon patient tracking
13. Academic faculty observations
14. Clinical preceptor, or designee, observations/evaluations
15. Summative Comprehensive Written Examination

EXAMINATION PROTOCOL

The following are the procedures regarding the administration of an examination. These are based on the PANCE protocols, so that you become accustomed to the PANCE format during PA school. Both the student and proctor are responsible for adhering to the examination protocol. Exams may be given outside of the regularly scheduled class time. Check your schedule for date and times.

Although paper exams and scantrons may be used on occasion, the majority of your exams will be given using a computer-based program. Students will use their own laptop computers to download and take exams.

Students are responsible for the course learning objectives whether or not they are covered in lectures. Exam questions may be from the text, lectures and/or handouts. All questions will be based on both the general course and specific lecture objectives.

1. Students are required to be present for all scheduled examinations, must arrive on time for the examination, and must bring a working laptop computer and power cord.
2. Exam Download
 - a. Examinations will be available for download by at least 12 pm the day before the exam. Students will be notified when the exam is available for download.
 - b. Each student must download the exam **before** arriving to take the exam. If a student has not downloaded the exam prior to arrival:
 - i. The first time, the student will be reminded to download the exam ahead of time and will take the exam on paper
 - ii. The second time, the student will take the exam on paper and meet with the course coordinator and/or their faculty advisor to discuss the reason the student has not been compliant
 - iii. The third time, the student will not be able to take the exam and will receive a zero (0)
 - c. For technical difficulties, call 1-866-429-8889 or email support@examsoft.com.
3. If there is a computer problem prior to the start of the exam, it is the student's responsibility to address that issue before coming to the exam, including getting a loaner/replacement computer.
4. Upon entry into the examination site, the student must place all belongings (e.g., books, notes, study aids, smart watches, electronic devices other than a laptop and mouse used for the exam, coats, and personal possessions) at a site away from the seats.

Cellular phones are not allowed at a student's seat and must be turned off before being stowed. If a student is found to have an electronic device other than a laptop (e.g., cell phone or smart watch) on them during an exam, the student may be referred to the Student Promotions Committee or Student Services for disciplinary action.
5. Seating: Students must sit several seats apart within a row and have at least one empty row between rows of seated students. The Program reserves the right to assign seating.
6. No talking is allowed once an examination starts.
7. In the rare event of a malfunction on an exam-taker's computer that cannot be resolved quickly, a paper copy of the exam will be made available to the student.
8. Hats/caps may not be worn during any examination except for the wearing of a headpiece for religious reasons. Any student wearing a hat will be asked to remove it. Failure to comply with this or any other reasonable request of a proctor will result in the immediate dismissal of the student from the examination and may result in a zero (0) for the exam.
9. Food and drinks, including water are not allowed during exams and must be stowed with other belongings. An exception may be made at the discretion of the course coordinator in extreme

circumstances. This request must be made before the exam day.

10. **Late Arrival:** A student who arrives late to an examination will not be given additional time to complete the exam and will take the exam on paper. If a student arrives ≥ 15 minutes late from the exam start time, it will be at the discretion of the course coordinator or designated proctor to determine if the student will be permitted to take the exam at that time or whether the exam will be rescheduled for that student. If the exam is rescheduled, the exam will cover the same subject material covered by the original examination; however, the exam may be in a different format than the original examination. Furthermore, any student arriving after other students have completed the exam and left the testing area will not be allowed to start the examination.
11. Before a student can leave the testing area, the proctor will verify that the student's answer file has been uploaded.
12. **Previously approved Time Off requests:** If a student has been previously approved to miss class and an examination is subsequently scheduled, it is the student's responsibility to contact the course coordinator within 36 hours to arrange to take the exam. The missed exam will be administered as soon as possible, so students should be prepared to take the exam with short notice. The date and time of the rescheduled exam will be determined by the course coordinator. Although the make-up exam will cover the same subject material covered by the original examination, at the course coordinator's discretion, it may be given in a different format than the original exam. Failure to make up the examination within the specified time period will result in a grade of zero (0) for that examination. See Examination Integrity section below.
13. **Absence:** A student unable to attend a scheduled examination for any reason must immediately notify the course coordinator and program administrative assistant (in person or by phone in addition to email) as soon as possible **prior** to the start of the exam. Failure to appear for an examination and/or failure to communicate with the course coordinator prior to the exam start time is considered unprofessional behavior and may result in an unexcused absence and/or disciplinary action. The course coordinator will determine whether the absence is excused or unexcused.
 - a. **Excused absences:** If an absence is deemed excused, a make-up exam will be scheduled for the student at a date and time determined by the course coordinator. Although the make-up exam will cover the same subject material covered by the original examination, at the course coordinator's discretion, it may be in a different format than the original exam. Failure to make up the examination within the specified time period will result in a grade of zero (0) for that examination.
 - b. **Unexcused absences:** If an absence is deemed unexcused, a grade of zero (0) will be given for the test. No make-up exam will be offered. Formal documentation will be placed in the student's file.

EXAMINATION INTEGRITY

Exam integrity is vital to the assessment of the academic knowledge of students. It is therefore

essential that academic and professional standards be maintained at all times to ensure fairness and validity of exams. Students are expected to uphold the “Student Code of Responsibility and Rights” as well as the “Student Conduct Code” as outlined in the current [University Catalog](#).

The Program is in alignment with the NCCPA Physician Assistant National Certifying Examination (“PANCE”) policy regarding examination integrity. All examinations, including examination grading sheets such as for practical/OSCE exams, will remain confidential and in possession of the Program. No student may retain a copy of an examination or part of an examination. Violation of exam integrity via any method noted below, in the NCCPA Policy, or by any other form of cheating, such as but not limited to, obtaining a copy of the exam, a previous year’s exam or questions and/or getting help from another student during the exam, is grounds for disciplinary action up to and including dismissal from the Program.

NCCPA Policy: The content of the NCCPA Physician Assistant National Certifying Examination (“PANCE”), and each of its items, is proprietary and strictly confidential, and the unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any examination question, in whole or in part, by written, electronic, oral, or other form of communication, including but not limited to emailing, copying, or printing of electronic files, and reconstruction through memorization and/or dictation, before, during, or after an examination, **is strictly prohibited**. In addition to constituting irregular behavior subject to disciplinary action such as revocation of certification, revocation of eligibility for future certification, and disciplinary fines, such activities violate the NCCPA proprietary rights, including copyrights, and may subject violators to legal action resulting in monetary damages.

NCCPA Principles of Conduct: Certified or certifying physician assistants shall protect the integrity of the certification or recertification process.

They shall not engage in cheating or other dishonest behavior that violates exam security (including unauthorized reproducing, distributing, displaying, discussing, sharing, or otherwise misusing test questions or any part of test questions) before, during, or after an NCCPA examination.

As noted in the NCCPA Principles of Conduct above, discussion of PANCE/PANRE exam questions is considered a breach of the Principles. The Program also adheres to this principle.

Although it is common for students to want to discuss exam questions they felt were hard or that they might have missed, do not do so. This is a violation of the NCCPA and PA Program Principles. After an exam, students are not to discuss the content of the exam. To do so may be grounds for disciplinary action up to and including dismissal from the Program.

TIME PROVIDED FOR WRITTEN EXAMS

The amount of time allotted for written exams decreases over the academic year for multiple-choice questions. During the 1st term, since students are new to the process, there is more time (1.5 minutes/multiple choice question). This decreases to 1.25 minutes in Term 2 and 1 minute/question from Term 3 on. This is to familiarize students to the timing used by the NCCPA on the PANCE. The timing for OSCEs and other practicums is not addressed here. Timing for each type of question is as follows:

1. Multiple choice questions:
 - a. 1.5 min/question for Term 1
 - b. 1.25 min/question for Term 2
 - c. 1 minute/question for Term 3+

2. Fill in the blank
 - a. In general, 1.5 min/question
 - b. If the answer requires a sentence or more - 2 minutes/question

3. Essay questions – timing is at the discretion of the course coordinator as based on answer expectations.

EXAMINATIONS DURING DIDACTIC SEMESTERS

BLOCK EXAMS

The majority of MSPAS didactic courses will have Block Exams. A score of 70% or greater is required to pass each Block Exam. If a student fails a Block Exam, the following will apply:

- A “Program Warning” will be issued as a result of the failure.
- The student must meet with the course coordinator as soon as possible to discuss exam results and ways to ensure success with future exams.
- The student should review the exam and consider contacting Student Services, as well as their academic advisor, for additional academic support.
- Requirements to pass the course include:
 - A score of 70% or higher on the end of term course Cumulative Exam for the material covered by the failed block exam.
 - An overall score of 70% or greater on the cumulative exam (there will be no opportunities for a retake cumulative exam if a student has failed 1 or more block exams).
 - An overall course grade of 70% or higher.
 - A passing score on at least half of the course Block Exams.
 - See [Appendix A](#) for additional details.
- Failure to meet any of the above requirements will result in failure of the course and placement on academic probation for a course failure (see section on [MSPAS Terms of Probation](#)). If a student is already on academic probation, the course failure will place him/her in the category for dismissal (see section on [MSPAS Dismissal](#)).
- If a student has met criteria for course failure prior to the end of the term, they must continue to attend all classes and complete all assignments and exams in order to be eligible for future remediation of the course.

CUMULATIVE EXAMS

In courses with Block Exams, a Cumulative Exam will be administered at the end of the course. This exam will cover material from all course Block Exams. A score of 70% or greater is required to pass the Cumulative Exam.

If a student fails a Cumulative Exam **but has passed all Block Exams**, the following will apply:

- A “Program Warning” will be issued as a result of the failure.
- The student must meet with the course coordinator as soon as possible to discuss exam results and ways to ensure success with future exams.
- The student should consider contacting Student Services, as well as their academic advisor, for additional academic support.
- Requirements to pass the course include:
 - A score of 70% or higher on the Retake Cumulative Exam.
 - An overall course grade of 70% or higher.
 - See [Appendix A](#) for additional details.
- The Retake Cumulative Exam may have a different format than the original exam. Failure to meet any of the above requirements will result in failure of the course and placement on academic probation for a course failure (see section on [Academic/ Professionalism Probation](#)). If the student is already on Academic Probation, this course failure will place him/her in the category for dismissal (see section on [MSPAS Dismissal](#)).

If a student fails a Cumulative Exam **PLUS ≥ 1 Block Exam(s)**, the following will apply:

- The student has met criteria for failure of the course and will be placed on Academic Probation (see section on [Academic/ Professionalism Probation](#), this course failure will place him/her in the category for dismissal (see section on [MSPAS Dismissal](#)).

COURSES WITHOUT BLOCK/CUMULATIVE EXAMS

Please see the Course Syllabus for details regarding examinations and grading criteria.

COURSES WITH OSCE EXAMS

A score of 75% is required to pass all OSCE examinations in the Didactic Semesters 1-5. A score of 80% is required to pass all OSCE examinations in the Didactic Semester 8. Furthermore, students will be required to pass individual components of the OSCE exam, as stated in the course syllabus.

EXAMINATIONS DURING CLINICAL SEMESTERS

Please refer to the *Clinical Year Handbook* for further information.

EXAM REVIEW PROCESS & PROCEDURE

Students may review graded exams during designated exam review blocks after exams have been completed, as delineated in the procedure set forth in [Appendix B: Exam Review and Procedure](#).

COURSE GRADING

At the end of each course, a grade for each student will be submitted to the Registrar. The Joint MSPAS/MPH Program uses the following grading system.

- **Numerical percentage score obtained for a course.** Seventy percent (70%) and above is considered passing.
- **Pass (P)**
Satisfactory completion of a clinical rotation or P/F course will be noted as a P on the transcript. Pass (P) grades are not calculated into a student's GPA.
- **Pass with Honors (P*)**
Honors in a clinical rotation or P/F course will be entered as a P* on the transcript. Pass with Honors (P*) grades are not calculated into a student's GPA.
- **Unsatisfactory/Failure (U)**
Any grade for a course or rotation that is less than 70% is considered unsatisfactory. Unsatisfactory (U) grades are calculated into a student's GPA.
- **Unsatisfactory/Remediation Passed (U/P)**
If an unsatisfactory performance has been successfully remediated a U/P will replace the U on the transcript. The "U" denotes the initial grade of Unsatisfactory and the P represents a passing final grade for the course in which a student has been re-examined. It is the equivalent to a grade of 70%
- **Incomplete (INC)**
An incomplete grade indicates that a student has not been able to finish all required work for issuance of a grade. An incomplete grade is not counted in the grade point calculations until a final grade replaces it. An incomplete during the academic phase must be replaced before the student enters the clinical phase. Replacement of an incomplete is under the direction of the course coordinator. If the required work is not completed within the specified time, the (INC) will be automatically converted to an unsatisfactory grade (U). It is to the student's advantage to arrange to make up any incomplete work as soon as possible. Students who receive an (I) grade are not eligible for financial aid in subsequent terms for completing the same course. Note: Students must take at least 6 credits to be eligible for financial aid. Please contact the Financial Aid office with any questions.
- **Withdrawal (W)**
A withdrawal indicates that a student has withdrawn from the University in good academic standing.
- **Withdrawal/Unsatisfactory (W/U)**
If a student withdraws from the University and is on academic probation or is currently failing a course or rotation, the student will receive a W/U for all registered courses or rotations.

FAILURE OF A COURSE

Fulfillment of any of the following criteria will result in a course failure:

- Failure of more than 50% of the course Block Exams
- Failure of a Block Exam (<70%) plus a score of <70% on the Cumulative Exam for the content from the failed Block Exam
- Failure of any Block Exam (<70%) plus failure of the Cumulative Exam (<70%)
- Failure of the Cumulative Exam (<70%) plus failure of the Cumulative Retake Exam (<70%, only for students who have not failed a Block Exam for that course)
- Failure of OSCE and Retake OSCE
- Overall course grade of <70%

If a student meets criteria for course failure, they must attend any remaining classes and participate fully in order to be eligible for course remediation.

Students who fail one course will be placed on Academic Probation until successful completion of all of the didactic year courses. Students who fail two courses will be placed in the Category for Dismissal and referred to the Student Promotion Committee. If a student is already on Academic Probation, one course failure places him/her in the Category for Dismissal. Please see sections on [Academic/Professionalism Probation](#) and [MSPAS Dismissal](#) for additional details.

GRIEVANCE POLICY

Students may present general grievances, concerns or suggestions for improvement to the Program Director. If there is a concern from the class as a whole, then the student leaders are encouraged to meet with the Program Director to share these concerns in an in-person meeting. The purpose of these meetings is to encourage open communication between the students and Program administration, and address student concerns. It is the Program's goal to encourage feedback for the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive manner. Any specific situation involving specific faculty members, specific students or individual student's grades should be addressed in individual sessions as outlined below. The Program will not take any action based on an anonymous concern (e.g., note, email), with the rare exception of complaints regarding egregious or dangerous behavior as identified by The Program.

Grievances with a specific faculty member should initially be addressed directly with the faculty member unless the nature of the complaint is such that the student feels uncomfortable doing this. Complaints should be expressed using a diplomatic, reasoned approach with the goal of quick amicable conflict resolution, if possible. If the student feels uncomfortable approaching the involved faculty member for whatever reason, or if they have not been successful at resolution of the conflict with the faculty member, they should register the grievance with the Program Director. If the grievance is with the Program Director, or if they have not been able to resolve a conflict at that level, they should contact the Dean of the College of Education and Health Sciences (CEHS).

If the grievance is with the Dean of the CEHS, students should contact the Office of the Provost. Violations of the Code of Responsibilities and Rights of the Students should be addressed using the policies outlined in the current [University Catalog](#) under “Student Conduct Code”. For additional information, see the current [University Catalog](#) under “Resolution Process for Disputes and Grievances and Misconduct”.

LEAVE OF ABSENCE AND WITHDRAWAL

Students can request a Leave of Absence (LOA) or withdrawal from the program for medical or personal reasons. Students must make this request in writing to the Program Director and follow all procedures as outlined in the current [University Catalog within the timelines noted](#). Students who take a LOA prior to the completion of a semester or clinical block will not receive credit for that material/rotation, unless the semester contained a modular course that was completed and passed prior to taking the leave.

PERSONAL LOA

LOA requests must be completed and submitted by the following dates:

Semester/Term 1: November 22, 2019

Semester/Term 2: April 24, 2020

Semester/Term 3: July 2, 2020

Semester/Term 4: November 20, 2020

Semester/Term 5: January 29, 2021

RETURNING FROM A LOA

Petitions to return to class must be submitted a minimum of six (6) weeks prior to the start of the term in which the student plans to return. If timing is such that the PA courses needing to be repeated are not offered, the student may restart the program with PH courses, until appropriate PA courses are available. Please see the current [University Catalog](#) for additional information.

COMPETENCY EXAMINATION FOR STUDENTS RETURNING FROM A LEAVE

In order to ensure students returning from a LOA have retained mastery of previously covered PA course material, the student will be required to complete and pass competency written examinations for the PA courses, practical examinations, and/or H&P or SOAP note assignments as a prerequisite for re-entry into the Program. Any student who takes a leave of 12 weeks or longer during the Clinical Year is required to complete a reentry OSCE prior to returning to rotations. Examinations must be completed a minimum of two (2) weeks prior to resuming the PA coursework.

Re-Entry Competency Examinations Score requirements:

- Didactic Terms 1-5: 70% for written exams and 75% for OSCE/lab practicum
- Clinical Terms 5-8: 75% for written exams and 75% for OSCEs
- Didactic Term 8: 75% for written exams and 80% for OSCEs

If a student fails a competency exam, he or she may be placed in the Category for Dismissal. The student may also be required to audit certain classes and/or labs.

Students returning from a Medical Leave of Absence must be able to meet the Program Technical Standards and will be required to provide clearance to return to the Program from their medical provider (forms available through the [Office of Student Services](#)).

WITHDRAWAL FROM THE PROGRAM

Withdrawal from the Program and/or the University is addressed in the current [University Catalog](#).

MODIFIED CURRICULUM

Touro University California recognizes that some students may need to modify the standard prescribed curriculum. A modified curriculum may be recommended by the Program or a student may petition the Program Director in writing for a modified curriculum. This petition is not granted automatically and is approved only in extenuating circumstances. The Program Director is responsible for evaluating and approving the petition.

Students who are placed in a modified curriculum will not be considered for class rankings such as valedictorian. A student on modified curriculum may not serve as an officer of any official TUC club or organization (including holding a Class Officer position), or as a representative of the College as it may detract from time needed to be academically successful.

EXTRA-CURRICULAR ACTIVITIES

EMPLOYMENT

The Joint MSPAS/MPH Program curriculum is rigorous and requires the presence of the student at all classes and rotations. Many hours are committed to classroom work with additional hours dedicated to self-study. For this reason, the Program strongly discourages outside employment. If a student feels that it is necessary to work while in the Program, it is advisable that the student inform their faculty advisor of this. Program expectations, assignments, schedules, deadlines, and responsibilities will not be altered to adjust or accommodate working students. It is expected that employment will not interfere with a student's learning experience.

Students may work within the institution while participating in the Federal Work Study Program as long as such work will not interfere in their academic pursuits. Joint Program Students however, may not be employed by or be required to perform clerical or administrative work for the Program. In addition, students may not substitute for clinical or administrative staff during supervised clinical practical experiences. Students with specific prior knowledge, experiences, and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. However, students are not to be the primary instructor or instructor of record for any component of the curriculum.

STUDENT SERVICE WORK

In order to avoid practices that might conflict with the professional and educational objectives of the Joint MSPAS/MPH Program and to avoid practices in which students are substituted for regular staff, the following shall be in effect in regard to service work:

1. Students may not be hired as employees for any private or public practice, clinic or institution to perform medical services during any time they are part of the Joint MSPAS/MPH Program under the sponsorship of that specific practice, clinic or institution. An example of this would be if a student was working at a clinic on the weekends and a student there during the week. If this were to occur, the student would not be placed at this site/institution for clinical rotations, which may negatively impact the student's rotation assignments and may delay graduation.
2. Students may not take the responsibility or place of qualified staff.
3. Students may not be given any payments, stipends or other remuneration for medical services performed as part of the Joint MSPAS/MPH Program.
4. Students may volunteer for charitable, humanitarian or community service organizations. Such volunteer work shall not interfere with a student's academic responsibilities or be conducted at the same time a scheduled classroom or clinical instruction unless prior Program approval has been granted. Students on academic probation are strongly discouraged from participating in activities that take time away from their studies.

STUDENT ACTIVITIES RELATED TO THE PA PROFESSION

Leadership development is an essential component of the educational process. This may require that students attend relevant off-campus activities during class/clinical rotation time. Off-campus activities must be in accordance with students' professional development. It is the responsibility of the student or approved student organization to coordinate the event and receive approval from the Program. Students requesting permission to attend an off-campus conference or program must be in good academic standing. Refer to [Student Time Off Requests](#) Section for Program protocol. Students may request to be excused up to one week to attend a professional activity, e.g. the AAPA Annual Conference; however, the duration of approved time is determined on an individual basis.

Students attending off-campus events are responsible for making up any missed classes/laboratories or other course assignments. Refer to the examination policy for information regarding missed examinations. Attendance at these events will be the fiduciary responsibility of the student.

PARTICIPATION IN CLINICAL ACTIVITIES

Students are not allowed to participate in clinical activities, including observations, as a representative of TUC, the MSPAS/MPH Program, or as a physician assistant student at a clinical site during enrollment unless the experience is authorized (e.g., the Touro Student Run Free Clinic) and/or arranged by the Program. Participation in unauthorized clinical experiences while enrolled is grounds for disciplinary action, including dismissal from the Program.

ACADEMIC AND PROFESSIONAL PROGRESS

ACADEMIC PROGRESS

Satisfactory academic progress must be evident and demonstrated by students in the Program in order to continue in the Program. Any failure to progress academically up to and including the failure of a course may be cause for referral to the MSPAS Student Promotions Committee (SPC). The MSPAS SPC monitors academic progress for the entire program to include the clinical year of experiences (refer also to the *Clinical Year Handbook* for academic progress policies associated with the clinical year).

Students must complete and pass all didactic courses in Terms 1 - 5 before they can progress to the clinical phase of the Program.

PROFESSIONAL PROGRESS

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of a health care professional and display behavior that is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care and other educational settings and the public. The Program expects nothing short of respect and professional demeanor at all times.

PROFESSIONAL CODE OF CONDUCT

Success in the physician assistant profession requires certain professional behavioral attributes in addition to content knowledge. Therefore, these professional behavioral attributes, to include empathy, respect, discipline, honesty, integrity, the ability to work effectively with others in a team environment, the ability to take and give constructive feedback, the ability to follow directions, and the ability to address a crisis or emergency situation in a composed manner, are considered to be a part of academic performance.

The Accreditation Review Commission on Education for the Physician Assistant (ARC- PA) Accreditation Standards for Physician Assistant Education 4th edition, page 4 states, "The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal

skills and the capacity to respond to emergencies in a calm and reasoned manner. Essential attributes of the graduate PA include an attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients and a commitment to the patient's welfare." Adherence to these attributes requires that physician assistants and physician assistant students exhibit a high level of maturity and self-control even in highly stressful situations or in difficult circumstances and situations.

In keeping with these principles, physician assistant students must conduct themselves in a demeanor that is nothing less than professional and consistent with appropriate patient care and adhere to the Professional Code of Conduct. Students will be evaluated not only on their academic and clinical skills but also on their interpersonal skills, reliability, and professional and behavioral conduct.

1. **Respect:** Students are expected to treat all patients, faculty, university staff, clinical preceptors, health care workers, and fellow students with dignity and respect. Students are expected to be able to follow direction and to appropriately express concerns in a professional and respectful manner. Conflicts are to be resolved in a diplomatic and reasoned manner. Students should be sensitive to, and tolerant of, diversity in the student and patient population. PA education requires a close working environment with other students and includes physical examination of fellow students and discussion groups that may reveal personal information. These situations must be approached with respect for the privacy, confidentiality, and feelings of fellow students.

Students should offer constructive feedback in a thoughtful and reasoned manner that fosters respect and trust. Displays of anger, which include demeaning, offensive, argumentative, threatening language/behavior, or language that is insensitive to race, gender identity, ethnicity, religion, sexual orientation, or disability will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students shall not display disruptive or obstructive behavior at the university or at clinical sites. Any concerns brought to the Program regarding the student will be addressed and discussed with the student.

2. **Nondiscrimination:** The PA Program values diversity and inclusivity and it is expected that student behavior will reflect those values. Each student is expected to play a role in maintaining a safe and supportive learning environment for all people. Students shall deliver health care service to patients without regard to their race, religion, sex, gender identity, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.
3. **Integrity:** Students are expected to follow this Professional Code of Conduct in addition to all policies in the current [University Catalog](#) (including the Student Conduct Code), the [MPH Student Handbook](#) and the *Clinical Year Handbook* including those pertaining to academic honesty. Infractions such as forgery, plagiarism, stealing/copying tests, and cheating during examinations will not be tolerated. PA students are also expected to display the highest ethical standards commensurate with work as a health care professional. Some of these are outlined in the [Guidelines for Ethical Conduct for the Physician Assistant Profession](#) published

by the American Academy of Physician Assistants. Students are mandated to report any illegal or unethical activity to the Program Director, Associate Program Director or Medical Director. Students may not accept gifts or gratuities from patients or families. Breaches in confidentiality, falsification of records, misuse of medications, and sexual relationships with patients, preceptors, or staff will not be tolerated.

4. **Confidentiality:** In accordance with the [Guidelines for Ethical Conduct for the PA Profession](#) and in compliance with HIPAA Standards, students must respect and maintain the confidentiality of patients. Students are not permitted to discuss any patients by name or any other identifiable means outside the clinical encounter. For academic presentations and H&P and/or SOAP note assignments, all identifiable information must be removed as per HIPAA requirements. The confidentiality of fellow students should be respected and maintained as well.
5. **Flexibility:** PA education involves instruction from practicing clinicians with unpredictable schedules. At times, lectures sessions or clinical rotations may need to be adjusted with short notice. The Program believes the advantage of utilizing practicing clinicians outweighs this inconvenience, and requires students to be flexible and tolerant of changes. Student schedules in the academic and clinical year may involve night and weekend hours.
6. **Health and Safety:** Any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff or fellow students may be immediately removed from the clinical site and/or face disciplinary action. Removal from a clinical rotation may delay the student's completion of the program.
7. **Impairment:** Students shall not appear at the university or clinical sites under the influence of alcohol or drugs. Should this occur, the student will immediately be asked to leave campus or rotation (driven by someone not under the influence, whether that be a friend, family, or paid driver service) and referred to the SPC for disciplinary action. The student may be required to complete a urine toxicology screen within a designated time frame.
8. **Weapons:** Students are not permitted to carry any firearms, knives, or other weapons on campus or to clinical sites
9. **Identification:** Students must always identify themselves as a **“physician assistant student”** to patients and clinical site staff, and never present themselves as physicians, residents, medical students, or graduate physician assistants. Students must wear a short clinical jacket with the Program patch while at all clinical sites unless instructed not to do so by the clinical site or the Program. Students must always wear their Program-supplied nametag while at clinical sites. While in the Program, students may not use previously earned titles (i.e., RN, MD, DC, Ph.D., etc.) for identification purposes.
10. **Student Role:** Students must be aware of their limitations as students and of the limitations and regulations pertaining to PA practice. Students at clinical sites must always work under the supervision of a preceptor. They may not function in the place of an employee or assume primary responsibility for a patient's care. **Students shall not treat and discharge a patient**

from care without consultation with the clinical preceptor. All patients must be seen by a licensed provider PRIOR to leaving the facility. Students should seek advice when appropriate and should not evaluate or treat patients without supervision from, and direct access to a supervising clinical preceptor at all times. Unusual or abnormal physical findings should be confirmed by a licensed provider. Students shall perform only those procedures authorized by the preceptor. Students must adhere to all regulations of the Program and the clinical sites. The student is to contact the Program immediately with any questions or concerns about the student's role at a site.

11. **Meeting Deadlines:** Students must submit all required assignments and forms by their designated due date. Timeliness is an important aspect of professional behavior. Repetitive delay in paperwork/ assignment submission in any portion of the Program may result in disciplinary action.
12. **Attire:** Attire is a component of professionalism. Refer to the [Dress Code](#) section for further information.

CONSEQUENCES FOR NON-ADHERENCE

Failure to adhere to the Professional Code of Conduct or the TUC Student Conduct Code will result in the following consequences for unprofessional behavior. Egregious behavior will automatically result in consequences listed under point V. below.

- I. First incident
 - The student will receive a verbal warning to change the behavior, which will be documented in the student's file (although the incident will not be reflected in the student's permanent record).
- II. Second incident
 - The student will receive a second verbal warning and be required to meet with the appropriate faculty member. The student will be required to meet with the appropriate faculty member (Didactic Advisor or Director of Clinical Education).
- III. Third incident
 - The student will receive a written Program Warning, which will be documented in the student's permanent record.
- IV. Fourth incident
 - The student will be required to meet with the Associate Program Director or Program Director. This may be documented in the student's academic file as an incident of unprofessional behavior and impact the student's professionalism evaluation.
- V. Fifth incident or egregious behavior
 - Student may be placed on Professionalism Probation and/or referred to the Student Promotions Committee (SPC). If referred to the SPC, the Committee will determine a course of action that can include, but is not limited to, corrective or disciplinary action, probation or dismissal.

Additional Guidelines for conduct specific to the clinical training experiences are outlined in the *Clinical Year Handbook*, which will be distributed to students prior to the clinical phase of their education.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on Professionalism Probation, and in most cases, the reasons for probation. This may impact the licensure process. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance.

ACADEMIC STANDARDS

MSPAS STUDENT PROMOTION COMMITTEE (SPC)

The MSPAS SPC is charged with monitoring all Joint MSPAS/MPH students both academically and professionally, promoting students who have successfully completed a term, as well as reviewing the cases of students who meet the criteria for probation or dismissal. It is made up of faculty members from the Joint MSPAS/MPH Program and from other TUC programs and Colleges that provide instruction to the PA students. Student performance of the PH curriculum is monitored by the MPH Academic Progress Committee (APC). The APC includes a representative from the PA program. If necessary, the APC and SPC will jointly review a student's record. The MSPAS SPC may review student records and discuss student records with appropriate faculty members and/or preceptors in determining an appropriate course of action for students experiencing academic and/or professional conduct difficulties in the Program. The MSPAS SPC may choose to request the appearance of the student during an MSPAS SPC meeting. The committee can recommend actions such as, but not limited to, probation, remediation, suspension, or dismissal. Recommendations are on an individual basis after considering all pertinent circumstances. The committee's recommendations are forwarded to the MSPAS Program Director for review. The Program Director may agree, amend or disagree with SPC recommendation. Final decision regarding student status is determined by the Program Director. A letter of decision to the student regarding their status in the Program will be issued by the Program Director or a designee.

Since the MSPAS Program only offers courses once a year, if the MSPAS SPC recommends that a student repeat an entire term, the student must take a leave of absence from the Program until those courses are offered again. A place will be held for the student to return to the Program at the beginning of the term that must be repeated. Additionally, the student will be required to pass competency examinations for all materials covered in the terms prior to the term in which they return. Refer to [Competency Testing After a Leave Section](#).

See [APPENDIX A: MSPAS SPC ALGORITHMS FOR DIDACTIC COURSE EXAM FAILURES](#) for more information regarding exam failures and the SPC.

JOINT MSPAS/MPH PROGRAM WARNING

Program Warning is internal to the Program and is documented in the Program file but not on the official transcript. It is instituted when a student fails a major course exam (e.g., Block Exam or End of Rotation Exam) or has professionalism issues and serves as a warning that improvement is needed. A student must successfully pass reexamination of the failed course material and/or demonstrate improvement in professional behaviors. Failure to successfully remediate the material will result in failure in the course and placement on Academic Probation. Failure to improve professionalism issues will result in placement on Professionalism Probation.

ACADEMIC/PROFESSIONALISM PROBATION

Academic Probation is the result of unsatisfactory scholarship or professionalism which may lead to dismissal from the Program. It is documented on the official transcript.

Professionalism Probation is a subcategory of Academic Probation. It is the result of unsatisfactory professionalism, which may lead to dismissal from the Program. It is documented on the official transcript as Academic Probation.

Probation is a warning that there are deficiencies. Steps to remediate these deficiencies will be provided to the student. During probation, the student's academic/clinical progress and/or professional conduct will be closely monitored by the MSPAS Student Promotion Committee (SPC) and/or the MPH Academic Progress Committee (APC). Failure to demonstrate improvement in areas of deficiency may place a student in the category for dismissal. Decisions regarding Academic Probation cannot be appealed.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance. Please see the sections on [Academic/Professionalism Probation](#) and [MSPAS Dismissal](#).

Students must meet the minimum standards and requirements set by the Joint MSPAS/ MPH Program and Touro University California in order to remain in good academic standing.

MSPAS PROGRAM CRITERIA FOR PLACEMENT ON ACADEMIC/ PROFESSIONALISM PROBATION

The following are criteria for which a student may be placed on probation:

1. Failure of a course
2. Failure of 2 end-of-rotation examinations on the first attempt (or 3 if the first 2 were during the 1st callback).
3. Failure of re-examination under a remediation plan
4. Term GPA < 2.3 for MSPAS coursework
5. Professional misconduct, behavior and/or attitude inconsistent with the PA profession or in

- violation of the [Professional Code of Conduct Policies](#) found in this handbook
6. Failure to adhere to the Program policies and procedures found in the *Student Handbook* and/or the *Clinical Year Handbook*
 7. Verbal or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety
 8. Verbal or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, limitations of student role
 9. Failure to follow and/or comply with requirements set forth by the MSPAS SPC and Program Director

It is important to remember that some aspects of knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills. Failure to achieve minimum competency in coursework, including clinical assignments and satisfactory progress in professional development, behaviors and attitudes may result in Program probation or dismissal. A pattern of documented evaluator concerns about performance may indicate unsatisfactory progress when the record is viewed as whole, even though passing grades have been assigned. In such instances, successful completion of a remediation plan is required to continue in the program.

MSPAS TERMS OF PROBATION

1. When a student is placed on probation they will be notified in writing by the Program and the reasons will be stated. A copy of this letter will be provided to the appropriate university officials, and placed in the student's academic file. Probation is also noted on the official transcript.
2. A student will remain on Academic Probation until the terms of probation have been satisfied, as stated in the remediation plan and probation letter. Probation may continue throughout the remainder of the didactic year, or until graduation, if deemed appropriate. A student placed on Professionalism Probation will remain so until graduation.
3. A cumulative term GPA of ≥ 2.5 for PA courses by the end of the following academic term is required of a student placed on probation.
4. In the case of probation due to professional misconduct, the Program will determine whether or not the student has achieved an acceptable level of professional behavior. This information may be gained from professionalism assignments, faculty evaluations, preceptor evaluations or any other evaluations from individuals the Program deem appropriate. Failure to remediate professionalism issues will result in referral to the SPC.
5. When the terms of probation have been satisfied, notification of removal from probation will be forwarded to the appropriate university officials, including the Registrar so the necessary documentation on the student's transcript can be made. Additionally, documentation will be placed in the student's academic file.
6. The primary responsibility of a TUC Joint MSPAS/MPH student is to gain the knowledge, skills and attitudes to become a competent and professional PA. Therefore, a student on Academic Probation may not serve as an officer of any official TUC club or organization (including holding a Class Officer position), or as a representative of the College as it may detract from time needed to be academically successful. If a student who is presently serving as an

officer/representative is placed on Academic Probation, a substitute officer/ representative will be chosen by the Class to fulfill the position until the student is removed from probation.

MSPAS REMEDIATION

Remediation is the opportunity to correct unsatisfactory performance, progress and/or professional conduct in the Program. The offer of remediation is not automatic or guaranteed. Recommendations regarding remediation will be made by the MSPAS SPC on an individual basis after considering all pertinent circumstances in each case and with a final decision made by the Program Director. Any student placed on probation for academic or professionalism reasons and offered remediation must fulfill all the terms of the remediation contract within the designated time frame or face actions including, but not limited to, dismissal. **Remediation is to be regarded as a privilege which must be earned by a student** through demonstrated dedication to learning, and active participation in the educational program to include, but not limited to, overall academic/clinical performance, regular attendance, individual initiative and utilization of resources available to him/her. **Remediation plans/decisions cannot be appealed.** The MSPAS SPC may recommend a remediation plan that includes, but is not limited to, the following:

1. Development of a contract/plan that outlines and defines a remediation program, successful remediation criteria and the responsibilities of the student.
2. A Remediation Exam of failed subject material as constructed by the course coordinator.
 - a. A course remediation covers all course material, even if the course failure resulted from a student failing one Block Exam and the corresponding material on the Cumulative Exam.
 - b. The student must score at least the following to pass the Remediation Exam:
 - i. Didactic Term 1-5: 70% for written examinations and 75% for OSCE
 - ii. Clinical Term 5-8: 75% for written examinations and the first clinical year OSCE and 80% for the second clinical year OSCE
 - iii. Didactic Term 8: 75% for written examinations and 80% for OSCE
 - c. The highest grade submitted for a successfully remediated course is U/70 or U/P.
3. Repeating the course(s)/rotation(s) failed the next time the course(s) is offered.
4. Repeating the entire academic term. The student may be required to repeat all course offerings.
5. Auditing previously taken courses or laboratory classes. If a student is advised to audit a class, they are expected to follow the attendance policy for registered students. Students may be required to sit for all course exams, or may choose to do so. If a student takes Block Exams, they must meet the same criteria as registered students in order to pass the remediation (e.g. score of $\geq 70\%$ on Block Exams).
6. Demonstrating continued competency in previously learned material by passing re- entry competency requirements for students with a remediation plan that includes extended time away from studies.

7. Complete additional clinical rotation(s).
8. Requiring corrective action for unprofessional behavior and/or misconduct. This may include but is not limited to direct apologies, letters of apology, professionalism assignments, additional clinical rotation(s), ongoing monitoring and reports of professional behavior corrections by faculty, preceptors etc.

Failure to meet the requirements of a remediation plan or competency exam results in:

- failure of the remediation or competency exam
- referral to the MSPAS SPC committee
- placement in the category for dismissal

MSPAS DISMISSAL

The Touro University California Joint MSPAS/MPH Program, after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health or academic nature justify such an action.

If a student is dismissed for failure of the MSPAS component of the Joint Program they may apply for consideration to the stand-alone MPH Program. However, acceptance is at the discretion of the MPH Program Director. If a student is dismissed for failure of the MPH Program, they may not remain in the MSPAS component of the Joint Program and will therefore be dismissed as a Joint student.

MSPAS CRITERIA FOR DISMISSAL

Any of the following may place a student in the category for dismissal:

1. Failure of 2 or more didactic courses within the MSPAS curriculum
2. Failure of 2 or more clinical rotations
3. Failure of 1 or more didactic courses and 1 or more clinical rotations
4. Failure of 3 or more end-of-rotation examinations on the first attempt (or 4 if the first 2 were during the 1st callback)
5. Failure of a repeated or remediated course
6. Failure of 1 or more re-entry competency examinations
7. Failure by a student on probation to comply with or complete a remediation program within the defined time frame
8. Meeting 2 or more criteria for Academic and/or Professionalism Probation
9. One egregious or ≥ 2 other occurrences of professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies
10. Failure to maintain a minimum term cumulative GPA of 2.5 or greater after being on Academic Probation in the prior academic term.
11. Verbal, written reports from academic faculty, clinical preceptors or designees indicating that a student who is already on probation is not adhering to site regulations, site schedules, ethical standards of conduct, or limitations

12. Verbal, written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student, who is already on probation, is not progressing academically.
13. Verbal, written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student, who is already on probation, is jeopardizing patient safety due to a lack of knowledge and/or skill proficiency.
14. Consistently failing to progress academically as demonstrated by repetitive failure to demonstrate competency across multiple evaluation modalities, including but not limited to, written examinations, Objective Structured Clinical Examinations (OSCEs), preceptor evaluations, written assignments, faculty observation of clinical skills/decision making, site visits.
15. Two or more occurrences of failure to follow Program policies and procedures as defined in this handbook as well as those defined in the Clinical Year Handbook.
16. Unprofessional conduct due to failure to comply with requirements set forth by the SPC and Program Director

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. The SPC's recommendations are forwarded to the MSPAS Program Director for review. The Program Director may agree, amend or disagree with SPC recommendation. The Program Director issues a letter of decision to the student regarding their status in the Program. If the Program Director agrees with the SPC Joint MSPAS/MPH, the dismissal is immediately effective upon receipt of the letter of notification from the Program Director. Students may appeal a Dismissal decision (refer to [Appeal Process & Procedure for Program Dismissal](#)). If a student is dismissed, their registration will be voided and tuition will be refunded per University policy.

MPH Program Criteria for Placement on Academic/Professional Probation or Dismissal

Please see the [MPH Student Handbook](#) for details.

TUC SUSPENSION

During this period of temporary loss of student status, the student is separated from TUC premises and all TUC sponsored/affiliated events and activities for a designated period of time. The duration of the suspension is under the purview of the Program Director and/or hearing committee as defined in the Formal Resolution Process. Upon termination of the suspension period, the student is eligible to petition to resume with their course of study.

TUC EXPULSION

This sanction represents the most severe response by the University to violations of the student code of responsibilities and rights and permanently separates the student from TUC prior to receipt of a university diploma. A student who is expelled will not be eligible to receive an academic degree from Touro University at any time. The University may withhold the awarding of a degree pending the outcome of the student discipline process for a violation of the Student Code of Responsibilities & Rights that does, or would have the potential to, result in the sanction

of Expulsion.

A student who is expelled is prohibited from the TUC premises, and from attending TUC-sponsored/affiliated events and activities. The sanction of Expulsion is noted on the student's academic transcript. Expulsion is a determination by Touro University California that the student has demonstrated by their conduct that they are unqualified to continue as a member of the University community.

APPEAL PROCESS & PROCEDURE FOR PROGRAM DISMISSAL

Appeals may only be filed for decisions of dismissal. Following notification (email plus hand or traceable delivery) of a decision for dismissal, a student may wish to appeal the decision to the Dean of the College of Education and Health Sciences and if necessary, to the University Provost. The student has seven (7) business days from the date on the dismissal letter from the Program within which to submit a formal written appeal of the decision to the Dean of the College of Education and Health Sciences. The appeal request must be submitted in writing and received by the Office of the Dean within this seven-day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain their situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the student to lose their right to appeal.

While the appeal is pending, the status of the student will not be altered, unless the student is in the clinical year. Any student making an appeal during the didactic phase of their education must continue to attend all classes, submit all assignments, and take all exams until the decision by the Dean has been rendered. The Program reserves the right to remove the student from clinical rotations until such time the appeal decision is rendered by the Dean if there is concern about patient safety. Removal from a clinical rotation may delay the student's completion of the program should the appeal be granted.

The Dean may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the MSPAS SPC or by the Program Director.
2. New, material, documented information not available to the SPC at the time of its initial decision.
3. Procedural error.

The Dean may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the MSPAS SPC and/or Program Director to dismiss
2. Amend the recommendation of the MSPAS SPC and/or Program Director
3. Convene an *ad hoc* committee consisting of three members to review the Program Director's decision. The *ad hoc* committee will present its findings to the Dean for consideration.

If the Dean concurs with the recommendation to dismiss, the student may make a final appeal to the Provost.

Appeal to the Provost

This appeal request must be submitted in writing and received by the Office of the Provost within seven (7) business days from the date on the appeal decision letter from the Dean. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain their situation and substantiate the reason(s) for advocating a reversal of the dismissal.

The Provost may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the MSPAS SPC, Program Director or Dean.
2. New, material, documented information not available to the committee, Program Director or Dean at the time of its initial decision.
3. Procedural error.

The Provost may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the Dean to dismiss.
2. Amend the recommendation
3. Convene an *ad hoc* committee consisting of three members to review the Student Promotion Committee, Program Director and Dean's recommendation. The ad-hoc committee will present its findings to the Provost for consideration.

The decision of the Provost is final and notification of his or her decision will be sent directly from the Provost to the student. If the Provost upholds the decision to dismiss, the dismissal is effective immediately and the student must withdraw from the University.

GRADUATION REQUIREMENTS

MSPAS REQUIREMENTS

A student will be recommended for the Master of Science in Physician Assistant Studies (MSPAS) provided they have fulfilled the following:

1. Completion of all prescribed academic requirements with a cumulative weighted grade point average of 2.0 or higher in the MSPAS Program and no incomplete or unsatisfactory grades
2. Successful completion of the MSPAS Summative course
3. Demonstration of no deficiencies in ethical, professional or personal conduct which would make it inappropriate to award the degrees and receipt of a final overall satisfactory rating on the Professional Evaluation
4. Compliance with all legal and financial requirements of Touro University California
5. Completion of the academic requirements within the required 150% of time frame following matriculation
6. Completion and submission of the Application for Graduation from the Office of the Registrar.
7. Completion of all MPH Program Requirements.

MPH REQUIREMENTS

Please see the [MPH Student Handbook](#) regarding MPH requirements and information on the MPH Capstone and Comprehensive Exam.

END OF SECTION II

APPENDICES

Please see the current [University Catalog](#) Appendices for:

- Academic Integrity Policy
- Access and Disclosure of Educational Records
- Drug Screening Procedures
- Drug-free Workplace
- Financial Aid Online Resources
- Gender-based and Sexual Misconduct Policy
- Group List Communication
- Internet Services and User-Generated Content Policy
- Policies and Procedures Concerning Requests to Accommodate Disabilities and
- Complaints Regarding Allegations of Failure to Accommodate and Disability-Based
- Discrimination
- Policies Concerning Sex Discrimination, Harassment and Complaint Procedure
- Policy and Procedure for Accommodating Students with Disabilities
- Resolution Process for Disputes and Grievances and Misconduct
- Responsible Alcohol Use
- Student Code of Responsibilities and Rights
- Student Conduct Code

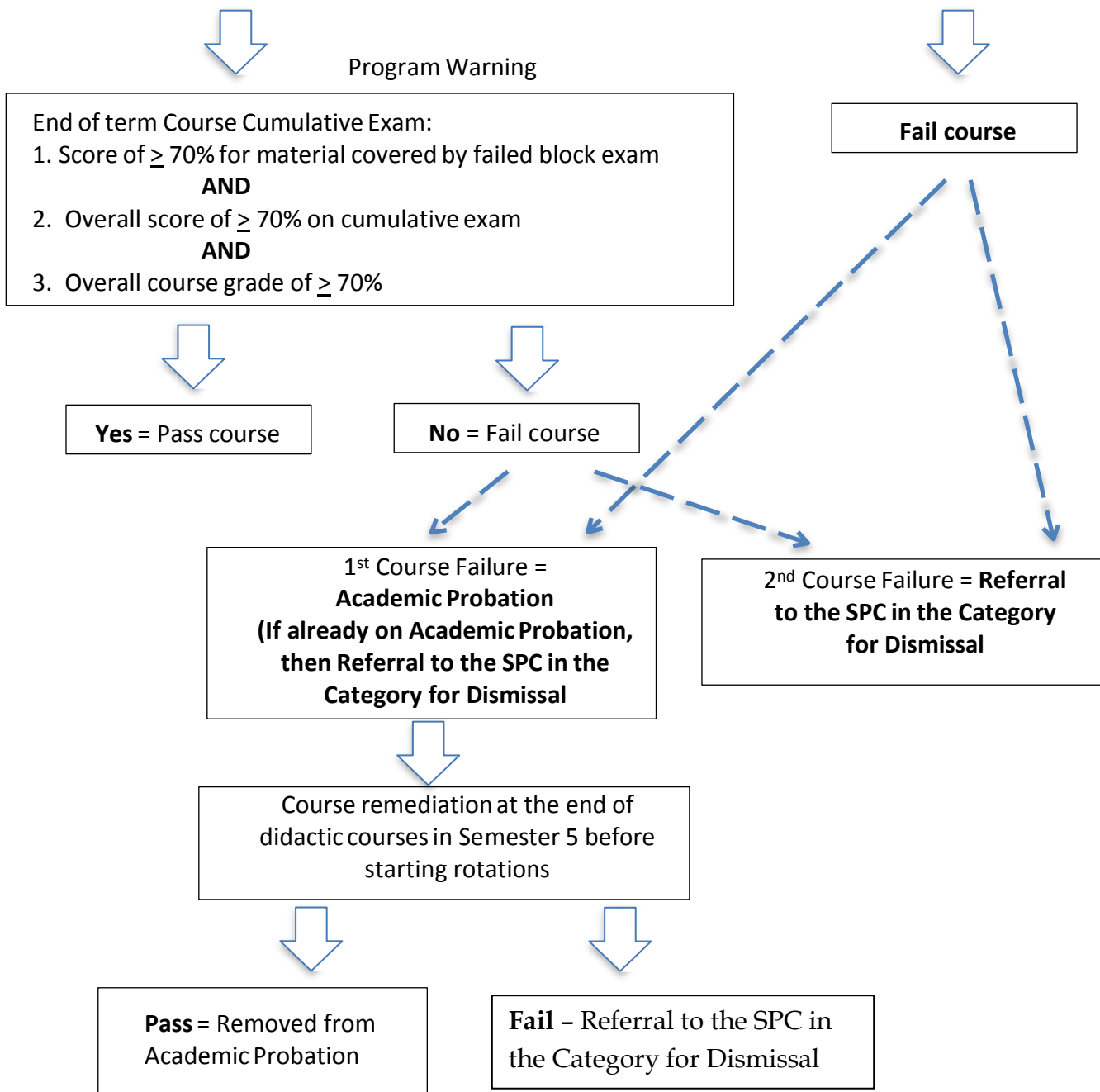
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APPENDIX A: MSPAS SPC ALGORITHMS FOR DIDACTIC COURSE EXAM FAILURES

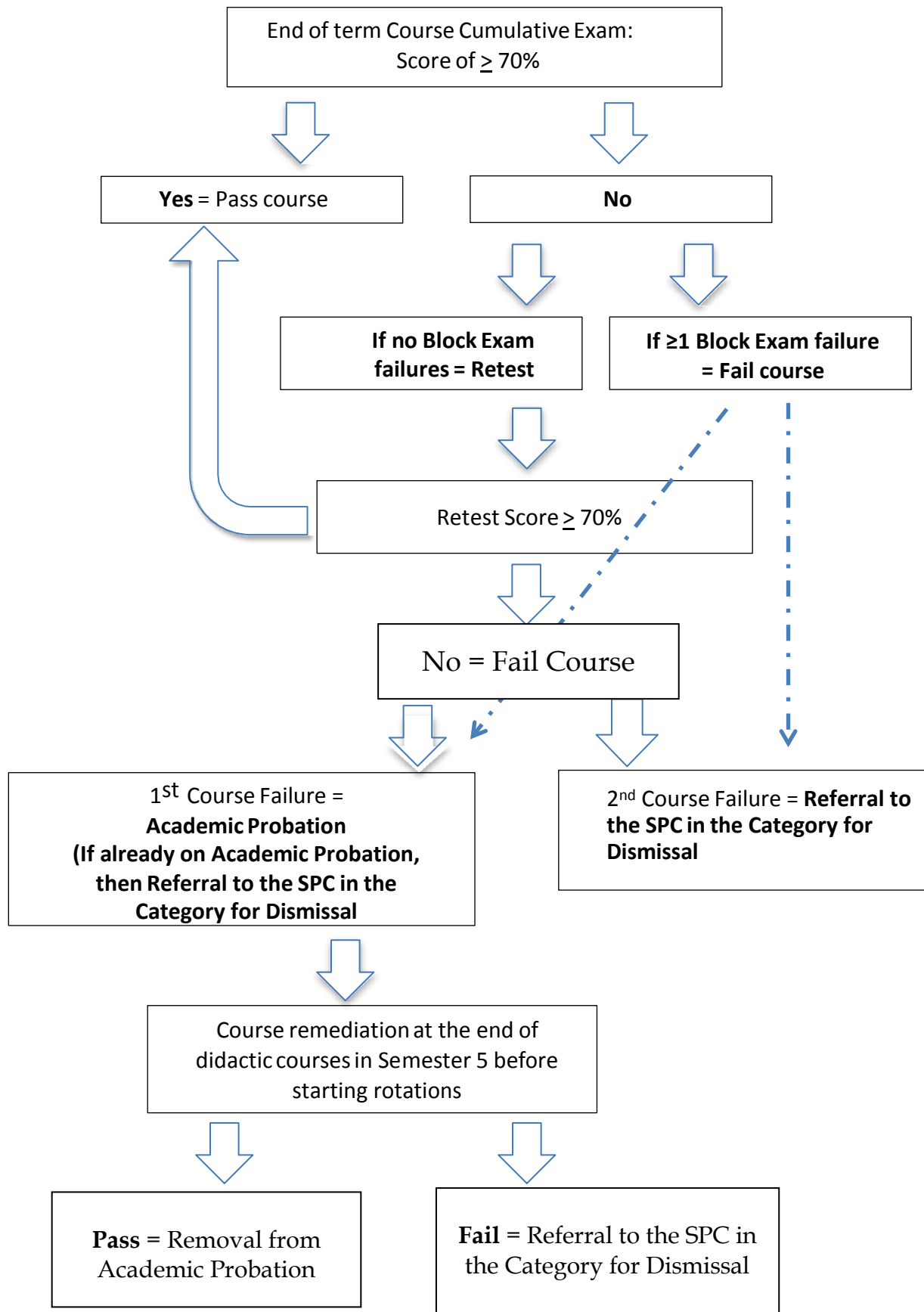
Block Exams

Failure of Block Exam (valid if student has failed 50% or less of Block Exams for the Course)

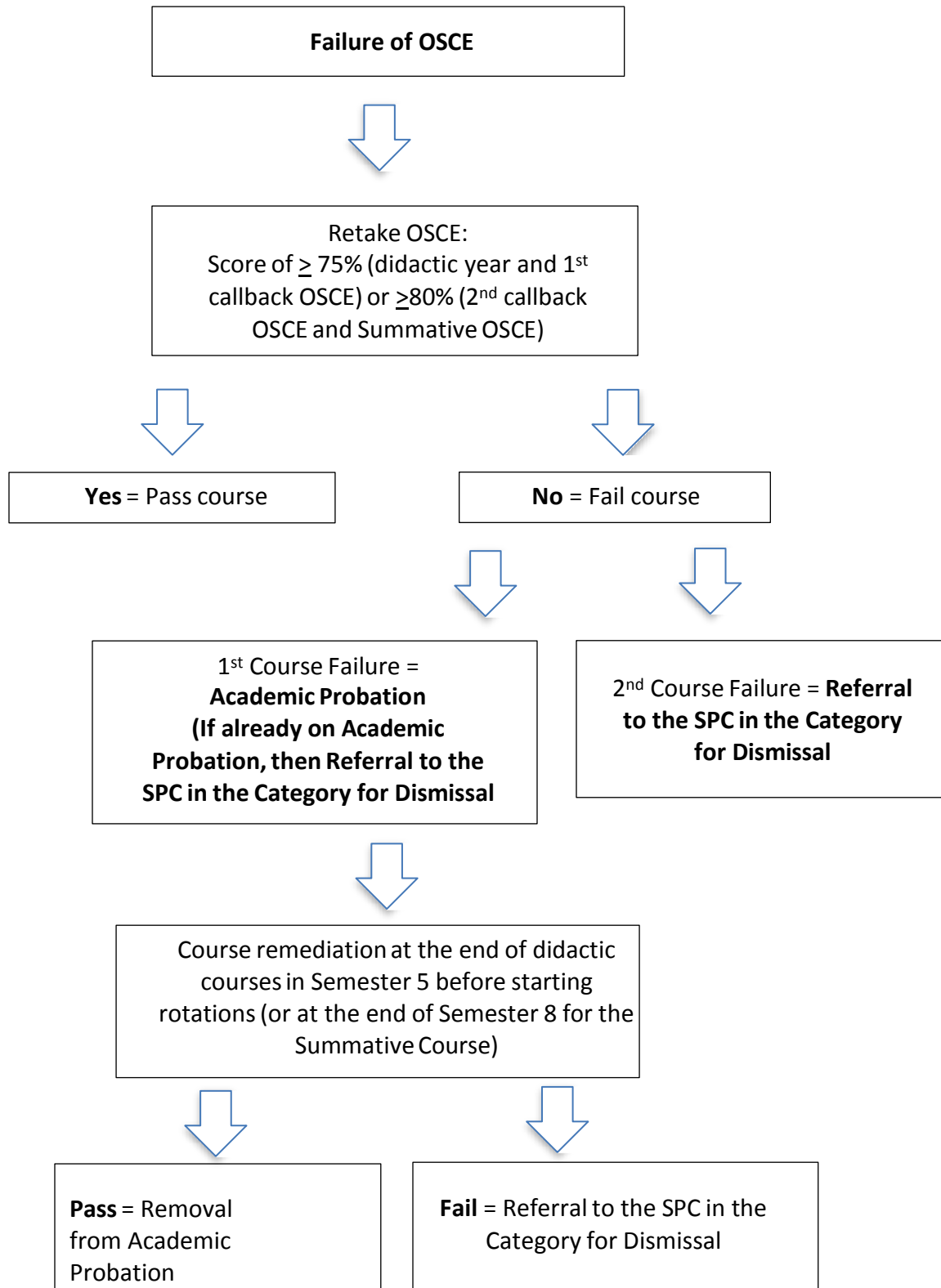
Failure of Block Exam (valid if student has failed > 50% of Block Exams for the Course)



End of Term Course Cumulative Exam



OSCE



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APPENDIX B: EXAM REVIEW POLICY AND PROCEDURE

Exam review sessions are scheduled to allow students the opportunity to review graded exams on the MSPAS curriculum. The exam review is an individual activity with two purposes. It allows a student to 1) review where they might have had misunderstanding of the material and 2) analyze strengths and weaknesses as a test-taker through completion of the *Test Performance Analysis Form*.

Exam review sessions are generally scheduled within 10 days after all students have completed the test and grades have been posted. There will be one 20-minute review session per examination. An email will be sent out notifying students that a review has been scheduled. The dates/times/location will be emailed to the students as well as posted to the class web schedule. Students who took the exam via Exemplify are required to bring the same laptop used for the exam to the review. If that laptop is not available, the student is responsible for notifying the course coordinator ahead of the scheduled review so that a paper copy of the exam can be prepared. If students took the exam on paper, arrangements will be made for them to review their exam on paper during the scheduled review time.

Review sessions are proctored. At the review session, students are provided with the answers they chose as well as the exam questions. Students are not permitted to have any writing or recording devices, paper, books, cell phones etc. during the exam review. All materials passed out must be returned at the end and nothing can be recorded or photocopied. Students attending an exam review are encouraged to complete a Test Performance Analysis Form for that exam (student must write their name and exam being reviewed on form- e.g. Medicine I Block Exam I). Answering the questions on the exam review form is optional, but highly recommended. Following the review, if a student has a question or is in need of clarification regarding a particular question, they have the option to either fill out a *Question Challenge Form* stating the concern or set up an appointment to discuss it with the course coordinator. The challenge form is collected at the end of the session and turned into the course coordinator for review. The student will receive an answer within 3 business days.

The last block exam of a course must be reviewed within 24 hours of grades being posted, unless the exam has been given on a Friday, in which it may be reviewed the following Monday. Students must directly contact the Program Administrative Assistant to schedule a time. Students **will not** be allowed to review any block exams again prior to cumulative and/or remediation exams. Cumulative exams and clinical year End of Rotation examinations (EORs) may not be reviewed at any time. If, due to extenuating circumstances, a student is unable to make the exam review session offered, the student may contact the course coordinator directly to request review of the exam. However this request must come within 10 days of the grades being posted (24 hours for the last block exam).

Examination integrity policies also apply to exam reviews. As outlined under [Examination Integrity](#), the Program follows the NCCPA PANCE Exam Policy:

The unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any examination question, in whole or in part, by written, electronic, oral, or other form of communication, including but not limited to emailing, copying, or printing of electronic files and reconstruction through memorization and/or dictation, before, during, or after an examination, is strictly prohibited.



APPENDIX C: TIME OFF REQUEST FORM

Prior to submitting this form, please review the Joint MSPAS/MPH Program policies regard time off, which states the following: (*refer to the Joint MSPAS/MPH Student Handbook*)

While it is the Program policy that students attend all classes, labs and other Program related functions, the Program understands a student may have exceptional events which might keep them from classes or Program activities.

Students are permitted **two (2)** excused (planned and/or unplanned) absences **per term**.

- Any student requesting time away for an exceptional event must complete and submit a time off request form a minimum of one month in advance. You are required to obtain signatures on this form from the Course Coordinators of every class you will miss. Time Away Request forms are to be submitted to the designated Program personnel (Regina Branch). The approval of each request is made on an individual basis and there is no guarantee the approval will be granted.
- Illness and family emergencies (i.e., not routine activities that can be rescheduled to accommodate a PA student's education and career) are generally the only acceptable reasons for an unplanned absence.

STUDENT: Complete Part A

Student Name: _____

Student Advisor: _____

Date of planned absence: _____

Reason for requested absence: _____

During which term are you requesting time off? (*circle*)

Fall/Sem I Spring/Sem II Summer/Sem III Fall/Sem IV Spring/Sem V

Please indicate the number of excused & unexcused absences you have already requested or already taken during this term:

#approved absences for this term: _____ dates: _____

unexcused absences for this term: _____ dates: _____

Approval of PA and PH Coordinators/Instructors for courses to be missed:

Course Name	Date(s) to be missed	Instructor/Coordinator Name	Instructor/Coordinator Signature	Date of Signature

I verify that the information provided in this form is complete and accurate.

Student Signature: _____ Date: _____

PROGRAM: Complete Part B

Completed request form was submitted one month in advance: (*circle*) YES / NO

If no, reason for waiver: _____

All approvals were obtained: (*circle*) YES / NO

If no, reason for waiver: _____

Time off Request: Approved Denied

Authorized Signature: _____ Date: _____

APPENDIX D: TUC JOINT MSPAS/MPH PROGRAM HEALTH REQUIREMENTS - CLASS OF 2022 & BEYOND

MATRICULATION & CONTINUING STUDENT

MATRICULATION

The following are required prior to matriculation in the Joint MSPAS/MPH Program. Please note that photographs of documents (using a camera function) will not be accepted.

1. Quantitative antibody titer for each of the following:

- Measles
- Mumps
- Rubella
- Varicella (Chicken Pox)
- Hepatitis B

Submit documentation of a **quantitative** antibody titer **within the past 5 years** for each of the above (lab report or physician verification required). If one or more of the titers is negative or equivocal, a new alert will be created for you to repeat the series (2 dose series for Measles, Mumps, Rubella, or Varicella, 3 dose series for Hepatitis B) and submit a repeat titer. If series is in process, submit where you are and a new alert will be created for you to complete the series and titer. If you continue to have a negative titer after properly completing a vaccine series twice, you must submit documentation from a medical provider that you are a non-responder (the Student Health Center can provide this documentation for you).

2. Tuberculosis (TB)

- If **no documented history** of positive latent TB test (PPD or IGRA), submit documentation of the following administered within the past 9 months:
 - Form C – Initial TB Symptom Survey (no need for medical provider signature if you have never had a positive PPD or IGRA test) AND
 - Documentation of **one** of the following:
 - Negative two-step skin test administered 1-3 weeks apart (on Form D) OR
 - Two negative single step tests with at least one of them being administered within the last 9 months and both within the last 12 months (on Form D) OR
 - Negative Interferon Gamma Release Assay (IGRA) blood test (IGRA is the required test for anyone with a history of receiving the BCG vaccine).
- If **documented history** of positive latent TB test (PPD or IGRA), or if the above TB testing is positive, submit ALL of the following using Forms C & D when appropriate:
 - Documentation of the past positive test AND
 - Clear chest x-ray report within the past 6 months AND
 - Form C – Initial TB Symptom Survey (this **must be signed by a medical provider** if you have ever had a positive PPD or IGRA test) AND
 - Documentation of one of the following:
 - Latent TB treatment OR

- Documentation from a medical provider (i.e., PA/NP/MD/DO) that treatment for TB infection has been discussed.
- Additional information:
 - TB skin test results must be read within 48 to 72 hours of placement and must be recorded in mm of induration.
 - If testing is 'indeterminate', then repeat the test. If that repeat testing is still 'indeterminate', then get the other test (i.e., if first 2 tests were PPDs, the 3rd should be an IGRA).
 - Renewal will be set to 1 year.
 - All Documentation must be submitted on Forms C and D (D only for those submitting PPD results rather than IGRA results).

3. Tetanus, Diphtheria, & Pertussis (Tdap)

Submit documentation of a Tdap booster administered within the last 10 years. You must remain current with either Tdap or Td during your enrollment at Touro (within 10 years).

4. Polio

Do you have documentation of your primary series for polio (at least three vaccinations)?

- If **yes**, submit your vaccine series.
- If **no**, this requirement will be marked completed.

5. Forms

- [Form A: Student Information](#)

Complete, sign, and submit Form A to complete this requirement.

- [Form B: Physical Examination and Health History](#)

Submit Form B completed and signed by a medical professional within the past 12 months. The renewal date will be set to December 15 of the second school year and must be completed between December 15 and February 1.

- [Form C: Initial TB Symptom Survey](#)

See #2 above for details. All students must complete and submit this form, but only those with a history of **positive PPD or IGRA test** must have their form signed by a medical provider.

- [Form D: PPD](#)

Submit Form D completed and signed by a medical professional if your latent TB testing is done with PPDs (those submitting IGRA results only do not need to submit this form).

- [Form F: Consent for Student Health to maintain health information and release of Information to Clinical Rotations](#)

Complete, sign, and submit Form F to complete this requirement.

CONTINUING STUDENT

1. Influenza- due by Nov 15 of each year starting in year 1

Please submit documentation of a flu vaccine administered during the flu season that begins the year of matriculation (September-May). Documentation must indicate that the vaccination you received is from a batch for the current flu season. The due date is **November 15** each year. You will not be able to get this vaccine until after matriculation, when the vaccine becomes available in September or October. Renewal date will be set to **November 15** of the following flu season.

2. Updated physical exam- completed between December 15th and February 1st during the second year of enrollment prior to the start of rotations.

3. Annual TB Screening-

- First 1-year renewal: submit one of the following:
 - Negative one-step PPD skin test (on Form D) OR
 - Negative IGRA blood test (IGRA is the required test for anyone with a history of receiving the BCG vaccine) OR
 - If history of positive testing, submit a [TUC Form C – Annual TB Symptom Survey](#)
- Second 1-year renewal: completed between January 1st and February 1st during the second year of enrollment prior to the start of rotations.
 - Negative one-step skin test if last PPD was within 1 year (on Form D and even if the last one was placed recently) OR
 - Negative two-step skin test administered 1-3 weeks apart if last PPD was more than 1 year ago (on Form D) OR
 - Negative IGRA blood test (IGRA is the required test for anyone with a history of receiving the BCG vaccine) OR
 - If history of positive testing, submit a [TUC Form C – Annual TB Symptom Survey](#)
- If any of these renewals result in a newly positive test, submit ALL of the following:
 - Documentation of the positive test (on Form D if test is a PPD) AND
 - Clear chest x-ray report within the past month AND
 - [TUC Form C – Initial TB Symptom Survey](#) AND
 - Documentation of one of the following:
 - Latent TB treatment OR
 - Documentation from a medical provider (i.e., PA/NP/MD/DO) that treatment for TB infection has been discussed.
- TB skin test results must be read within 48 to 72 hours of placement and must be recorded in mm of induration.
- If testing is 'indeterminate', then repeat the test. If that repeat testing is still 'indeterminate', then get the other test (i.e., if first 2 tests were PPDs, the 3rd should be an IGRA).
- All Documentation must be submitted on Forms C and D (D only for those submitting PPD results rather than IGRA results).

2022 STUDENT HANDBOOK SIGNATURE SHEET

I have read, understand and agree to follow the policies and procedures set forth by Touro University California and the Joint MSPAS/MPH program as outlined in this handbook. As a student I am responsible for referring to this handbook for specific policies and procedures governing my status as a student to include program requirements, goals and objectives, satisfactory academic and professional progress, graduation requirements and grievance policies.

Student Name (Print)

Student Name (Signature)

Date

Signature Sheet Due to Program Office by 3:00pm on Wednesday, September 11, 2019.