



College of Health Professions

PHYSICIAN ASSISTANT STUDIES PROGRAM - PLEASANTVILLE MASTERS IN PHYSICIAN ASSISTANT STUDIES

STUDENT POLICY AND PROCEDURE HANDBOOK (Includes didactic and clinical phases)



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ACCREDITATION

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Pace University Physician Assistant Program-Pleasantville sponsored by Pace University. 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remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards.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 March 2032. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the [ARC-PA website](#).

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WELCOME TO THE COLLEGE OF HEALTH PROFESSIONS

Dear Physician Assistant Graduate Students:

The faculty and I applaud your decision to pursue a graduate degree in Physician Assistant Studies and are delighted you chose Pace University College of Health Professions as the place to do so. The program in which you are enrolled will be stimulating, challenging, and sometimes exhausting as you make your way through new terminology, insights, dilemmas, and skills. Faculty and staff are here to help you be successful in your endeavors.

As with any new role, there are expectations that will help you be successful as a student and practitioner. The Core Values of the College of Health Profession are: Collaboration, Integrity, Innovation, Cultural Competence, and Scholarship. In concert with these values, our expectations of you in the student role are that you will: be honest, respect others and yourself, be accountable and committed to doing your very best, give constructive feedback to us and to your peers, participate fully in the learning process, be reflective in your learning and practice, adhere to standards, and understand all of the privileges, rights, and responsibilities of being a student in Pace University College of Health Professions. As part of these responsibilities, you are required to be familiar with the Physician Assistant Studies Policy and Procedure, Didactic and Clinical Handbooks. Our goal is to provide you with the tools to be the best you can be -- exceptional PAs of the highest caliber!

Professionally and personally, I try to adhere to the *Platinum Rule*: Treat others as they wish to be treated, not necessarily assuming that how you wish to be treated is how others wish to be treated. I urge you, as a student, to learn from the wisdom and experience of your professors while advocating for yourself and having agency over your education and the responsibilities you have both to your profession and your studies. The handbooks guide students through the standards, policies and practices set forth by the faculty and your responsibilities as a student.

We believe that physician assistants make a difference, and that their pledge as professionals to provide compassionate and competent care to patients is paramount. Our commitment to you is to give you constructive feedback, participate fully in the teaching/learning process, be reflective in our teaching, and adhere to the standards we have established for ourselves, our students, and the profession. We welcome the opportunity to embrace all the privileges, rights, and responsibilities of being your professors and mentors.

We have worked hard to provide relevant, comprehensive programs, and we periodically need to hear your perspective about how we are doing. Your feedback is important to us so we will ask for your input through various formal and informal evaluation methods.

Increasingly, we seek to incorporate interprofessional education and collaboration in our programs, both required and optional, as effective clinical care and health equity require an integrated approach across professions and disciplines. I encourage you to avail yourself of these opportunities when they arise.

On behalf of our faculty and staff, I wish you the very best in your studies!

Beau J. Anderson, PhD, MA(Ed), Lac

Interim Co-Dean*, College of Health Professions

*fulfills all the duties of associate dean for Allied Health programs

SECTION I: GENERAL INFORMATION

Introduction

This handbook has been developed by the faculty and administration of the Pace University – Pleasantville – Physician Assistant (PA) Program to provide you with specific rights, responsibilities, procedures and policies.

This handbook is designed to supplement rather than supplant existing University policies and procedures, including those set forth in Pace University's graduate catalog and student handbook. We encourage every student to become familiar with and refer to those and other University publications for further information. Students are responsible for knowing and complying with all applicable policies of Pace University, The College of Health Professions and the Physician Assistant program.

The contents of this handbook describe the academic policies and procedures of Pace University's Physician Assistant (PA) Program in Pleasantville, NY, which is part of Pace University's College of Health Professions. This handbook is for informational purposes only and does not constitute a contract between the University and any applicant, student or other party.

The University reserves the right to amend, modify, or change course offerings, regulations, program policies and financial requirements or other information in this handbook. In such a case, the Pace PA Program – Pleasantville - will make reasonable efforts to notify students regarding any changes in a timely manner and in writing.

We hope you find this handbook helpful and wish you success in your studies.

PA Program Faculty and Staff

Program Faculty and Administration

All faculty and staff are housed in Lienhard Hall at 861 Bedford Road, Pleasantville, NY 10570

Program Director

Christine Lazaros-Amendola, MS, PA-C

Clinical Professor

(914)-773-3940

Email: clazaros@pace.edu

Medical Director

Lisa Millman, MD

Associate Clinical Professor

(914) 773-3821

Email: lmillman@pace.edu

Director of Clinical Education

MaryAnne Aylward, MS, PA-C

Associate Clinical Professor

(914) 773-3005

Email: maylward@pace.edu

Director of Didactic Education

Nicki Reno Welt, MFA, MSHS, PA-C

Associate Clinical Professor

(914) 773-3146

Email: nrenowelt@pace.edu

Principal Faculty

Josh Blair, MS, PA-C

Assistant Clinical Professor

(914) 773-3136

Email: jblair@pace.edu

Marci Saulnier, MS, PA-C

Assistant Clinical Professor

(914) 773-3088

Email: msaulnier@pace.edu

Thomas MacPherson, MS, PA-C

Assistant Clinical Professor

(914) 773-3365

Email: tmacpherson@pace.edu

Valerie Gross, MD

Assistant Clinical Professor

(914) 773-3565

Email: vgross@pace.edu

Program Coordinator

Faith Rescigno

(914) 773-3513

Email: frescigno@pace.edu

Enrollment Coordinator

Heather Crognale

(914) 773-3259

Email: hcrognale@pace.edu

Clinical Program Assistant

Gina Cascarano

(914) 773-3859

Email: gcascarano@pace.edu

Program Mission Statement

The mission of the Pace University, College of Health Professions, and Physician Assistant Studies Program - Pleasantville is to educate a diverse graduate student body providing an academically rigorous learning environment that promotes the intellectual, personal, and professional growth of our students. The faculty and staff will imbue these qualities and facilitate the development of a learning community that supports the training of highly competent physician assistants with attributes including lifelong learning, service orientation, and an emphasis on primary care. The faculty, staff and students will demonstrate the knowledge, attitudes, and understanding to function in diverse communities, populations and settings, and to treat all patients with dignity, respect, and compassion.

Program Vision

To foster a quality academic environment where students and faculty are stimulated to excel by an educational process that provides our post-graduate learners with the necessary academic, clinical, professional, interpersonal and technical skills to function competently, confidently, compassionately and efficiently as culturally humility-aware primary care medical providers.

Program Goals

- Attract an academically qualified, diverse student body that includes those from economically or educationally disadvantaged backgrounds.
- Equip students with the evidence-based knowledge and skills necessary to become competent primary care providers.
- Cultivate collaborative and patient-centered care through integrated interprofessional training experiences.
- Promote cultural awareness and sensitivity to the needs of diverse patients and communities.
- Empower students to participate in the delivery of medical care to diverse and underserved populations.
- Encourage professional involvement, leadership and service.

Program Technical Standards

Pace University complies with Section 504 the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as well as state and local laws which prohibit institutions of higher education from discriminating against students with disabilities. Although all applicants and students are held to the same technical and academic standards, reasonable accommodations are provided to qualified individuals with a disability. In order to request a reasonable accommodation, applicants and students should read [Information for Students with Disabilities](#) and then contact the coordinator of Office of Student Accessibility Services for their campus. Reasonable accommodations do not negate requirements for successful completion of the Physician Assistant Studies program, or adherence to acceptable standards of behavior. It is important to note that some accommodations are not appropriate in all courses.

The ability to meet the technical standards and educational objectives established by the program is essential for the fulfillment of the requirements for the Master of Science in Physician Assistant Studies degree. The academic and technical standards established by the faculty require that all students accepted by the Pace University, Physician Assistant Studies Program – Pleasantville possess the physical, cognitive, and behavioral abilities that ensure that they will be able to complete all aspects of the curriculum. Students admitted to the Physician Assistant (PA) program must have the intellectual, emotional, and physical abilities to acquire the knowledge, behaviors, and clinical skills needed to successfully complete the entire curriculum and practice medicine as a physician assistant. The

technical standards outlined below (Technical Standards), in conjunction with established academic standards, are followed by the Admissions Committee to select students who possess the intelligence, integrity, physical, and personal, as well as emotional, characteristics that are necessary to become an effective physician assistant. The program and sponsoring institution must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physician assistant. The program and sponsoring institution cannot compromise the health and safety of others and reserve the right not to admit any applicant who cannot meet the technical standards or who would constitute a direct threat to the health and safety of others, e.g., those individuals who are currently impaired by alcohol or substance abuse cannot meet the Technical Standards.

Technical Standards

Granting of the PA degree signifies that the holder is a physician assistant prepared for entry into the practice of medicine. Therefore, it follows that graduates must have the knowledge and skills to practice medicine as PAs in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates must also have the physical and emotional stamina to function in a competent manner in educational and practice settings that may involve heavy workloads and stressful situations. Accordingly, candidates for the degree must be able to perform specific essential functions that the faculty deem requisite for the practice of medicine. These functions, expressed as technical standards, fall into several broad categories, including observation; communication; motor; conceptual, integrative, and quantitative; and behavioral and social.

Observation

Candidates must be able to observe demonstrations in the basic sciences, medical illustrations and models, and microscopic studies of microorganisms and tissues in normal and pathological states. They must also be able to directly and accurately observe a patient's demeanor, see a patient's physical condition, and obtain a medical history and perform a physical examination correctly on the patient in order to integrate the information derived from these observations in order to develop an accurate diagnostic and treatment plan. These skills require the functional use of vision, hearing, smell, and somatic sensation.

Communication

Candidates must be able to speak, hear, and observe patients in a clinical setting and elicit information, perceive nonverbal communications and detect changes in mood. They must be able to record information accurately and clearly, speak fluent English, and communicate effectively and sensitively with patients and families. Candidates must also be able to communicate effectively with other members of the healthcare team in oral, written, and electronic form, and provide accurate information in patient care settings in which decisions based upon those communications must be made rapidly.

Motor

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers necessary to complete a full physical examination. They must possess motor function sufficient to perform basic laboratory tests (e.g., urinalysis, CBC, etc.) and carry out diagnostic procedures (e.g., venipuncture, arterial puncture, paracentesis, thoracentesis, lumbar puncture, etc.). These skills require coordination of gross and fine muscle movements, equilibrium, and sensation. Candidates must be able to execute the appropriate motor movements required to provide general care as well as emergency treatment to patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, administration of intravenous medication, the application of

pressure to stop bleeding, the management of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. A candidate must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and receive educational training.

Interpretative, Conceptual, and Quantitative

Candidates for the degree must have effective and efficient learning techniques and habits that allow for mastery of the complex PA curriculum. They must be able to learn through a variety of modalities, including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. They must be able to memorize, measure, calculate, reason, analyze, and synthesize. They must also be able to comprehend spatial relationships and three-dimensional models.

Behavioral and Social

Candidates must understand the legal and ethical aspects of the practice of medicine and function within the guidelines established by the law and by the ethical standards of the PA profession. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals. This requires that they place the welfare of their patients foremost, and demonstrate honesty, integrity, dedication, compassion, and nondiscrimination in the care of their patients. They must at all times demonstrate the emotional stability to be able to exercise good judgment, and carry out prompt completion of all the responsibilities attendant to the diagnosis and care of their patients in a sensitive and effective manner. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impact on relationships and patient care. Applicants must be able to adapt to changing environments, display flexibility and professional responsibility to their patients, and to learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning. A candidate must be able to accept criticism and respond by a modification of behavior. All of these personal qualities will be assessed during the admissions and educational process.

Program Competencies

Upon successful completion of the Pleasantville Physician Assistant Studies Program, students will be expected to be able to:

- PC1: Employ the ability to think critically and utilize clinical reasoning in providing patient-centered primary care.
- PC2: Demonstrate the basic medical knowledge of acute, chronic, and emergent conditions across the lifespan and apply this understanding to patient care.
- PC3: Demonstrate professionalism, honesty and integrity in all interactions with colleagues, patients, and families.
- PC4: Employ interpersonal communication skills to develop therapeutic and culturally sensitive relationships with patients and their families that reflect compassion and respect.
- PC5: Possess knowledge of pharmaceutical agents including indications, contraindications, dosing, side effects, drug interactions and costs to patients.

- PC6: Conduct accurate patient histories by actively listening and communicating and in ways that adapt to their level of health literacy and comprehension.
- PC7: Demonstrate the ability to select appropriate, high value diagnostic studies and tests.
- PC8: Demonstrate the ability to perform appropriate diagnostic and therapeutic procedures safely and competently.
- PC9: Formulate a prioritized differential diagnosis by integrating information from the medical history, physical exam and diagnostic testing.
- PC10: Perform a thorough and focused oral Presentation accurately portraying the patient history, physical exam findings and proposed diagnostic and treatment plan for the differential diagnosis.
- PC11: Perform comprehensive and focused physical exams accurately and as required by a patient's chief complaint or inquiry and be able to recognize normal and abnormal health states.
- PC12: Differentiate between the roles of all members of interprofessional patient-care teams and use that information to request referrals when appropriate.
- PC13: Accurately complete medical documentation regarding care provided, for medical, legal, and quality assurance.
- PC14: Utilize the concepts of public health and patient safety to improve the quality of patient care.
- PC15: Demonstrate professional leadership and patient advocacy in the care of diverse and underserved patients by assisting them in navigating the unique barriers they often face when accessing care.
- PC16: Demonstrate a commitment and understanding of ethical principles in patient care including decision making and confidentiality of patient information, informed consent, conflicts of interest and business practices.
- PC17: Utilizing a formulated diagnosis, create management and treatment plans based on respect for patient preferences, evidence-based medicine and informed clinical judgement.
- PC18: Provide culturally sensitive patient education aimed at disease management and prevention.
- PC19: Synthesize knowledge of pre-operative, intra-operative and post-operative care to manage patients in the primary care setting.
- PC20: Recognize and address personal biases, gaps in medical knowledge and physical limitations.

SECTION II: PACE PLEASANTVILLE CAMPUS INFORMATION

Campus Map

View the [Westchester interactive campus map](#).

Bookstore

Pace University has partnered with Barnes and Noble College Bookstores Inc. to provide our students with a diversified collection of books and supplies. All required texts will be available through the [Pace University Book Store](#) located on the Pleasantville Campus.

Campus Dining

[Pleasantville Dining Facilities](#)

- Miller Hall Kiosk
- Jeanette and Morris Kessel Student Center Cafeteria
- Pace Perk Café
- Alumni Hall

Campus Parking

All students, faculty, staff, contract employees and visitors must display a valid parking decal or temporary hang tag and are obligated to adhere to the University's parking regulations at all times while on campus.

Parking is limited and obtaining a parking decal does not guarantee the availability or location of a parking space. Parking decals do not expire and require a onetime registration; however, if any vehicle changes occur a new decal is required.

Visit the [Parking and Traffic Guidelines](#) for additional information.

Health, Fitness and Recreation Centers

All Pace students have access to the 75,000-square foot [Goldstein Health, Fitness, and Recreation Center](#). The state-of-the-art facility includes a walking/jogging track, aerobics/dance room, fitness room with the latest cardio equipment, an eight-lane swimming pool, and a 2,400-seat arena with scoreboards and a message center. Plus, there are locker rooms, an equipment room, VIP room, meeting room, and concession stand. The athletics staff offices and healthcare unit are also housed here. The Center is home to Pace University Men's and Women's Basketball, Swimming and Diving, and Women's Volleyball teams, as well as several intramural activities.

Phone Numbers for Important Resources

Bookstore.....	(914) 773-3761
Career Services.....	(914) 773-3415
Counseling Services.....	(914) 773-3710
Dean for Students.....	(914) 773-3351
Dean of Students.....	(914) 773-3351
Emergency Closure Line.....	(914) 773-3398
Financial Aid.....	(877) 672-1830, Option 1
Health Services.....	(914) 773-3760
IT Help Desk.....	(914) 773-3333

Office of Multicultural Affairs	(914) 773-3628
Office of Sexual and Interpersonal Wellness	(212) 346-1931
Office of Student Assistance.....	(877) 672-1830, Option 3
Pace OneCard Office.....	(914) 773-3830
Security	(914) 773-1111
Student Accessibility Office (testing accommodations)	(914) 773-3710
Student Development and Campus Activities	(914) 773-3767

SECTION III: PACE UNIVERSITY POLICIES

Academic Integrity Code

The [Academic Integrity Code \(PDF\)](#) supports Pace University's commitment to academic honesty and creates a culture at the University that emphasizes high standards of academic integrity, ethical behavior, and responsible conduct. The purpose of the Code is to educate students about what constitutes academic misconduct, to deter cheating and plagiarism, and to create a fair process and a set of procedures to handle cases of academic misconduct including documentation and application of sanctions. Academic integrity is defined as honesty and ethical conduct in learning and the educational process. The educational environment is enhanced when students believe that their academic competence is being judged fairly and that they will not be at a disadvantage because of the dishonesty of another. All members of the University community are expected to uphold the highest standards of academic integrity. The Academic Integrity Code applies to all undergraduate and graduate students at all campuses of Pace University (except the Law School). It supersedes the academic integrity policies of the different schools within Pace University. All students registered for classes in the University are subject to the terms of this Code, expected to be familiar with the Code, and to abide by the policies, procedures, and sanctions of this Code.

Students are required to be honest and ethical in satisfying their academic assignments and requirements. A student who fails to comply with the standards of academic integrity is subject to disciplinary actions such as, but not limited to, a reduction in the grade for the assignment or the course, a failing grade in the assignment or the course, suspension and/or dismissal from the University.

Artificial Intelligence (AI)

In general, the use of AI tools is permitted in the Program for students who wish to use them. To adhere to our academic integrity policies, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

In addition, large language models (LLM) like ChatGPT have been known to supply inaccurate information and fake citations. Use your information literacy skills to corroborate AI information if you are using it in your research.

Affirmative Action and Non-Discrimination

The [Office of Institutional Equity and Title IX Compliance](#) aids in the implementation of the University's commitment to equal opportunity, affirmative action and diversity. Inquiries concerning the application of Title IX and implementing regulations, as well as inquiries concerning the application of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and Title VI of the Civil Rights Act, may be referred to the Office of Institutional Equity/Title IX Compliance.

Affirmative Action Policy

The Affirmative Action Policy of Pace University is adopted pursuant to its commitment to the principles of equal opportunity for all minorities and women, which specifically pledges the University to a policy of nondiscrimination toward any person in employment or in any of its programs because of race, color, religion, disability, national or ethnic origin, sexual orientation, age, sex or marital status. Pace University admits, and will continue to admit, qualified students of any race, color, religion, disability, national or ethnic origin, sexual orientation, age, sex or marital status, to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not, and will not discriminate on the basis of race, color, religion, disability, national or ethnic origin, sexual orientation, age, sex or marital status, in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

University Non-Discrimination Statement

The University is strongly committed to maintaining a working and learning atmosphere that is free from unlawful discrimination, harassment and retaliation. The University is also an equal opportunity employer that is strongly committed to making all personnel decisions without regard to actual or perceived sex, gender or gender identity; race; color; national origin; religion; creed; age; disability; citizenship; marital or domestic partnership status; sexual orientation or affectional status; genetic predisposition or carrier status; military or veteran status; status as a victim of domestic violence, sex offenses or stalking; or any other characteristic protected by law federal, state or local law, rule or regulation. All University employees, supervisors, administrators, officials, faculty members, students, and applicants, as well as everyone with whom the University does business (e.g., outside vendors, consultants, contractors) are prohibited from engaging in unlawful discrimination and/or harassment based on any of these protected characteristics.

Disabilities and Accommodations

Students with, among others, visual, hearing and mobility impairments, psychological disorders (including, but not limited to, specific learning disabilities, organic brain syndrome, attention deficient disorder, emotional or mental illness), and chronic health disorders such as diabetes, heart disease, and HIV infection (whether asymptomatic or symptomatic) may be disabled and therefore eligible for a reasonable accommodation. Therefore, accommodations are determined on a case-by-case basis according to a student's documented needs, guidelines suggested by federal and state law. Identifying and implementing a reasonable accommodation for a student with a disability is an interactive process that includes shared responsibility between the University and the student. Because some accommodations may take considerable time to arrange, students are urged to contact the Coordinator of Accessibility Services in order to request an accommodation as soon as possible after receiving notice of admission to the University.

Visit the office of [Student Accessibility Services](#) for additional information.

Drug and Alcohol Policy

Physician assistant students must comply with the University's [Alcohol and Other Drug Policy](#) and all other applicable policies and procedures concerning the use of drugs and alcohol. Students are prohibited from appearing at any clinical site while under the influence of alcohol or any drug that may adversely affect performance or judgment. Please also see Section V PA Program Policies -> Background Checks and Drug Testing for more detailed information.

Family Educational Rights and Privacy Act (FERPA)

Student records are protected from unauthorized access and release by the Federal Educational Rights and Privacy Act (FERPA) of 1974.

Access to and Review of Education Records

Under FERPA, a student has the right to have access to and review his or her education records (with several exceptions, see link above for full policy). Any student who wishes to access and review his or her education records must submit a dated written request to the custodian of the record, e.g., the Office of Student Assistance, a department chair, a program director, a faculty member. No later than 45 days after receiving the student's request, the custodian will make arrangements for the student to review his or her education records. A representative of the University may be present during the inspection, and the student may be required to present valid photo identification before accessing the records. Photocopies of the records are available upon request and for a fee of fifteen cents per page.

For additional information, visit the [Office of the Registrar Student Records](#).

Pace Guiding Principles of Conduct

In order to preserve an atmosphere in which a free exchange of ideas may flourish, and to ensure the dignity and safety of all members of the University community as well as the unimpeded operation of the University (and as required by federal, state and local laws including, without limitation, N.Y. Educ. Law § 6430), the University has adopted the [Guiding Principles of Conduct](#).

Pace Immunization Policy

New York State Public Health Law requires that all college and university students enrolled for at least six (6) semester hours or the equivalent per semester, or at least four (4) semester hours per quarter. For the University policy, visit [Immunization Compliance](#).

For clarity, we've combined the Pace University Immunization Requirements with the PA Program Health Clearance in Section V: PA Program General Policies, page 27.

Leaves of Absence (LOA) and Resumption of Studies Policy

Any withdrawal, including an approved Leave of Absence, is considered a withdrawal for financial aid purposes and will therefore affect a student's full-time status and financial aid packages, and loan repayment may be triggered. Therefore, it is highly recommended that all students considering a leave of absence/withdraw speak to the Financial Aid office to understand all of the consequences prior to submitting the paperwork for withdrawal.

Once a student is prepared to return to the program, they must complete a *Resumption of Studies* or a *Resumption of Studies After a Medical Leave* form and submit to the Office of Student Assistance prior to re-enrollment and registration. The forms can be found on the [Office of the Registrar](#) website.

Students who don't complete the PA Program in the typical 27 months have a maximum of 4 years from the date of initial matriculation to complete the MSPAS degree requirements.

Visit [Leave of Absence](#) online for Information regarding leaves of absence, including a medical leave of absence from the University, and [resuming studies](#) thereafter.

Leave of Absence Policy Addendum for College of Health Professions (CHP) Programs

Students enrolled in CHP programs who wish to take a Leave of Absence (LOA) must obtain prior written approval from their program director or department chair. This requirement is in addition to the existing university LOA policy, which allows students to withdraw from all enrolled classes up until the last day of the semester.

Key Points

- **Approval Requirement:** Before initiating an LOA, CHP students must consult with and receive written authorization from their program director or department chair.
- **Academic Standing Requirement:** Students must be in good academic standing at the time of the request to be granted an LOA. Requests from students not in good academic standing will be reviewed on a case-by-case basis, and approval is not guaranteed.
- **Impact on Reentry:** Students who take an LOA **without prior approval** are not guaranteed reentry into their program.
- **Cohort Considerations:** Given the structured nature of CHP programs and strict cohort sizes, unauthorized leaves may disrupt academic progress and program completion timelines.

Procedure

1. **Consultation:** Meet with your program director or department chair to discuss your intention to take an LOA, verify academic standing, and understand the implications for your academic progress.
2. **Approval:** Obtain written approval for the LOA from your program director or department chair. Note: Approval for return is up to the discretion of your program director or department chair.
3. **University LOA Application:** After receiving program approval, complete the university's LOA application process as outlined in the [Pace University Leave of Absence Policy](#).

Note: This policy aims to ensure that students make informed decisions regarding leaves of absence and maintains the integrity and scheduling of CHP programs. Failure to adhere to this policy may result in delays in program completion or the inability to rejoin the program.

For more information or clarification, please contact your program director or department chair.

Safety and Security

The Safety and Security Department is responsible for ensuring the safety and security of all members of the Pace University community 24 hours a day, 365 days per year. Safety and Security also issues parking permits and identification cards.

The locations and telephone numbers of Safety and Security are:

New York City Campus
161 William Street, 1st Floor
Phone: (212) 346-1800

Pleasantville Campus
Alumni Hall
Phone: (914) 773-3400

White Plains (Law School)
Preston Hall
Phone: (914) 422-4300

For additional information, visit [Safety and Security](#).

PaceSafe Application

The [PaceSafe](#) mobile app is the only app that integrates with Pace University's safety and security systems. This features the following:

- **Friend Walk:** Send your location to a friend, who can watch you walk home in real-time.
- **Incident Reporting:** Multiple ways to report a safety/security concern directly to Pace University Safety and Security.
- **Events and Training:** Stay up to date on all emergency preparedness and safety training and events.
- **Safety Notifications:** Receive instant notifications and instructions from campus Safety and Security when on-campus emergencies occur.
- **COVID-19 Self-Assessment:** Complete your daily symptom self-assessment right from the app! If you do not have a smartphone and are unable to use the PaceSafe app, please access our web based daily health questionnaire.
- **Campus Safety Resources:** Access all important safety resources in one convenient app.
- **Emergency Procedures:** Learn what to do in case of an emergency.
- **Campus Maps:** View maps for all Pace campuses, as well as evacuation maps with emergency assembly areas.
- **Emergency Contacts:** Contact the correct services for the Pace University area in case of an emergency or a non-emergency concern.

The above information can be found at the [Security and Emergency Management](#).

Emergency: Pace Alert

[Pace Alert](#) is the emergency notification system that delivers time-sensitive emergency notifications via text, e-mail, and/or telephone to the Pace University community. All active students, staff, and faculty are automatically enrolled in the Pace Alert system upon hiring or enrolling in courses. Your Pace University email address and phone number provided during the application or hiring process is added to the system.

To update your preferences or update your contact information, or opt out of receiving messaging, visit [Student, Staff, and Faculty emergency alert contact information update](#)

For Non-Emergency Updates and Weather Alert information, please check the [Pace home page](#) or the MyPace portal for special announcements or call the Emergency Closing Information.

Emergency Closing Information Line

Pleasantville and White Plains

Phone: (914) 773-3398

Pace Statement on Self-Care

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Your professors and administrators strongly encourage you to take care of yourself throughout the semesters, before the demands of midterms and finals reach their peak. Please feel free to talk with faculty or your advisor about any difficulty you may be having that may impact your performance as soon as it occurs and before it becomes unmanageable. Please know there are a number of support services on campus that stand ready to assist you. We strongly encourage you to contact them when needed.

Harassment Policies

Discrimination, Non-sex-based Harassment, and Retaliation

Pace University is strongly committed to maintaining a working and learning environment that is free from unlawful Discrimination, Harassment, or Retaliation. The University is an equal opportunity employer and an academic institution which strongly believes that all employment and academic decisions must be made without regard to whether an employee or student possesses characteristics protected by federal, state, or local law.

All University officers, administrators, supervisors, staff, faculty members, students, visitors, and applicants, as well as vendors, consultants and contractors with whom the University does business are prohibited from engaging in discrimination, harassment, or retaliation.

Click to view the [University's Discrimination, Non Sex-Based Harassment and Retaliation Policy and Procedure \(PDF\)](#).

Members of the University community who have concerns about discrimination or harassment should contact the Executive Director Institutional Equity/Title IX Coordinator at (212) 346-1310.

Sexual Harassment Policy

Pace University reaffirms the principle that its students, faculty, interns, and staff shall be free from discrimination based on sex. Sexual offenses such as rape, sexual abuse, or discrimination in the form of sexual harassment, will not be tolerated. Please refer to the [Office of Sexual and Interpersonal Wellness](#) for sex-based misconduct policies and procedures.

Sexual harassment in any situation is reprehensible. It is particularly damaging when it exploits the educational or professional dependence and trust between individuals with different levels of authority. When the authority and power inherent in such relationships are abused, whether overtly, implicitly, or mistakenly, there is potentially great damage to the individual, the alleged offender, and to the educational and professional climate of the University. Both institutions have established grievance policies. Any student who believes they have been or is being sexually harassed should report this incident to the program faculty immediately. The faculty can then direct the student through the appropriate channels. Any complaints will remain confidential. No student will be placed in a clinical experience that jeopardizes his or her educational and personal welfare.

Sex-Based Misconduct Policy and Procedures

As part of its commitment to providing a safe environment for every member of the University community and to ensuring that no student, faculty, or staff member is excluded from participating in or denied the benefits of any University program or activity on the basis of sex.

Pace University prohibits sex-based misconduct. Sex-Based Misconduct includes sexual harassment, sexual assault, gender-based harassment, sexual exploitation, domestic violence, dating violence, and stalking. The University also prohibits retaliation against anyone who reports an incident of sex-based misconduct or participates in an investigation or proceeding related to any such report.

Click to view the [University's Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who have questions about the sex-based misconduct policy and procedures or accessing available resources should contact the executive director for Institutional Equity/ Title IX Coordinator at (212) 346-1310.

Student Grievances

The University views students as responsible citizens who are integral members of the academic community. Policies and practices pertaining to student relations and services should reflect this point of view. All University officers will make every effort to ensure that this philosophy is implemented. It is recognized, however, that regardless of how well-intentioned people may be, complaints and misunderstandings are bound to arise. It is the purpose of the University's Student Grievance Procedures to ensure that these disagreements are expressed, explored, and resolved promptly and confidentially.

The [University Grievance Procedure: Student Grievances](#) is available in the Pace University Student Handbook.

SECTION IV: PACE PLEASANTVILLE STUDENT SERVICES

Office of the Registrar

The Office of the Registrar provides information and services related to course registration, scheduling, academic catalogs, transcripts and conferral of degrees.

The Office of the Registrar is where you will find the following Pace services (and many more):

- Academic Catalogs
- Academic Scheduling
- Application for Graduation and Diploma
- FERPA Information
- Leave of Absence Information & Forms
- Name Change Forms
- Registration
- Student Records
- Transcripts and Enrollment verification
- Tuition and Fees

The Registrar's office can be reached through the [Help Desk](#).

Career Services

Career Services provides undergraduate and graduate students and alumni of the College of Health Professions with information about careers and job searches. Career Services is a resource for HSC students and alumni who wish to explore employment opportunities and the best way to present themselves to prospective employers. For example, Career Services offers assistance in, among other things, preparation of resumes and cover letters, developing interviewing skills, and organizes an annual spring career fair. Career Services is located on the New York City and Pleasantville campuses. For additional information, visit [Career Services](#).

Center for Strategic Initiatives and Grants (CSIG)

The Center for Strategic Initiatives and Grants is dedicated to supporting the academic mission of the school through external funding, facilitation of faculty scholarship, student opportunities, partnerships, and leadership development. The Center provides opportunities for faculty to develop their scholarship in education, research, and practice through a variety of partnerships at the local, national, and international levels, and access to internal and external funding. The Center facilitates student-

centered learning experiences that further enhance the high-quality professional education of students to prepare them to embrace the professional challenges in health care in the 21st century. Graduate assistantships and information about sources of financial support for students are available on the [CSIG](#) website.

Computer Resource Center

The Computer Resource Centers offer students a wide variety of resources including Internet access, wireless laptop workstations, over 50 software packages, headphones, USB connections, scanners, high-powered printers, and MAC computers.

There are many computer labs across the campuses, visit [ITS Computer Lab: Satellite Campus Locations](#).

For additional information, visit the [Computer Resource Center](#).

Counseling Center

The Counseling Center is a confidential resource which initiates and fosters opportunities to preserve the mental health of the Pace University community, students, faculty, and staff. The mission of the Counseling Center complements the University's mission by assisting students to cope more effectively with familial, emotional, and relational aspects of their lives, and to develop skills and resources necessary in achieving their academic, professional, social, and personal goals. The Counseling Center provides individual and group counseling, alcohol and other drug assessments and help, resources and support services for students with disabilities, referrals to community and other mental health supports, and consultation, outreach, workshops and other wellness programs to the Pace community. Our goal and commitment is for all of our work to reflect the acceptance and inclusion of every person and to embrace difference in our diverse campus environment.

Visit the [Counseling Center](#) for additional information,.

Crisis Intervention

The Counseling Center is available for same day emergencies during walk in clinic (Monday–Friday, 1:00 p.m.–2:30 p.m.), during the academic year. After hours psychological emergencies can be communicated to Security who can contact the Counselor on call. This is available to both faculty and students.

Education Records

The Family Educational Rights and Privacy Act, commonly referred to as FERPA, is a federal law that protects the confidentiality of student education records and provides for a student's right to review and request correction of such records. For more information about a student's rights, visit the [Office of the Registrar](#).

Financial Aid

Visit the [Financial Aid](#) website for information about student aid opportunities.

Health Care

University Health Care (UHC)

UHC offers a full range of primary care services to the Pace University community. UHC is staffed by nurse practitioners (registered nurses with advanced credentials who are certified to prescribe medications) and consulting physicians.

UHC is located at the Paton House, Ground Floor, and can be reached at (914) 773-3760. Additional information may be found at the [University Health Care](#) website.

Health Insurance

Information about [accident and sickness insurance](#) may be found on the Pace University website.

Immunization Compliance Policy

Students are required to comply with the requirements of the New York State Public Health Law regarding immunity against measles, mumps, and rubella. Details about the [Immunization Compliance](#) requirements may be found on the Pace University website.

Meditation Room

A meditation room is available on the Pleasantville campus at Willcox Hall, across from the elevator.

Lactation Room

A lactation room is available for use at 15D Miller Hall for use and requires security access. For access, call Security at (914) 773-3400.

Learning Commons

Learning Commons offers Pace University students tutoring for course writing assignments and general skill development related to reading and writing and workshops on study skills and time management. In addition, the Learning Commons also provides assistance in the use of the Publication Manual of the American Psychological Association.

For additional information, visit the [Learning Commons](#).

Libraries and Texts

The [Mortola Library](#) is located on the Pace University-Pleasantville Campus. In addition to required texts, the library holds many supplemental texts and periodicals. The library also provides students with access to a wide spectrum of electronic information resources, on-line information and document retrieval systems and the Internet.

The library liaison for CHP has created a library information module and [Physician Assistant LibGuide](#) to further assist students with medical literature resources and research.

Division of Diversity, Equity, and Inclusion

[The Division of Diversity, Equity, and Inclusion](#) endeavors to enhance the intellectual atmosphere of the University by educating students in ways to identify and challenge phobias, bigotry, and discrimination. Departmental programming promotes a learning community of varied ideas and experiences that reinforce the pluralism of the University community.

Pace ID Cards (OneCard)

The [Pace OneCard](#) serves all of your on-campus needs. It will access your flex dollars, printing, many campus activities, and more.

Student Accounts

The Student Accounts office assists with billing, payments, outside scholarships, immunization compliance, and Veterans Education Benefits.

Student Accounts can be contacted by telephone at (877) 672-1830, email to studentaccounts@pace.edu, or via the [Help Desk](#).

Tuition and Fees

Because tuition and fees are ever evolving, please see the Pace University [PA Program Pleasantville](#) website for the most current information on tuition and fees.

Tuition Cancellation Policy

The PA Program adheres to the Pace University [Tuition Cancellation Policy](#).

Withdrawal Policy

It is the student's responsibility to withdraw from courses he or she has registered for by the appropriate dates (as listed on the Pace website for each term). Failure to officially withdraw will result in tuition liability. Students may withdraw online through the MyPace Portal or by filing with the Office of Student Assistance. Non-attendance of classes, informing the instructor of withdrawal, or stopping payment on a check does not constitute official withdrawal and does not relieve the student of his or her financial obligation, or entitle the student to a refund. A student who registers and does not attend class remains fully responsible for all financial obligations.

For more information, view the [Withdrawal Policy](#) in the Pace Academic Catalog.

SECTION V: PA PROGRAM GENERAL POLICIES

Advising

The faculty advisor–student advisee relationship is a unique and integral part of the Pace PA Program. Faculty advisors promote student progress and lend support and provide advice to further student growth into the PA role. If students experience a situation that may have a negative impact on their learning, it is important to consult with their faculty advisor early in the process in order to help resolve the situation. Advisors maintain confidentiality of student information, consulting with other program faculty/staff only when appropriate and necessary.

Students are assigned a faculty advisor upon entry into the program and will meet with the faculty advisor at multiple points throughout the program. These meetings are opportunities to become better acquainted, to problem-solve any individual issues (academic, personal, professional), to provide guidance in developing the role in the PA profession, to review the student's progression, etc. Additional advisor-student meetings may be scheduled at the request of either the student or faculty advisor.

Of note, faculty advisors do not act as medical providers or mental health counselors for students. For these services, students should go to the University Health Center or Counseling Center.

Center for Excellence in Healthcare Simulation (CEHS)

The Center for Excellence in Healthcare Simulation Clinical Education Labs are an integral part of your PA education. The labs are equipped with a variety of instruments, models, manikins and equipment that are potentially hazardous (and expensive). As such, all students must adhere to the Lab Code of

Conduct Guidelines. Failure to follow this Lab Code of Conduct while using lab facilities may result in disciplinary action.

Lab Code of Conduct

The interprofessional CEHS laboratory is to be treated as a REAL clinical environment. Equipment, room design, and preparation are all geared towards mimicking a clinical environment and students are to behave as if they were in a clinical setting. Students are required to sign the Lab Code of Conduct prior to engaging in lab activities. Please see *Lab Code of Conduct* in Section IX on page 70 for more information.

Class Cancellation Policy

Courses are generally not cancelled, even in time of inclement weather or other unforeseen circumstances. In such instances, course content will be delivered via alternate methods OR, at the instructor's discretion, classes may be rescheduled. Students are expected to attend any and all rescheduled classes and will be held responsible for the material covered in rescheduled classes.

Emergency Closing Information Line

Pleasantville and White Plains
Phone: (914) 773-3398

Equipment, Supplies, and Lockers

Computer System Requirements

Some class content will be provided through our learning management system, Classes, and all exams will be by computer, so it is essential you have an appropriate computer system to prevent technical issues. Since classes may be a hybrid of in class and remote learning, you will be required to have a working webcam for class participation and possibly exam proctoring. You may also find an inexpensive headset helpful for listening and speaking in remote classes. Please be sure your internet connection is reliable and if you are wireless, that you will be working within range of your router/extender to ensure good quality streaming for classes. Visit [Supported Hardware](#) for minimum system requirements.

Medical Equipment Requirements

You will be required to buy a stethoscope and oto-ophthalmoscope diagnostic set for use during your didactic and clinical years. These are also the two most expensive pieces of medical equipment you will ever purchase. The Program will provide recommendations and links to discounted stethoscope and oto-ophthalmoscope diagnostic sets. If you have a hearing impairment, please speak with your advisor or any faculty member for information about obtaining appropriate equipment.

Several small instruments are also required for use during your didactic and clinical years. The program will provide detailed information about these instruments.

Technical Skills Miscellaneous Equipment Backpack

At that start of our Technical Skills and Diagnostic Procedures course Fall 2) you will receive a Pace PA Program backpack that will contain all the equipment needed for learning and practicing basic procedural skills. This equipment will be utilized in the Fall 2 Technical Skills and Diagnostic Procedures course, as well as during the clinical year. The backpack can also be utilized for storage of your medical equipment and for your clinical rotations. The cost of this backpack is incorporated into your course fee for the Technical Skills and Diagnostic Procedures course.

Lockers

Some DAILY use lockers are available in Lienhard Hall on the first floor near L10 to store your belongings while on campus. These lockers are not assigned and are available on a first come-first serve basis. You will need to provide your own lock. They are not for long -term storage and valuables are stored at your own risk.

White Coats

Short white coats are required for patient interaction/observed clinical encounters during your didactic year and throughout your clinical year. These coats must have a PA Program patch on the left arm and a College of Health Professions Patch on your right chest. They must also have your name and PA-S (Physician Assistant Student) embroidered on the left chest.

Health Clearance

In order to ensure the safety of students, staff, clinical site personnel, patients, and to comply with clinical site contract mandates, no students will be permitted to participate in classes, rotations or any other Pace PA event or activity without the appropriate health clearances. Health clearance may include but is not limited to: consent for medical record release, proof of immunization status, physical exam, tuberculosis screening, drug screening, and background checks. Additional criteria will be required for clinical year, including BLS/ACLS certification, respirator mask fit testing, student interview, and facility orientation in addition to renewal of any annual or expiring testing.

There are TWO sets of health clearance standards/immunization paperwork that must be completed.

One is for Pace University that consists of immunizations and immunization records that all Pace University students must complete. All immunization records and associated documentation must be submitted online through the university health care's confidential [Patient Portal](#). Visit [Immunization Compliance](#) for additional information.

The second is specifically for Pace's PA Pleasantville program. Our program uses Exxat Prism to collect and verify our health clearance paperwork. We will send detailed information on Exxat Prism in admission correspondence. Students will receive an invitation to Exxat Prism to start the Health Clearance process and will receive renewal notifications during their time in the Program. All forms and instructions are available on Exxat Prism and should be filled out completely and include lab reports, copies of immunization records, and a provider signature where necessary. ALL supporting documents for your health clearance MUST include your name. The cost of the Health Clearance verification process including medical exam, blood testing, background check, and drug screening is the responsibility of the student.

Any student who does not obtain a Health Clearance will not be permitted to participate in any PA Program events, classes, rotations, etc. It is your responsibility to obtain this clearance! Unique clinical circumstances will be reviewed on a case-by-case basis by the medical director in compliance with the most current CDC and NY State recommended vaccination policies if not covered by policies outlined here.

Vaccinations

Measles, Mumps and Rubella (MMR) Required

Antibody titers (IgG) for measles (rubeola), mumps and rubella showing positive/immune (lab reports required)

****If ANY of the antibody titers are negative or equivocal, then 2 MMR vaccinations must be administered at least 4 weeks apart and titers will have to be repeated at least 1 month following the second dose.**

Varicella Required

Antibody titers (IgG) positive/immune for varicella (lab report required).

****If varicella antibody titers are negative or equivocal, then 2 varicella vaccinations must be administered at least 4 weeks apart and titers will have to be repeated at least 1 month following the second dose.**

Hepatitis B

Hepatitis B surface antibody titers (anti-HBs IgG) positive/immune (lab report required)

AND

Hepatitis B surface antigen (HBsAg) negative (lab report required)

****If your Hepatitis B surface antibody titers (anti-HBs IgG) are negative or equivocal even in the setting of prior vaccination then you should receive another FULL series of Hepatitis B vaccine (2 or 3 dose options acceptable) followed by repeat Hepatitis B surface antibody titers (anti-HBs IgG) 1-2 months later. If still negative, you will be considered a vaccine "non-responder."**

A Hepatitis B vaccination declination waiver can be submitted on Exxat Prism in conjunction with Hepatitis B surface antibody (anti-HBs) required of ALL students with Hepatitis B surface antigen (HBsAg) negative (lab reports required). However, declining Hepatitis B vaccination may impact the student's ability to pursue rotations at certain clinical sites.

Tetanus Diphtheria and Acellular Pertussis (TDaP)

Required: Proof of Tetanus Diphtheria and Acellular Pertussis (TDaP) vaccination within the past 10 years.

****No other type of tetanus vaccination is accepted. It must be the TDaP vaccination.**

Tuberculosis Screening INITIAL (new students)

Visit [Baseline Tuberculosis Screening and Testing for Health Care Personnel](#) for additional information.

- Negative TB blood test also known as interferon-gamma release assays including QuantiFERON®–TB Gold In-Tube test (QFT-GIT) and the T-SPOT® TB test (T-Spot) administered within the past 12 months (lab report required) ****If your TB blood test is positive, you will need to be evaluated for tuberculosis, see below**
OR
- Negative 2-step PPD skin test (2 separate PPDs with the second administered 1-3 weeks apart from read date of first PPD).
- If negative 2-step PPD skin test was performed >1year ago, send the results of that and all subsequent negative annual 1-step tests, the most recent within the past 12 months
- All PPDs must be placed and read within 48-72hrs to be accepted.

****If your ppd is positive, you will need to be evaluated for tuberculosis, see below**
OR

- If student has known positive PPD (treated latent tuberculosis or BCG vaccination with documentation), TB blood test (listed above) should be performed to confirm and student should receive a chest X-ray to rule out active tuberculosis every 3 years.

****If TB blood test or PPD skin test is positive (new conversion), student should receive a chest X-ray to rule out active tuberculosis and be appropriately treated for latent tuberculosis if indicated.**

Tuberculosis Screening RENEWAL (returning students)

- Negative TB blood test (listed above, lab report required)
OR
- Negative 1-step skin test (repeated within 1 year).
- All PPDs must be placed and read within 48–72hrs to be accepted.
OR
- If positive on PPD/TB blood test, copy of your test and negative chest X-ray within the last 3 years and proof of past tuberculosis treatment if that was indicated

Influenza

- Required: Annual flu vaccination administered during the current flu season (documentation must include Lot # and Vaccine Expiration Date).

Influenza Vaccination Exceptions

Medical Contraindication: If the flu vaccine is contraindicated for a particular student, they will be required to submit documentation from their provider attesting that the vaccination is contraindicated. This attestation may be required on an annual basis.

Refusal: Declination of the vaccine without medical contraindication. Declining this vaccination may impact the student's ability to pursue rotations at certain clinical sites.

In either case, student will be required to complete an Influenza Vaccination Declination and abide by the following guidelines during clinical rotations:

- The student will be removed from all patient contact areas, if applicable, where the transmission of influenza is deemed to be detrimental to the health of the patient(s).
- The student will be required to wear a face mask as directed to limit the chance of transmission of the virus.

COVID-19

Currently, COVID-19 vaccination is no longer required by Pace University. However, the PA Program in Pleasantville strongly recommends COVID-19 vaccination as it remains a requirement of several of our clinical affiliation sites.

COVID-19 Vaccination Exceptions

Medical or Religious Contraindication: If the COVID-19 vaccination is contraindicated for a particular student, they will be required to submit documentation attesting that the vaccination is contraindicated. This attestation will be required on an annual basis. It cannot be guaranteed that these exemptions will be accepted by our clinical sites.

Refusal: Declining the COVID-19 vaccination may affect a student's ability to complete clinical rotations. Students should be aware that several of our clinical partners will only accept students who are vaccinated.

With either of these exceptions, students will be required to complete a COVID-19 Vaccination Declination and submit supporting documentation.

******Since long term COVID-19 vaccination requirements are still evolving, additional policies may be implemented by New York State, Pace University, the PA Program and/or our clinical rotation sites. Students will be notified of any policy changes via email (at official Pace email) and will be required to comply with them in a timely manner.

Vaccine Exemptions and Declinations

For those vaccinations above with exemptions and declinations, the PA Program cannot guarantee that they will be honored by all clinical affiliation sites. This may limit the student's options for clinical rotations. Given that completing clinical rotations is required to graduate from all PA programs declining certain vaccinations may hinder the path to graduation.

Immunizations for International Rotations through CFHI

Students have the opportunity to complete an elective International rotation through [Child Family Health International](#). Students participating in these international rotations will receive CFHI program and country-specific recommendations for immunizations. CFHI bases their requirements on the recommendations of the [Center for Disease Control](#) (CDC) and country government officials.

Background Checks and Drug Testing

There are various laws, standards and employer policies that require all employees, volunteers and students working in or assigned to a clinical site to undergo a criminal background check and/or drug screening. Therefore, in order to comply with these requirements, clinical agencies may require students, at their own cost, to complete a criminal background check and/ or drug screen prior to commencing a clinical placement. Based on the clinical agency requirement the student either will be directed to the agency to complete the agency's required background check and/or drug screening, or the student will complete the background check and/or drug screening through the Universal Background Screening, Inc. in Exxat. Based on certain criminal convictions clinical affiliates may not accept a student for a clinical assignment or may rescind a previous acceptance. In such an event, and depending on the circumstances, the student may be unable to complete the required clinical experience and consequently the PA program curriculum requirements. Students who are unable to complete the program curriculum requirements are subject to dismissal from the PA program. In addition, certain criminal convictions may result in the denial of the credentials needed to practice. Prospective students who are concerned about a criminal conviction are urged to contact the relevant state and/or federal agencies to inquire whether their criminal record may adversely affect the issuance of the credentials needed to practice as a physician assistant.

Positive Drug Screen

Positive drug screen reports will be reviewed by dean of the College of Health Professions and any clinical or research related activity will immediately be suspended pending the outcomes of that review. During this time, the student may not participate in any aspects of the clinical or research program of study. The student will be interviewed by the dean and any other Pace University officials relevant to the situation. A confirmed positive drug screen will result in dismissal from the program.

Recreational and Medical Marijuana

Federal laws, including the Controlled Substances Act, the Drug-Free Workplace Act, and the Drug Free Schools, and Communities Act, prohibit marijuana at educational institutions and on the premises of other recipients of federal funds. Accordingly, the University does not tolerate the unlawful possession and/or use of controlled substances on its premises. Students are prohibited from using, possessing, selling, purchasing, cultivating, processing, manufacturing, or giving away marijuana/cannabis (or its

derivatives), on university owned or leased property. Therefore, the possession and use of medical or recreational marijuana on university property is prohibited, even if it is lawful under New York State law.

Additionally, students, including those who are certified or registered participants in a medical marijuana program, remain strictly prohibited from using marijuana or being under the influence or impaired by marijuana while in the clinical environment or on any healthcare agency property. Use of marijuana in the clinical environment or on agency property or reporting for clinical rotations impaired or under the influence of marijuana will result in dismissal from the program.

Students who use marijuana may not be eligible for clinical placement in Federal Healthcare Facilities (VA Hospitals and Clinics). Acceptance and participation in clinical rotation placements are also subject to individual clinical agency placement policies.

Drug Screening and Prescription Medication (including but not limited to Medical Marijuana)

Drug screening is required for all students, including those who use prescription medication, including but not limited to medical marijuana. Students who use prescription medication that may result in a positive drug screening, including but not limited to medical marijuana, should contact the program medical director about how to provide the appropriate documentation.

Students are reminded that improper use or possession of prescription medication including but not limited to use or possession of medical marijuana, on university property or during clinical rotations, or reporting to clinical rotations under the influence or impaired by such substances is still strictly prohibited and violation(s) of this policy may still subject a student to disciplinary action, up to and including dismissal from the program.

Of note, failure to resolve (complete or have *in progress*) any of the documentation above and failure to communicate any issues with the PA program directly prior to the first day of classes may result in disciplinary action.

Health Insurance

All full-time undergraduate and graduate domestic and international students must have health insurance. These students will automatically be enrolled in the school accident/sickness plan when they register. You may waive the school's insurance if you provide comparable proof of coverage on your Pace Portal.

For proof of insurance, submit ONE of the following on EXXAT PRISM:

- Current health insurance card (BOTH sides of the card are required)
- Proof of coverage from insurance provider
- Proof of Pace University supplied insurance

Visit [Health Insurance](#) for additional information.

Information Technology and Resources

The Information Technology Services (ITS) at Pace University offers students a wide variety of resources, including internet access on campus, computer labs, and software packages. More information is available at [Information Technology Services](#). For live assistance with a technological concern, contact the Pace Helpdesk at (914) 773-3648 or create a [work request](#).

IT Stewardship

Users of Pace's IT services and facilities have access to valuable University resources, to sensitive data and to external networks. Consequently, it is important for all users to behave in a responsible, ethical and legal manner. All students are subject to and are expected to comply with all University policies pertaining thereto, including but not limited to the guidelines of the [Information Technology Appropriate Use Policy](#).

Artificial Intelligence (AI)

In general, the use of AI tools is permitted in the program for students who wish to use them. To adhere to our academic integrity policies, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

In addition, large language models (LLM) like ChatGPT have been known to supply inaccurate information and fake citations. Use your information literacy skills to corroborate AI information if you are using it in your research.

Lecture Recording and Distribution

Lectures are provided for your personal study and use only. They may not be recorded or reproduced in any form or distributed to anyone, including sharing via social media of any kind, without the prior consent of the instructor. For example, without the instructor's prior express consent, video and audio replications as well as photographic images of lectures may not be recorded on any device including, but not limited to, audio recorders, video recorders, cellular phones, digital cameras, MP3 players, computers and other handheld devices that record images and/or sound.

A breach of this requirement may subject you to a disciplinary action in accordance with the Physician Assistant Graduate Program, the College of Health Professions and/or the University's applicable policies.

Social Media Policy

The PA Program strongly values professional and ethical behaviors from all of its students at all times and in all settings. This includes the "persona" put forth by students when engaged in social media platform (e.g. Facebook®, Twitter®, Snapchat®, blogs, etc.) in which they are identified as part of the Pace PA Program in any form. Information of any kind placed on these platforms render an individual subject to the judgement of those who have access to the material and, in many cases, anyone whom the information can be shared with. Though these judgements may be positive, uplifting, or humorous, they can also be slanderous, damaging to others, and project an unprofessional image.

Therefore, the PA Program holds students, at any stage of their training, to be responsible for abiding by the same rules of ethical and professional conduct in a social media platform as they would in any other classroom, laboratory, and clinical setting as set forth in this handbook. A breach in professional conduct through social media will result in a referral to the Progression & Promotion Committee.

In addition, the use of social media is prohibited while performing direct patient care activities or in clinical site work areas, unless approved by a supervisor. Taking photographs of patients, including in the O.R., and even if the patient is not identified, is strictly prohibited. This includes any patient data, medical imaging, or any other patient information. Students who witness a violation of this policy should report it immediately to the Director of Clinical Education or Program Director.

PA Program Outlets Social Networking Guidelines

1. **Think twice before posting.** Privacy does not exist in the world of social media. If you are unsure about posting something or responding to a comment, seek advice from your supervisor or academic advisor or Director of Clinical Education.
2. **Anonymity is a myth.** Write everything as if you are signing it with your name.
3. **Remember your audience.** This includes prospective and current students, current employers and colleagues, patients and their families and peers.
4. **Strive for accuracy.** Get the facts straight before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of the PA Program or Pace University in any capacity.
5. **Familiarize yourself with and use conservative privacy settings regardless of the content on your profile.** Practice restraint when disclosing personal information on social networking sites; your audience is everyone.
6. **Consider your professional image.** Always consider the professional image you wish to present to your employer, coworkers, patients and their families.
7. **If in doubt, do not post!**
8. **Use disclaimer language.** If you acknowledge your Pace PA Program affiliation or you may be otherwise known as or presumed to be affiliated with the Pace PA Program, include disclaimers in your online communications that indicate you are not speaking officially on behalf of the PA Program.
For example:
 - a. "The postings on this site are my own and do not represent the positions, strategies or opinions of Pace University or the Pace PA Program."
 - or
 - b. "This is a personal website, produced in my own time and solely reflecting my personal opinions. Statements on this site do not represent the views or policies of my employer, past or present, or any other organization with which I may be affiliated. All content is copyrighted."
9. **Do not engage in cyberbullying.** Do not harass, libel, slander or embarrass anyone. Do not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to another person or entity. Individuals may be held personally liable for defamatory, proprietary or libelous commentary.

Visit [Social Media Guidelines](#) for additional information.

Email Policy

Email is the preferred mode of communication between the program faculty and staff and students. It is expected that students will check their Pace University email accounts daily. Any information disseminated via email is considered required communication should be read and replied to (if required) within 24 hours. In addition, all communications should be professional (see Communication page 43).

In general, any email sent to faculty or staff will be answered within 24–48 hours, with the exception of emails sent after 5:00 pm on a Friday prior to a weekend, holiday or break, these will be answered upon return to campus/school.

Learning Management System (LMS)

Pace uses Brightspace Classes for its Learning Management System (LMS). Virtually all course materials are made accessible via Pace's LMS.

Leaves of Absence and Timing Policy

Students who don't complete the PA Program in the typical 27 months have a maximum of 4 years from the date of initial enrollment to complete the MSPAS degree requirements.

Every effort will be made to accommodate short-term circumstances that may require up to a week of absences. Absences for longer than one week must be approved by the program.

Of note, please do NOT plan a wedding or vacation during school semesters or during the clinical phase – the program is NOT able to accommodate absences from class or rotations of more than 1 day (except in the event of a serious illness).

For more information, see the *Leave of Absence and Resumption of Studies Policy* in Section III: Pace University Policies.

Program Evaluations

The Physician Assistant program is a dynamic entity and the program faculty is constantly engaged in evaluating the program. We believe student input is a vital part of the evaluation process and student feedback can identify strengths and areas for improvement for the program, and may guide necessary changes in the curriculum or clinical components. As such, all students are required to participate in all ongoing program evaluation efforts, which may include focus groups, course surveys and program surveys.

Religious Beliefs and Holidays

Pace University offers reasonable accommodation of students' religious beliefs. Any student who is unable to attend class(s) or take an exam(s) because of his or her sincere religious belief will be excused as long as the student provides at least two weeks notice of the need to be absent to the course director. A reasonably equivalent opportunity to make up work that is missed will be provided, although the time and date of the opportunity will be at the course director's discretion (as long as it does not conflict with an excused absence for religious reasons). In complying with the provisions of this section, it shall be the duty of the faculty and the administrative officials of Pace University to exercise the fullest measure of good faith. However, a reasonable make-up opportunity need not necessarily be the one preferred by or most convenient for the student. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

Of note, classes will run until 4:00 p.m. on Fridays throughout the entire program.

Incidental Medical Findings

As students participate in physical diagnostics courses, it is possible that during a student's course of study incidental medical findings may be noted or discovered. These incidental findings may include pathologic findings or normal variants and may occur in any educational setting throughout the didactic and clinical phases of the PA Program.

If an incidental finding is noted, confidentiality should be maintained and the person with the incidental finding should be instructed to follow up with their primary care provider, Pace University health services (if enrolled), or emergency/urgent care services as indicated for diagnosis and consideration of management. It is important to note that per accreditation standards the program faculty, staff, and

guest instructors are not allowed to provide the student medical care or to access the student's health records except in the event of an emergency. However, they may choose to recommend or advise appropriate referrals so the student may obtain care elsewhere.

Educational experiences are not intended to discover or evaluate medical conditions or diagnoses. Students, principal and adjunct faculty, and staff members do not assume a patient-provider relationship. Nor do they assume liability for failure to identify underlying or previously unknown medical conditions and their subsequent outcomes.

Student Medical Treatment

The program director, medical director and/or principal faculty will not participate as health care providers for students in the program, except in emergency situations.

If a student needs assistance with personal issues, they can contact the University's Counseling Center. The Counseling Center staff is available to discuss any personal or emotional difficulties in complete confidentiality and they are on call after hours and on weekends. Please contact Security at (914) 773-3400 in Pleasantville to reach the counselor-on-call.

In case of an emergency, you can also:

- Call 9-1-1 or go to your nearest emergency room
- Call Pace Security at (914) 773-3400 in Pleasantville to reach the counselor-on-call.
- Call the National Suicide Prevention Lifeline at (800) 273-8255
- Call Victims Assistance 24 hour hotline at (914) 345-9111 and Safe Horizons Rape and Sexual Assault 24 Hour Hotline at (212) 227-3000

Student Employment Policy

Although the PA Program highly discourages working while enrolled in the program, we understand that the financial commitment of a PA education may require a student to work. It should be noted that it is always the responsibility of the student to ensure their presence for all required program courses, events, tests, etc. Work does not constitute an excused reason for absence.

The PA Program does not employ any program students, formally or informally. This includes as graduate assistants, instructors, faculty, clerical or operational staff – or in any other capacity.

If a student is told to function as an assistant, instructor, or staff during either the didactic or clinical phases of the program, they should report such incident to the program director, director of Academic Education, or the director of Clinical Education immediately.

Student Mistreatment Policy

The medical learning environment should serve to facilitate the students' acquisition of professional and collegial attitudes necessary for effective and compassionate care of patients. Pace University is committed to maintaining a safe and supportive academic environment that is free of all mistreatments including intimidation, disrespect, belittlement, humiliation, and abuse.

PA students should be treated comparatively to other healthcare learners and provided with the same educational opportunities. Mistreatment shows disrespect for the student's dignity and interferes with the learning environment. This includes abuse of power by asking the student to do things beyond the scope of their role.

Reporting

Students who believe that they have been subject to inappropriate conduct or mistreatment have several options for reporting incidents. Any student complaint concerning mistreatment should ideally be reported within 14 days of the event in question or within 14 days of completion of the clerkship/rotation/course to allow for timely investigation. Most important, reports are handled in an atmosphere that is confidential, safe, and without retaliation.

Students should report such behavior to the program director, medical director, principal faculty or preceptors (if reported to a preceptor, it should ALSO be reported to the program director, medical director, or any principal faculty). The complaint should include the name(s) of those accused of mistreatment, the names of any witnesses of the alleged mistreatment, the nature of the alleged action(s), the date and times of the alleged action(s), and any adverse consequences experienced by the student.

If the mistreatment includes alleged sexual misconduct or is of a discriminatory nature it should be reported to the Office of Institutional Equity/Title IX Compliance.

Student Activities, Leadership and Awards

Admissions Interviews

Students may be selected to participate in interview days to act as informational resources for applicant questions regarding student life and their experience as a student in the program.

Class Officers

Each cohort selects class representatives that serve as liaisons between the program and the class.

Community Service

During both the didactic and clinical phases of the program, students have multiple opportunities to participate in community service activities. Previous activities have included volunteering at clinics, recruiting people for blood and or bone marrow drives, conducting food drives, collecting gifts for hospitalized children, hosting bake sales, etc.

Faculty Candidate Lecture Feedback

Students may be invited to provide feedback to the PA Program when it is interviewing and reviewing faculty candidates for employment.

Informational Sessions

Current students may be invited to participate in admission information sessions to provide the perspective of a successful applicant. Participating students are selected on the basis of satisfactory performance in the program and in coordination with the academic schedule.

Professional and Student Organizations

One of the most effective ways to get involved in the PA community is to join professional organizations. Student participation in these organizations is welcome and fully supported by the program.

Professional Conferences, Workshops and Meetings

Students who are interested in attending a professional organization's conference, workshop or meeting must obtain permission from the Program to be excused from classes to attend such

events. Only students in good standing are allowed to miss class for such events. Students should submit a request, in writing (email), to either the director of Academic Education or the director of Clinical Education at least one month prior to the time of the conference (do not register for the conference before receiving approval from the program!). Any assignments or exams that are due during an approved absence may be required to be submitted prior to departure at the discretion of the course directors.

PA Student Society

The Pace University-Pleasantville PA Student Society is a chapter of the Student Academy of the American Academy of Physician Assistants (SAAAPA) and works in conjunction with SAAAPA to coordinate events and advocate for student and professional issues on a local, state and national level. The Society serves as a communication link between the PA classes, faculty, staff and community. Student Society activities include community service, fundraising, public education and promotion of the PA profession. A few of the common Student Society activities include:

1. Fundraising for local, national, and international relief efforts
2. Local community health fairs
3. Annual Blood Drives
4. Local Walks/Runs for awareness
5. Attendance and participation at state and national PA conferences

Graduation Awards

Pi Alpha Honor Society

The Pace PA Program has a chapter of the Pi Alpha Honor Society, the national PA honor society organized for the promotion and recognition of both PA students and graduates. Membership signifies the inductees' significant academic achievement and honors them for their leadership, research, community/professional service and other related activities. The society also encourages a high standard of character and conducts among students and graduates.

Each year, the faculty selects and recommends outstanding students that meet the eligibility requirements for induction into the honor society.

Outstanding Student of the Year Award

Each year, Pace University presents this award in recognition of scholarship and exceptional dedication to the ideals of their school in a graduate degree program. We are proud of the PA students who have won this award in the past!

Universal Precautions and Bloodborne Pathogens Policy

[Bloodborne Pathogens and Standard/ Universal Precautions](#) require that all blood and body fluids be handled as if contaminated with HIV, HBV or other blood-borne pathogens. In the laboratory and on clinical rotations, this translates to the consistent use of universal precautions and the safe handling of sharps.

Sharps Injury Prevention

Sharps injuries arise because of improper handling, recapping, and disposal of needles and other sharps. The most effective way to prevent injury is by knowing and practicing safe sharps handling techniques.

These include:

- Wear gloves (to minimize, but not eliminate, the impact of accidental injection)

- Lay cap on a horizontal surface
- IF YOU MUST RECAP...
 - Align needle and scoop cap onto needle
 - Push against a solid object to snap close
- Ensure that sharps disposal containers readily available in all areas where you may generate syringe and needle waste, and do not fill the containers more than $\frac{3}{4}$ prior to disposal.
- Do not recap, bend, shear, break or remove contaminated needles from the syringe following use or as a means of disposal. Dispose as a whole unit into a sharps disposal container.
- If it is necessary to recap a needle as part of a specific procedure or lack of available sharps disposal container, use a mechanical device (e.g. forceps) or a one-handed scoop technique.

Environmental Exposure and Sharps/Needle Stick Procedures

On-campus Incident

If a needle stick injury or other related injury occurs as a result of a school related accident on campus, students should:

1. Go directly to a local emergency room, the University Health Care Center, or your own private health care provider for medical evaluation, treatment and follow-up recommendations.
2. Be sure to obtain documentation of your discharge, management, treatment or follow up recommendations.
3. Report any exposures or injuries to the PA Program within 48 hours of the incident. If the incident occurred in the Clinical Education Labs, the lab director should also be notified.

Off-campus Incident

If a needle stick injury or other related injury occurs as a result of a school related accident off campus at an affiliate healthcare site, students should:

1. Comply with all accident and injury protocols established by the affiliate site.
2. Go directly to the affiliate site's Occupational Health Department [if closed, go to the emergency room/department (if available)*], the nearest emergency room or your own private health care provider to receive medical evaluation, treatment and follow-up recommendations.
3. Be sure to obtain documentation of your discharge, management, treatment or follow up recommendations.
4. Report any exposures or injuries to the PA Program within 48 hours of the incident.
5. Additional follow up may be required by the affiliate site (e.g. Risk Management Department).

*The student has the right to refuse recommended medical treatment of clinical site. As students are required to have health insurance, as well as access to the University Health Care Center, all expenses related to the injury/exposure are the responsibility of the student.

SECTION VI: PA PROGRAM PROGRESSION

Pace PA Program is a competency-based program and requires students to successfully complete each component of the program prior to continuing to the next phase. Progression is determined based on comprehensive evaluations of a student's academic performance and professional conduct.

Comprehensive evaluations encompass knowledge, attitudes, behavior, and skills. This includes attendance and participation in class, conduct in the classroom and/or the clinical setting, and satisfactory clinical performance. Attitudes and professional suitability are periodically assessed as part of a student's professionalism evaluations and are included in a comprehensive evaluation. This comprehensive evaluation includes:

- Course Assignments
- Course Examinations
- Physical Assessment Practical Exams
- Objective Student Clinical Experiences (OSCEs)
- Group projects and/or presentations
- Case presentations
- Clinical Procedure Exams
- End of Rotation Exams
- Didactic Comprehensive and Clinical Summative Written Exams
- Didactic Comprehensive and Clinical Summative OSCE Exams
- Professional Evaluations
- Preceptor Evaluations

Academic Performance

Grading Scale

The passing grade for all courses is 80% (B-) unless otherwise specified. This reflects both the core nature of the curriculum and the high standards of knowledge necessary to deliver high-quality patient care.

In addition, a cumulative quality grade point average (QGPA) of 3.0 is required to progress and graduate. Of note, a B- is only 2.7 grade points. This means it is possible for a student to pass a course or clerkship with an 80% but fail to maintain a cumulative QGPA of 3.0. It is the student's responsibility to achieve course grades that maintain a cumulative QGPA of 3.0, regardless of passing course grades.

Grades below 80% do not meet the program's Academic Performance Standards.

Letter Grade	Percentage (%)	Quality (QGPA) Points
A	95-100	4
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
F	0-72	0

Assignments and Written Work

Grading

Students will be required to write often during the program. Writing assignments and papers prepare students for a career that involves continuous learning and for communicating with peers.

All students are expected to submit assignments by the given deadline, even if they are absent from class or clerkship on the due date. A student with consistently late submissions may be referred to the Progression and Promotions Committee (PPC).

Integrity and the Learning Commons (Writing Center)

As stated in the *Academic Integrity Code* in Section III: General Pace Policies, page 16, plagiarism is a very serious offense that Pace University does not tolerate. As such, students should understand giving proper attribution when writing any paper. Students are encouraged to visit the [Learning Commons](#) if they need assistance with writing papers and using proper citations.

Artificial Intelligence (AI)

In general, the use of AI tools is permitted in the program for students who wish to use them. To adhere to our academic integrity policies, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

Exams

Testing Policies

Exams are typically scheduled on fixed dates. With the exception of documented personal illness or emergency, or a documented family emergency, students are not permitted to take the exam at a different time.

Students are expected to arrive on time for examinations. If a student is late, no additional time will be given to compensate for the late arrival. Students who arrive more than 15 minutes after the start time will not be seated for the exam. Exceptions may be given, at the discretion of the course director, for emergency situations.

If necessary, a student who needs to leave the exam room during an exam should indicate to the faculty or test proctor if there is a problem that requires an absence from the examination room.

Hats, water bottles/drinks, headphones/earbuds are not permitted during exams. Cell phones, handheld computing devices, smart watches and other similar technology are not permitted during examinations—including online self-proctored exams (except when this equipment is explicitly required). These devices must be muted and stowed prior to beginning an exam.

For open-book or take-home examinations, the course instructor will provide information on the testing environment, including explicit directions on whether students must complete work on their own or may work with other classmates.

Any and all forms of cheating are unacceptable. While not an all-inclusive list, the following behaviors are considered cheating and are grounds for immediate dismissal from the program:

- Inappropriate testing behavior
- Providing or receiving unauthorized assistance on exams
- Receiving or reviewing exams or exam questions from prior students
- Copying, memorizing, photographing, taking a screen shot or any other method of recording exam questions
- Sharing answers before, during or after an examination
- Purchasing test bank questions intended for faculty use only

After the Exam

It typically takes 24-48 hours after a test is given for the instructor to determine if any corrections and/or grade adjustments are necessary. Therefore, it is advisable that students refrain from emailing instructors questions about the test prior to the finalization of the grades.

Exam Reviews

Exam reviews are not allowed but instructors can, at their own discretion, review missed concepts with students who have failed an exam.

Standardized Patient Encounters

Several courses throughout the program require the completion of simulated patient encounters through the use of actors or manikins. These are traditionally called Objective Structure Clinical Examinations (OSCE). Short white coats over professional dress is required for all of these encounters.

Grading

These OSCEs are graded using a combination of methods: self-assessments, peer assessments, faculty observation and assessments, questions and/or debriefing immediately following the OSCE, write ups and documentation of the encounter, and feedback provided by the standardized patients.

OSCE Protocols

Students are first and foremost required to treat the actors and/or manikins with respect and as if they were actual patients. This includes hand washing prior to touching the patient and observing all universal protocols.

In addition, all students are expected to comply with the Lab's Code of Conduct. Short, white coats over professional dress is required for these encounters, including all of the appropriate medical equipment (i.e. students should ALWAYS have their stethoscopes for these encounters).

OSCE Reviews

Students are frequently asked to review videos of their own OSCEs to improve their performance. In some cases, students may also be asked to review the video of a peer to provide constructive feedback. The exception to this is the final OSCE of any course and the Comprehensive and Summative OSCEs at the end of the didactic and clinical years.

Appeal of Course Grades

The process for appealing a final grade in a physician assistant course is governed by the [University's Grade Appeal Process](#). Of note, these appeals are reserved for students who feel they have been treated unfairly in a course, they are not appeals to change a numerical percentage or score.

Students who fail to satisfy the academic requirements of the program will be placed on academic probation, decelerated or dismissed from the program.

Professional Performance

Professional Development

The program assists students in understanding the program's and the profession's expected professional behavior and conduct through discussions at orientation sessions and class meetings, as well as in several courses within the curriculum. Unacceptable behavior includes, but it is not limited to,

cheating, plagiarism, misrepresenting documentation of clinical findings, and commission of a misdemeanor or felony in any setting.

Standards of Professional Conduct

Students are expected to be on their honor to maintain the highest standards of professional behavior in all aspects of their PA training, both in the academic setting and also in the community. Upholding the highest standards of academic performance, professional and personal behavior, personal integrity, respect for each other as individuals, and being accountable for one's own conduct includes acquiring behavioral patterns and attitudes consistent with the program's Standards of Professional Conduct, identified below, as well as the American Academy of Physician Assistants' (AAPA) [Statement of Values](#) and the National Commission on Certification of Physician Assistants (NCCPA)'s [Code of Conduct](#).

The program assists students in understanding the program's and the profession's expected professional behavior and conduct through discussions at orientation sessions and class meetings, as well as in several courses within the curriculum. Students are expected to conduct themselves in a professional manner consistent with:

Respect

Physician assistant students are expected to treat all patients, faculty, staff, clinical preceptors, health care workers, and fellow students with dignity and respect. For example, physician assistant students must be able to:

- Recognize and embrace their role as a member of a team and interact with others on the team in a cooperative and considerate manner.
- Maintain and exhibit respect for the privacy and confidentiality of fellow students during activities with other students, including but not limited to physical examinations of fellow students or discussion groups that may reveal personal information.
- Offer criticism or suggestions in a thoughtful manner that fosters respect and trust and be willing to accept and apply constructive feedback.
- Remain professional and maintain a calm demeanor and respond in accordance with the standards of professional conduct when confronted by another member of the team with conduct that may be inappropriate or when faced with emergency or highly stressful situations.

Accountability

Physician assistant students have a unique role in health care delivery. In that role, physician assistant students are accountable for:

- Performance of only those procedures authorized by the program, clinical site, supervisor, and/or preceptor and always required to exercise sound judgement.
- Functioning at all times under the supervision of a preceptor while at clinical sites and prohibited from assuming primary responsibility for a patient's care. For example, students shall not treat or discharge a patient without prior consultation with and approval of a clinical preceptor or supervisor.
- Timely completion of all assignments and duties effectively and to the best of their ability.
- Identifying and reporting unprofessional, unethical and/or illegal behavior by health care professionals and students, faculty and staff of the Physician Assistant program. If a physician assistant student has a reasonable belief that such conduct has occurred, he or she should report it to the program director, preceptor, supervisor, or director of Clinical Education, as may be appropriate under the circumstances.

Concern for the Patient

Physician assistant students must, by their words and behavior, demonstrate concern for the patient. Concern for the patient is manifested in many ways including, but not limited to, the following:

- Physician assistant students must treat patients and their families with dignity and respect and use appropriate verbal and non-verbal communication to convey concern, pleasantness and professionalism to the patient. At all times the physical and emotional comfort of the patient is of paramount importance.
- Students shall deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, creed, disability, medical condition, socioeconomic status, political beliefs, or any status protected by law.
- Students may not accept gifts or gratuities from patients or their families.
- Sexual and romantic relationships with patients are prohibited and will not be tolerated.

Timeliness and Lateness

Attendance and timeliness are important aspects of professional behavior. Students must report to all classes, online activities, labs, seminars, call back days, clinical sites and other scheduled activities on time. Timely return from designated breaks is required. Students must return messages from program staff, faculty, clinical preceptors, patients, and clinical sites in a timely manner (i.e., in less than 24 hours). Students must submit all required assignments and forms on or before the designated date and/or time they are due.

Communication

All forms of communication with the program, faculty, clinical sites, preceptors, etc. should always be professional. That means addressing the recipient formally, using complete words and sentences (no "text" slang), being clear and concise, and ending with an appropriate conclusion.

Inappropriate Conduct

Below are the broad categories of personal and professional behavior and conduct that fall under the overall academic standards expected of students in the program. They are also reflective of the University's Guiding Principles of Conduct. This is not intended to be an exhaustive list, but rather, general guidelines for which inappropriate behavior would be of concern in professional development:

Cheating/Plagiarism

Cheating

- Involving examinations
- Copying the work of others
- Sharing questions on current or past exams, OSCEs, quizzes, assignments with others

Plagiarism

- Careless attribution of sources
- Intentional misrepresentation
- Submission of commercially prepared personal statement or otherwise not one's own creation
- Using AI tools without proper citations

Inappropriate Interactions with Peers, Staff, and/or Faculty

- Harassment, abusive or bullying* behavior, in person or electronically

- Deliberate degradation or disruption of the learning environment
- Argumentative behavior beyond what is reasonable for the issue or setting
- Inappropriate, inadequate or untimely response to queries from faculty, staff, or program director

Non-Compliance with Requirements

- Immunizations; TB screening
- Background checks
- Drug Screenings
- HIPAA violations
- BLS/ACLS certification

Inappropriate Behavior

Inappropriate Behavior In the Clinical Setting

- Taking a patient's record or information from the site
- Inappropriate access to a patient's electronic record
- Talking about a patient in a public setting
- Acting beyond one's level of responsibility without direction from the patient care team
- Fabricating clinical data, such as when asked about patient status or in recording information about a patient
- Inappropriate attire or hygiene
- Inappropriate relationship with staff or preceptor at the facility
- Ignoring proper universal precautions
- Intentional misrepresentation of self or qualifications

Inappropriate Interaction with Patients

- Taking action regarding patient care outside the care team hierarchy
- Arguing about diagnosis or treatment in front of a patient
- Describing a patient in inappropriate terms
- Not respecting personal or professional boundaries with patients
- Inappropriate personal relationship with a patient or member of a patient's family

Inappropriate Behavior outside of the Academic or Clinical Setting

- Violations of the University's Guiding Principles
- Inappropriate interaction with individual(s) within the University or community
- Conviction of misdemeanor or felony
- Harassment or abusive behavior
- Crimes against property

*Bullying involves engaging in deliberate, repeated, and hostile behavior by an individual or group with the intention of harming others. Cyberbullying involves the use of information and communication technologies (for example, cellular phones, digital cameras, computers, and PDAs) for the purpose of bullying.

Bullying can cause significant harm to students, including loss of reputation, humiliation and embarrassment, clinical depression, fear and anxiety, loss of self-esteem, and even self-injurious and suicidal behavior.

Bullying will not be tolerated. Any student found responsible for engaging in any form of bullying will be subject to immediate disciplinary action, which may include a warning, probation or immediate dismissal from the program.

Students are expected to abide by University, local, state, and federal regulations and laws. Infractions of these standards may result in disciplinary action being imposed by the program apart from whether there is any action that may be taken in civil or criminal court.

Professionalism Evaluations

Students are expected to be on their honor to maintain the highest standards of professional behavior in all aspects of their PA training, both in the academic setting and in the community.

Students are evaluated on their professional development throughout the program using the program's Professional Development Evaluation Tool (PDET).

However, if significant or repetitive unprofessional behavior has been identified, the student will meet with the Progression and Promotion Committee to determine what steps, if any, need to be taken and if disciplinary action is warranted.

Academic and Professionalism Issues

There are three main areas where issues arise:

- Professionalism Lapses
- Academic Integrity
- Academic Performance

These issues are primarily dealt with by the Progression and Promotion Committee (PPC), see below.

Progression and Promotion Committee

The Progression and Promotion Committee (PPC) is responsible for issues related to the progress (both academic and professional) and promotion of students while they are enrolled in the program. The PPC is composed of program faculty representatives and is chaired by the program's director of Academic Education or his/her representative. At the direction of the program director, the PPC has the right to make decisions regarding a student's status in the program based on his or her entire academic performance and/or professional conduct. The PPC is convened at the request of a faculty member or instructor.

All decisions by the committee will be made carefully and deliberately, based on the professional judgement of faculty after reviewing a student's entire academic record, including academic performance in both cognitive and non-cognitive areas, as well as their professionalism evaluations.

If a member of the PPC was a participant in or observed the circumstances that gave rise to a finding of, or the complaint that a student violated a policy, the member must recuse him or herself from the PPC for purposes of that appeal or complaint. A different faculty member will be substituted for the recused member if deemed appropriate.

For students in the clinical phase of the program, the director of Clinical Education, in consultation with the PPC, will provide appropriate support to help students who are not making satisfactory progress, but the decision to dismiss a student is made by the PPC.

Professionalism Performance Issues

If a student violates the program's Standards of Professional Conduct, the issue will be brought to the attention of the PPC. The PPC will review the circumstances and facts of the violation. The PPC will make a decision regarding the appropriate sanction, which could include a warning, probation, deceleration and/or dismissal. In addition to any sanction, the student may be required to complete a learning activity related to the violation of the Standards of Professional Conduct via the College of Health Professions Dean's Office.

Appeal of Professionalism Sanctions

The student may appeal the finding of a violation of the Standards of Professional Conduct or the sanction imposed by contacting the College of Health Profession's Professionalism Committee.

Academic Integrity Issues

Physician assistant students are expected to comply with the University's and College of Health Professions [Academic Integrity Code \(PDF\)](#) which may be found in the Pace University [Student Handbook](#).

In addition, physician assistant students must know and comply with the academic integrity policy of the Physician Assistant program which includes, but is not limited to, the following:

- Students are not permitted to use notes or other materials during examinations unless expressly authorized in advance to do so by the instructor.
- Students are required to do their own work and, without prior approval of the instructor, may not submit work created by others as their own work or knowingly allow another student to copy or use his or her work.
- In general, the use of AI tools is permitted in the program for students who wish to use them. To adhere to our academic integrity policies, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.
- Students are required to sit for examinations that are submitted to fulfill their own academic obligations; students may not have another student or person take an examination for them.
- The same academic work may not be submitted more than once for credit or to fulfill the requirements of an academic exercise.
- Obtaining a copy of an examination or graded assignment (e.g., case presentation, patient education project) used in a previous year or completed by another person is prohibited.
- Prior to taking an examination or completing an assignment, students are not permitted to review prior related examination questions or answers and/or graded assignments completed by another person.
- A student must give proper attribution when using the words or ideas of another person, whether in a written or oral academic exercise. This includes, among other things, proper citation of quoted and paraphrased material.
- Knowingly presenting false information to program faculty, staff, supervisors, patients, or clinical preceptors is prohibited. This includes but is not limited to, falsifying laboratory data,

patient information, or forging another's name or signature on required program documents such as preceptor evaluations.

- Misrepresenting oneself as a graduate of the program or one's physician assistant student status as, for example, a physician assistant, nurse practitioner, medical resident, and the like, is prohibited.

Violations of the Academic Integrity Policy and Code are considered to be acts of academic misconduct and are serious offenses to the Pace Academic community.

If any staff, faculty, instructor, or student is aware of an act or acts of academic misconduct, he/she shall first contact the course instructor or the course coordinator or the director of Academic Education.

A determination will be made as to the appropriate next steps, which could involve:

1. A direct resolution between the course instructor/coordinator or director of Academic Education if the student has no prior incidents regarding academic integrity. This direct resolution can include anything from a reprimand to expulsion from the program.
2. If a direct resolution can't be reached OR there is a history of prior incidents, the case will be given to Pace's Academic Conduct Committee for a University hearing for the appropriate resolution, which can include anything from a reprimand to expulsion. Please see Pace's [Academic Integrity Code \(PDF\)](#) for more specific information.

Academic Performance Issues

There are three ways a student can fail to meet the academic standards in the program:

- A cumulative QGPA that falls below 3.0
- Failing a course or clerkship with a grade below a B-
- Failing a comprehensive or summative exam (written or OSCE) at the end of either the Didactic year or the clinical year

Cumulative Quality Grade Point Average

Pace University requires that all graduate students maintain a cumulative, quality grade point average (QGPA) of 3.0 or above.

If a student's QGPA falls below 3.0, the student will be placed on Academic Probation, and they will have one semester to bring their QGPA back above 3.0. If they successfully achieve this during the probationary semester, they will be restored to good academic standing in the program. If they do not, they will be dismissed from the program.

Students can only be on Academic Probation for one semester during the didactic year and one semester during the clinical year (please see Clinical Handbook for more detailed information). Any second drop in a QGPA below 3.0 will result in automatic dismissal from the program.

Failed Course

If a student receives a final course grade of 79% or less, it is considered a course failure.

If the failure is in ONLY one of the core program courses (Anatomy and Physiology, Clinical Medicine 1-4, Pathophysiology 1-4, Pharmacology 1-4, Clinical Correlations 1-4, and Behavioral Health, Human

Sexuality and Counseling), the student will be decelerated and must retake the course when it is next offered. If more than one course (core or non-core) is failed, the student will be dismissed.

If the failure is in a non-core program course, the student must remediate the course. Please see the *Procedures* section below for more detailed information about remediation.

If the failure is on a clerkship, the student must repeat the entire clerkship at the conclusion of the clinical phase. This will delay graduation, conferral of degree and ability to sit for the PANCE.

Failed Didactic Comprehensive OSCE or Written Exam

If a student fails either the Didactic Comprehensive OSCE or the Written Exam, the student will be given one opportunity to retake the exam (typically within a week of the failure). If the student fails a second time, they will be dismissed from the program.

Failed Clinical Summative OSCE or Written Exam

If a student fails either the Clinical Summative OSCE or the Clinical Summative Written Exam they will have to retake the OSCE or written exam until they successfully pass. This will delay graduation, conferral of degree and ability to sit for the PANCE.

Procedures: Probation, Remediation, Deceleration, and Dismissal

Probation

- Any student who's cumulative QGPA falls below a 3.0 will be placed on academic probation and will have one semester to raise their QGPA to above a 3.0. If the QGPA is successfully brought above a 3.0, the student will be restored to good academic standing.
- Any student who fails a non-core course during either the didactic year or a clerkship in the clinical year will be placed on academic probation and will have one semester to successfully remediate the course they failed. If the course is successfully remediated, the student will be restored to good academic standing. If the course is not remediated successfully, the student will be dismissed from the program.
- If probation occurs because of a failed clerkship, students will remain on academic probation for the entirety of what remains of the clinical phase, and they must repeat the failed clerkship at the conclusion of their clinical phase. This will delay graduation, conferral of degree and ability to sit for the PANCE.
- A student may only be on academic probation once during the didactic year and once during the clinical year (see Clinical Handbook for more details). Therefore, any *second* drop in QGPA below 3.0, course failure or clerkship failure during the same phase of the program (didactic year or clinical year) will result in automatic dismissal from the program.

Remediation

- Remediation of a course is required when a student fails a non-core program course (see above, Failed Course for the definition of a non-core program course).
- During the semester following a non-core course failure, the student will be required to enroll in an independent study course in addition to their regular semester courses.

- This independent study course will be held at the direction of the instructor or course director of the failed course and will require a student to show proficiency in the subject matter at the conclusion. This means students must receive at least an 80% (or a "P" for a PASP pass/fail-graded course) for that course.
- If the course is successfully remediated within this Probationary Semester, the student's original course grade will be changed to an 80% (regardless of the actual grade *earned* during remediation) and they will be returned to good academic standing.
- If the course is not successfully remediated, the student will be dismissed from the program.

Deceleration

- Students who fail one core program course are decelerated and must retake the course when it is next offered. If that failure occurs during the FIRST semester, the student will be required to start the program entirely over, including retaking ALL of the first semester courses (including the courses they may have previously passed).
 - Of note, deceleration for failure of ONE core course is only offered to students who are in good standing with the Program (not on academic OR professionalism probation) and who are passing all other courses. If a student is not in good standing or failing two (or more) courses, they will be dismissed from the program.
- During the semesters comprising the period of deceleration (a minimum of one full semester) students must take an official leave of absence-from Pace University (see Section V, Leave of Absence, for more information). This means students are NOT eligible for federal financial aid during the semesters of deceleration.
- When the student resumes their studies the following fall, their *new* grades will replace all prior grades (even if the prior grades were higher).
- A student may only be on academic probation once during the didactic year and once during the clinical year (see Clinical Handbook for more details). Therefore, any *second* course failure or drop in QGPA below a 3.0 during the same phase of the program (didactic year or clinical year) will result in automatic dismissal from the program.
- A student may only decelerate once during the entire 27-month program.
- A student has 4 years from the initial date of matriculation to graduate from the program.

Academic Dismissal

Academic* circumstances that may result in a student being dismissed from the PA Program include, but are not limited to:

- Meeting the requirements of academic probation more than once during either the didactic portion OR during the clinical portion of the program (even within the same semester).
- Failure to satisfy the conditions of academic probation within the time permitted
- Earning two or more grades below an 80% in courses (or an "F" in a pass/fail-graded courses) in any one semester.

- The student's cumulative quality point average ("QGPA") falls below a 3.00 and it is mathematically impossible for the student to achieve a 3.00 QGPA within one semester.
- Failure of either the second attempt of the Didactic Comprehensive OSCE exam or the second attempt of the Didactic Comprehensive written exam.

* Of note, a student may also be dismissed for professionalism violations, see page 46.

A student who qualifies for dismissal from the PA Program will be notified as soon as practical that they have been dismissed via email or letter.

Readmission

Students who are dismissed from the program for poor academic performance may not register for any PAS-level courses for at least one year. After this time, students may reapply for readmission to the program.

Demonstration of Current Competency after an Interruption of Studies

Students whose usual course of study is interrupted because of a leave of absence may be required to demonstrate their current competency prior to resuming their studies. To demonstrate current competency, a student may be required to take a written, oral or practical examination, or to perform clinical skills activities and/or other assignment. The current competency requirements will be determined and assigned on a case-by-case basis at the time of a leave of absence.

Any student who has an interruption of studies in their second fall semester (prior to starting the Clinical Phase) will be required to retake, at a minimum, PASP 676 Technical Skills, PASP 667 Clinical Correlations 4, and PASP 691 Orientation to Clinical Year.

Confidentiality

It is important to maintain confidentiality surrounding the student's academic performance and progress in the program. Anyone with a legitimate need to know, as defined by the federal Family Educational Rights and Privacy Act (FERPA), include the following:

- PPC chairperson and committee members
- Faculty or designees who present or provide information at PPC meetings and need to manage remediation plans

When the program's policies and timelines are more prohibitive than Pace University Graduate School policies, the program's policies supersede the University's policies.

SECTION VII: THE DIDACTIC PHASE

Curriculum

Didactic Phase

FALL I (September–December)

PASP	601	Intro to Interprofessional Education, 1 credits
PASP	603	Clinical Anatomy and Physiology with Lab, 4 credits
PASP	611	Clinical Medicine 1, 3 credits
PASP	614	Clinical Correlation 1, 1 credits
PASP	617	Medical Pharmacology 1, 2 credits
PASP	620	Pathophysiology 1, 1 credits
PASP	661	Genetics, Immunology and Lab Medicine, 3 credits

Total credits: 15

SPRING I (January–May)

PASP	626	Clinical Medicine 2, 3 credits
PASP	629	Clinical Correlation 2, 1 credit
PASP	631	Medical Pharmacology 2, 2 credits
PASP	634	Pathophysiology 2, 1 credit
PASP	679	Behavioral Health, 3 credits
PASP	640	Healthcare Policy, Law, Ethics and Professionalism, 3 credits
PASP	609	Physical Assessment 1, 3 credits

Total credits: 16

SUMMER I (June–August)

PASP	643	Clinical Medicine 3, 3 credits
PASP	646	Clinical Correlation 3, 1 credit
PASP	649	Medical Pharmacology 3, 2 credits
PASP	652	Pathophysiology 3, 1 credit
PASP	655	Medicine in Medically Underserved Areas and the Healthcare Needs of Special Populations, 2 credits
PASP	658	Radiology and Diagnostic Modalities, 3 credits
PASP	623	Physical Assessment 2, 3 credits

Total credits: 15

FALL II (September–December)

PASP	664	Clinical Medicine 4, 3 credits
PASP	667	Clinical Correlation 4, 1 credit
PASP	670	Medical Pharmacology 4, 2 credits
PASP	673	Pathophysiology 4, 1 credit
PASP	676	Technical Skills and Diagnostic Procedures, 2 credits
PASP	637	Surgery, 3 credits
PASP	682	Epidemiology, Medical Research and Biostatistics & Evidence-Based Medicine, 3 credits
PASP	691	Orientation to Clinical Year, 1 credit

Total credits: 16

Academic Success Seminar

All incoming students are also required to attend the Academic Success Seminar (PASS) which will include instruction in time management, study skills, test taking skills, reading comprehension, etc.

Attendance

Attendance and participation are directly related to academic success. In addition, participation is a way to practice communication skills with faculty and peers and to contribute to a team, both of which are critical skills in becoming an effective health care provider.

Therefore, attendance is mandatory for all classes (lectures, labs, seminars, rotations, etc.). Attendance means more than just showing up – it means arriving on time, staying until the class is dismissed and being fully engaged in the class activity.

Repeated violations of the attendance policy could result in an official warning, probation, deceleration or program dismissal.

Commuting to Class

Commute times of over one hour each way make being successful in the program VERY difficult. Please plan your living arrangements accordingly.

Also, classes are planned until 4:00 p.m. every Friday, so please consider this if you have time constraints such as Sabbath.

Virtual Courses

Requirements for Participation in All Virtual Courses

To play your role in contributing to a successful class, please:

- Turn on your camera and stay engaged.
- Use your REAL, FULL name for the displayed name
- Sit in a well-lit, quiet place if possible.
- To reduce background noise, stay muted unless you are talking.
- Avoid multitasking, don't leave the session.
- Utilize the chat or raise your hand feature if you want to ask a question.
- Be mindful of what is going on behind you, you may want to utilize a virtual background.

Absences and Make-Up Opportunities

Absences

Students are always responsible for missed course material, no matter the cause of an absence. All absences must be communicated to the course instructor or course director as soon as possible.

Excused Absences

Appropriate approval is required for an absence to be considered excused. Documentation of the reasons for the absence may be required.

If the absence is anticipated, students are expected to make the request at least two weeks in advance. If the absence is unanticipated (personal illness or injury), students are expected to make the request as soon as feasible.

Unexcused Absences

Unexcused absence from, or tardiness to, a class or event is considered a violation of the program's professionalism policies and will be reflected on the student's professional evaluation. All unexcused absences will result in a zero for any in class activity, assignment, quiz, or exam that is missed.

Make-up Opportunities

Students are expected to be present for every exam. Missing an exam is a serious event. Students who arrive late for an exam will not be given additional time to complete the exam.

If a student is absent on the day of a quiz, exam, or assessment, the student must contact the instructor prior to the start of the exam. Serious personal illness/injury or the death of an immediate family member are the **ONLY** excusable reasons for missing an exam. Illness or injury will require a written statement from a licensed clinician documenting the condition.

Make-up opportunities are generally NOT provided for missed quizzes or exams. However, if the absence was excused, make-up opportunities can be considered but are at the sole discretion of the course director and/or the program director. If a make-up opportunity is granted, both the format of the make-up (which can be different than what was missed, i.e. an assignment might have a make-up quiz, etc.) and the time/scheduling of the make-up are entirely at the course director's discretion. The student is financially responsible for all costs incurred by the program for arranging the make-up opportunity, even if the student fails to show up for the make-up opportunity. This may include the cost of transportation back to the campus during a break.

Dress Code

As representatives of a profession, business casual dress and appearance are required in the classroom. Business casual means no low cut or cropped shirts, sheer or see-through clothing, athleisure, athletic gear, tights, shorts, etc. are **NEVER** acceptable.

Along with a neat and tidy appearance, students are expected to maintain appropriate personal hygiene. If in doubt, keep it simple, neat and presentable.

Requirements for the Successful Completion of the Didactic Phase

- Successful completion (passing course grades) of all didactic courses, including major exams
- Cumulative QGPA of 3.0
- Satisfactory professional development evaluations (PDET)
- A passing score on the Didactic Comprehensive Written Exam
- A passing score on the Didactic Comprehensive OSCE
- Completion of Packrat I
- Successful completion of BLS & ACLS certification
- Successful completion of NYS Infection Control Module and NYS Mandatory Reporter/Child Abuse Module
- Submission of documentation of a complete physical examination and all required medical screening and testing, including immunizations and TB screening
- No outstanding financial holds, warnings, probation requirements, remediation requirements or unaddressed violations of any Pace University or PA Program policies.

SECTION VIII: THE CLINICAL PHASE

Curriculum

Clinical Phase (January-December)

PASP	705	Clinical Education Seminar, 3 credits
PASP	710	Primary Care/Family Medicine, 4 credits
PASP	715	Pediatrics, 4 credits
PASP	720	Women's Health/ OB-GYN, 4 credits
PASP	725	General Surgery, 4 credits
PASP	730	Internal Medicine, 4 credits
PASP	735	Behavioral Health, 4 credits
PASP	740	Emergency Medicine, 4 credits
PASP	745	Geriatrics, 4 credits
PASP	750	Elective Clinical Clerkship, 4 credits
PASP	755	Orientation to Clinical Practice Seminar CAPSTONE, 1 credit

Didactic credits: 4 Clinical credits: 36

The program spans 27 months and includes 66 credits of didactic education and 36 credits of clinical education. The total program is 102 credits.

Clinical Phase Overall Objectives

The objective of the clinical phase of the program is to give you the opportunity to put what you've learned during your didactic year into practice with real patients. This is your chance to begin integrating theory into actual skills in managing patients. You will get to see how your preceptors practice, including their communication with patients and their interprofessional teams, how they assess patients and make clinical decisions, and how they formulate treatment and management plans. They will be your primary resource during this phase (though you are also expected to keep up with reading and preparing for the End of Rotation Exams [EOREs] and preparations for the PANCE) and they will reinforce your knowledge and evaluate your performance. We expect that by the end of the clinical phase you will be well-prepared to begin your career as a PA!

Attendance and Participation

Timeliness

Students must report to all rotations, classes, seminars, call back days, and other scheduled activities on time. Students should aim to arrive at their clinical rotations at least 10 minutes early each shift.

Timeliness also includes returning messages from the program staff, faculty, clinical preceptors, patients, and clinical sites in a timely manner (i.e. within 24 hours).

And it includes submitting all assignments, evaluations, projects, forms, etc. on or before the due date.

Attendance

Attendance and participation are directly related to clerkship success, and they are required. In addition, students are expected to use their communication and interpersonal skills to build relationships with the people they work with while on clerkships. Motivation, enthusiasm, and commitment to the study of medicine are directly reflected by consistent attendance, timeliness, and participation in the process, along with building these relationships. Therefore, students should be fully engaged and contribute to the interprofessional team via thoughtful participation and relationship building throughout the clerkships.

While these relationships are critical for students in developing their clinical skills, they are also critical to the ongoing success and developments of the program's clinical partnerships and clinical sites. As such, the program will remove any students who jeopardize these relationships by displaying unprofessional and discourteous behaviors.

The clinical year is intended to give students clinical experiences that parallel those of practicing clinicians. This means that the clinical year should be thought of as more like a *job* than a *class*.

Hours A Week

Students are required to spend the same amount of time at the clinical site each day as other members of the preceptor and/or medical team (unless instructed otherwise). This should include a minimum of 40 hours a week. This may include nights and weekends.

In addition, students are required to take calls with preceptors or other team members as assigned.

Holidays/Days Off

Students do not have University or federal holidays *off* and are expected to attend clerkships on these days unless instructed otherwise. The only days students are *off* are dates specified in the Clinical Year Clerkship Calendar.

Should a clinical site be closed or a preceptor permits a student to be off on a particular holiday, students should adhere to absence procedure (detailed below) to avoid incurring an unexcused absence. If it is not followed, the student may incur an unexcused absence.

Students are not allowed to take days off to study.

Call Back Days

Call back days are mandatory, and students should plan for a full day of activities (8:00 a.m.–5:00 p.m.). Students who are late, who leave early, or who miss a call back day will be considered absent.

Documentation of Attendance

The program uses *Clerkship Time Sheets* to track attendance on a clerkship. These sheets document the dates and hours spent at the clerkship and must be signed by the student's preceptor weekly. Please see the Clerkship Time Sheet in Section X for more specific information.

Absences

There are no excused absences. Students are expected to be at their clinical site each day they are assigned. Any absence must be made up unless otherwise specified. If the absence cannot be made up for any reason during the designated time of the clerkship, this will result in the student having to repeat the clerkship after the completion of the scheduled clinical year. This repeat clerkship will delay graduation, conferral degree, and scheduling of the PANCE exam.

If an absence is due to an illness, a doctor's note must be provided.

Absence Procedure

If, for some reason, a student is not able to attend his or her clerkship on a particular day, it must be reported to BOTH the site preceptor and the director of Clinical Education utilizing the following procedure:

- Students must contact the clinical preceptor prior to the beginning of the scheduled shift via phone or email
- Students must also contact the Director of Clinical Education by 9:00 a.m. on the day of the absence (by phone or email) and explain the circumstances of the absence.
- These two steps should be repeated EACH subsequent day of the absences (unless instructed otherwise).
- The absence should be documented on the Attendance Log for that week.

Failure to follow this procedure, failure to inform the director of Clinical Education or excessive absences will result in disciplinary action.

Make Up for Absences

The director of Clinical Education will determine if an absence is *excused* or *unexcused*, but regardless of the type of absence, all hours missed, assignments, exams, and/or other activities that are missed must be made up.

The difference between an *excused* absence and an *unexcused* absence is that an *excused* absence will not incur a penalty in regard to the completion of the make-up work. An *unexcused* absence will incur a penalty, as determined by the director of Clinical Education, depending on the specific circumstances of the unexcused absence.

General Appearance and Dress Code

Students are representing Pace while on clinical rotations and must project a professional image. This includes a neat and tidy appearance and appropriate personal hygiene. While on clinical rotations, students are expected to wear clinical attire, which consists of:

Attire

Clothing

All students are expected to avoid casual and revealing clothing styles and any other items not appropriate for a work environment.

Men should wear conservative pants and shirts; ties may be REQUIRED by certain clinical sites. Women should wear conservative pants/skirts and shirts/blouses.

White, student-length lab coats with the Pace program patch are required over the above.

Shoes

No sneakers or open-toed shoes are permitted. Socks/hose are required. Heel height should be conservative and of such height that they will not hinder you running to assist in an emergency situation.

Hair

Hair for men and women should be worn in neat, conservative style. In general, it is difficult to maintain sterile or clean environments with facial hair, hair not tied back, and/or ungroomed hair.

Other

Jewelry, make up, perfume, and cologne are best if conservative and subtle. When in doubt, keep it simple, neat and presentable.

Clinical supervisors, preceptors or PA Program faculty reserve the right to remove any student from a clinical site/experience who is not appropriately dressed. If a student is sent home due to inappropriate attire, the missed day will be documented as an *unexcused absence*.

Identification

Students must make sure they are clear about their student status while on rotations (and in general). At no time should a student, either by virtue of his or her skills or knowledge attained while progressing through the program, misrepresent him or herself as being anything other than a physician assistant student. Students may NOT use previously earned titles (RN, MD, PhD, etc.). Failure to identify oneself appropriately or misrepresenting oneself will result in immediate dismissal from the program.

Students should always wear their Pace program ID card/badge while on rotations and at all clinical sites.

Students should introduce themselves as physician assistant students and sign all documentation with the legible, full signature followed by "PA-S" or "PA student."

Health and Safety at Clinical Sites

Security at Clinical Sites

The security information, as well as the manuals and forms, for each clinical site a student is assigned to can be found on EXXAT PRISM under the *My Placements* tab. If specific safety/security measures are not provided by the clinical site, make sure to follow the following generic safety and security measures:

- Locate the security office/security guard headquarters if there is one on site
- Request security phone numbers and make yourself familiar with the clinical site code protocol and alarms
- Make sure to park in a well-lit area and walk with someone to your means of transportation (in most cases a security guard will escort you if you request)
- Always wear your lab coat and ID so you are readily identified as a PA student
- Never leave your belongings visible in your car or left unattended at the clinical site (i.e. stethoscopes, electronic devices, wallets)
- Notify a clinical site staff member if you ever feel unsafe or uncomfortable with a patient, staff member, or student.

Risk of Exposure to Communicable Illnesses

Students will have completed the New York State Infection Control course prior to starting clerkships and documentation of completion is stored in the student's file. This course provides the basic information necessary regarding Universal Precautions and Infection Control procedures. Students are expected to comply with all precautions, including wearing appropriate personal protective equipment (PPE) when necessary and washing hands between each patient and/or exposure.

However, despite following all of the recommendations of the CDC, NYS, and the clinical site, all students enrolling in a clinical course acknowledge the potential for exposure and voluntarily accept the risk of contracting a communicable disease while on clerkships. Students are required to sign a Risk of Exposure Agreement prior to starting clerkships.

A student may elect to postpone /entering clinical assignment due to concern regarding risk as long as they accept that this will likely delay their graduation.

Blood Borne Pathogens and Needlesticks

Please see the *Universal Precautions and Blood Borne Pathogens Policy* in Section V of this Handbook for more information. The basic protocol for needlesticks is repeated below for convenience.

If a needle stick injury or other related injury occurs as a result of a school related accident off campus at an affiliate healthcare site, students should:

1. Comply with all accident and injury protocols established by the affiliate site.
2. Go directly to the affiliate site's Occupational Health Department (if closed, go to the emergency room/department [if available] *), the nearest emergency room or your own private health care provider to receive medical evaluation, treatment, and follow-up recommendations.
3. Be sure to obtain documentation of your discharge, management, treatment, or follow up recommendations.
4. Report any exposures or injuries to the PA Program within 48 hours of the incident (using the Incident Form which can be found in Section IX of this Handbook).
5. Additional follow-up may be required by the affiliate site (e.g. Risk Management Department).

*The student has the right to refuse recommended medical treatment of clinical site.

As students are required to have health insurance, as well as access to the University Health Care Center, all expenses related to the injury/exposure are the responsibility of the student.

The Student Role on Clerkships

How Learning Happens on Clerkships

There are some general concepts that apply to learning at a clinical site. Students learn best by participating in patient care, with guidance. This usually looks like:

- Eliciting a meaningful history from a patient with the preceptor in the room and, at later stages, with the preceptor *nearby* (ready to assist if needed and to provide feedback).
- Performing a physical exam on a patient with the preceptor in the room and, at later stages, with the preceptor *nearby* (ready to assist if needed and to provide feedback).
- Writing progress notes in a patient chart. How this is done depends entirely on the site.
- Performing procedures on patients with the preceptor (or appropriate professional support person) at the student's side (or within reach).

Preceptors are responsible to their patients first. But they are also responsible for showing and teaching students how to carry out the skills and tasks required to take care of patients. They are also responsible for facilitating and supervising the student while she or he practices these tasks and skills.

The most important part, though, is for students to observe as much as possible about how the site works, how the teams work together, how team members communicate with each other and with patients, how clinicians assess and prioritize patients and problems, how and why tests are ordered and used, and how diagnoses are made, along with how treatment and management plans are made and communicated with patients. Students should always observe and listen but also initiate participation in these activities whenever possible. The golden rule is, "Don't wait for someone (even your preceptor) to ask you to do something." A really great student is happy, helpful, and anticipates what the preceptor needs next and just does it.

Expectations of Students on Clerkships

PA students have a unique role on the health care team. While each clerkship will be different, there are some general expectations of students that are true for ALL clerkships:

- Students are always required to exercise sound judgment.
- Students must treat patients and their families with dignity and respect and use appropriate verbal and non-verbal communication to convey concern, pleasantness and professionalism to the patient. At all times the physical and emotional comfort of the patient is of paramount importance.
- Students shall deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, creed, disability, medical condition, socioeconomic status, or political beliefs, or any status protected by law.
- Students must always work under the supervision of a preceptor and are prohibited from assuming primary responsibility for a patient's care. For example, students shall not treat or discharge a patient without prior consultation with and approval of a clinical preceptor or supervisor.
- Students shall perform only those procedures authorized by the program, clinical site, supervisor, and/or preceptor.
- Students are responsible for identifying and reporting unprofessional, unethical, and/or illegal behavior by health care professionals and students, faculty, and staff of the Physician Assistant program. If a physician assistant student has a reasonable belief that such conduct has occurred, he or she should report it to the program director, preceptor, supervisor, or director of Clinical Education, as may be appropriate under the circumstances.
- Physician assistant students are expected to accept and apply constructive feedback.
- Students are responsible for timely completing all assignments and duties effectively and to the best of their ability.

Reminders about Patient Confidentiality and HIPAA

Students are required to complete a HIPAA training module prior to starting clerkships and documentation of completion is stored in the student's file. Some general things to keep in mind:

- All data gathered about the patient and his/her illness, including all items within a patient's history, is CONFIDENTIAL information.
- Students should not discuss patients in public spaces or in any location where information may be revealed about that patient to persons not involved in his/her healthcare.
- Reference, at any time, to a patient in a dehumanizing or insensitive manner is not professional and will not be tolerated. Such an infraction will be reviewed by the program director and director of Clinical Education and is justification for recommendation of placement on professional probation.
- Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting. If photocopies of work are to be submitted to the program for evaluation, all specific references to the patient (i.e., name, address, and identification number) must be deleted. Anything handed into the program with any type of identifying information will result in a "0" (zero) grade for that assignment.
- The use of social media is prohibited while performing direct patient care activities or in clinical site work areas, unless approved by a preceptor. Taking photographs of patients, including in the O.R., and even if the patient is not identified, is strictly prohibited. This includes any patient

data, medical imaging, or any other patient information. Students who witness a violation of this policy should report it immediately to the director of Clinical Education or program director. Please see the *Social Media Policy* in Section V for more information.

Patient Encounters and Documentation

Encounters

Any patient who is evaluated by a PA student must also be evaluated by the preceptor or supervising health care provider. It is the student's responsibility to make sure this person evaluates all of the student's patients!

Charting and Progress Notes

While the PA Program permits students to document directly in a patient's medical record/chart, clinical site policies may differ. If students are not permitted to document directly in patient charts, it is expected that the student will still write notes for the patient, but on a separate piece of paper, that will be reviewed by her/his preceptor.

If the student is permitted to document directly in a patient chart, she or he must:

- Always sign any entry into a record/chart with her or his name, followed by "PA-S" or "PA student".
- Always make sure the preceptor or supervising provider reviews and countersigns/cosigns student documentation.

Orders and Prescriptions

Students are not allowed to write, sign, or initial inpatient hospital orders OR any prescriptions for patients. Students are encouraged, however, to practice writing these things on separate paper and having preceptors review them.

General Clerkship Information

Throughout the clinical phase of the program, students are required to attend clinical rotations and participate in clinical experiences in a variety of community medical settings throughout the Tri-State area, including but not limited to NY, NJ, and CT.

Students are required to complete 9 clerkships during the Clinical Year, which includes eight core clerkships and one elective clerkship.

Each clinical site designates preceptors who will act as mentors and evaluators of students.

Assigned Clerkships

In general, clerkships are assigned according to availability. While the director of Clinical Education will take into account student interest, transportation, and geographical preference, a student's request does not guarantee specific clerkships. The judgment of the director of Clinical Education may be that a specific clinical rotation is appropriate for a specific student even if that rotation is not convenient or does not meet the geographic or other personal preferences of that student, therefore all clerkship assignments and schedules rest with the director of Clinical Education and students are required to attend clerkships where they are assigned.

The cost of possible temporary housing, meals, transportation, and parking while on clerkships is the sole responsibility of the student.

Once the final clerkship schedule is published, no changes will be made. Likewise, students are not allowed to switch clinical sites among themselves.

Students who decline to proceed to an assigned clinical clerkship will be required to sign a release that acknowledges that declining an assigned clerkship will delay the student's graduation. Please see the *Deferral of Assigned Clerkship Form* in Section X for more specific information.

Student-Initiated Clerkships (Optional)

There may be an occasion where a student would like to initiate a clerkship at a clinical site that is not already on the program's list of approved clinical sites. If a student wishes to initiate a clerkship at such a site, a few things should be noted:

1. The maximum number of clerkships that may be done outside of the Tri-State area is TWO.
2. These must be done during clerkships 4–9.
3. Students must be in good academic standing to complete any clerkship outside of Pace's approved site list.
4. Any new clinical site within the tristate area MUST be willing to allow other and additional students to rotate at that site.

If the student and clinical site agree to the above, students should:

1. Initiate the process by the end of the 2nd semester of the didactic year.
2. Make contact with the provider (PA or MD) or other potential preceptor and obtain their approval for the student to complete a clerkship with them and at their facility.
3. The program will then provide the student with the appropriate documents and the student will provide the clinician/preceptor with these documents.
4. It is the student's responsibility to follow up and make sure the site completes the documentation.
5. Once the documents are complete, the program will arrange a meeting with the preceptor.
6. The final decision to pursue a particular student-initiated clerkship rests with the director of Clinical Education.
7. Students will be responsible for any additional documents or paperwork that may be needed.

Students are NOT required to initiate or acquire their own clerkship sites.

Elective International Clerkships

Students may choose to do their elective rotation abroad through [Child Family Health International](#). CFHI has special procedures and forms that need to be completed in order for students to begin their rotations. This paperwork MUST be submitted at least 6 months in advance of your scheduled rotation and can be filled out [online](#). Please see *Health Care Clearance and Immunization* in section V for possible additional health clearance requirements.

Assessment During the Clinical Year

Your satisfactory progress through the clinical year is based on many factors. These include assignments, presentations, site visits, patient and procedure logging, end of rotation exams (EOREs), student clinical site/preceptor evaluations, preceptor evaluations of students, papers, and OSCEs.

There are basically three *types of work* to complete during the clinical phase:

- Work that will take place throughout the entire clinical phase (patient and disease logging, procedure logging, and Capstone project).
- Work that will take place during **EVERY** clerkship (time sheets, surveys, write ups).
- Work that will take place during **SOME** clerkships because it is clerkship-specific (OSCEs, presentations, EOREs, papers, etc.).

Work to Complete Throughout the Clinical Phase

There are basically three things you will work on the entire clinical phase that must be completed in order to graduate:

1. Patient Encounters and Logging
2. Clinical Procedures and Logging
3. Capstone Project

A Few Key Points About *Logging*

- Logging is a VERY IMPORTANT part of clerkships!
- All patient and procedure logging will take place on EXXAT PRISM and should be done daily.
- Be sure to complete your logs fully (enter all required and non-required information).
- While meeting the minimum requirements is solely the responsibility of the student, students who are not on target to complete the required number of encounters will be contacted by the director of Clinical Education, who may arrange alternative learning experiences (changes to the rotation and elective placements, simulation exercises, or other experiences) to ensure compliance with the requirements.

Patient Encounters and Logging

Students are required to conduct and log at least 500 patient encounters throughout the clinical phase. In addition, there are a required number of specific encounters related to various disciplines, settings, ages and types. To ensure students meet the 500 encounter minimum, students are required to log every single patient encounter they have on EXXAT PRISM. Please see the *Patient Logging and Specific Disease Guide* in Section X for more specific information.

Clinical Procedures and Logging

Students are required to perform (with appropriate supervision), and log, a minimum number of clinical procedures during the clinical year. These procedures include things like suturing, inserting IVs, etc. Students document their completion of these procedures by obtaining the preceptor/supervising clinician signature at the time the procedure is completed and then logging the procedure in EXXAT PRISM. Please see the *Procedure Tracking and Signature Sheet* in Section X for more specific information.

Capstone Project

Students are required to complete a Capstone project during the clinical year. This includes writing a clinical review article suitable for publication in JAAPA or similar publication. More information about this project be found in the syllabus for PASP 755 Orientation to clinical practice Seminar – CAPSTONE.

Assessment During Clerkships

Clerkship grades are based on the following:

COMPONENT	PERCENT OF GRADE
Patient Encounter Logs with Specific Disease Signature Sheet	15%
Complete Write Up	15%
Focused Write Ups (2)	5% each = 10%
OSCE or Site Visit with Observation and Oral Presentations (2)	20%
End of Rotation Exam (EORE) or Geriatric Clerkship Project or Elective Rotation Evidence-Based Medicine Paper	35%
Mid Clerkship Survey	2.5%
Final Clerkship Survey	2.5%
Final Preceptor Evaluation of PA Student	PASS/FAIL

Work to Complete for Every Clerkship

There are basically SEVEN things you will need to do and turn in during EVERY single clerkship. These are:

1. Clerkship Time Sheet
2. Logging and tracking encounters with required, specific diseases (diseases are specific to the clerkship type) and informing the director of Clinical Education if all of the required diseases are not encountered while on the clerkship (so that alternative learning related to the missed diseases can be facilitated).
3. One Complete Write Up (previously called H&P) for an assigned patient type.
4. Two Focused Write Ups (previously called SOAP notes) on assigned encounter types.
5. Mid-Clerkship Survey
6. End of Clerkship Survey
7. Making sure preceptor completes the Final Preceptor Evaluation of PA Student

Clerkship Time Sheets

Clerkship Time Sheets serve as documentation of your clerkship attendance. These include all dates and hours the student works during each clerkship and are signed by the student's preceptor and uploaded to EXXAT PRISM each week of the clerkship. Please see the *Clerkship Time Sheet* in Section X for more specific information.

Tracking Encounters with Specific Diseases

Each clerkship has a short list of specific diseases that should be encountered at some point during the clerkship. Students should make note of these diseases and track if and when they encounter them during the clerkship. Documentation of encounters with the specific diseases is done by either completing one of the write ups or presentations based on encounters with these specific diseases, or by having the preceptor or supervising clinician sign that the student participated in the care of a patient with one of the diseases.

If any of the diseases that are listed for the clerkship are NOT encountered, it is the student's responsibility to alert the director of Clinical Education by the middle of the third week of the clerkship. This will allow the director of Clinical Education to assign alternative learning opportunities that are specific to the diseases that were not encountered. These alternatives typically include activities like virtual cases and/or CME related to the specific diseases. Please see the *Patient Logging and Specific Disease Guide* in Section X for more specific information.

Complete Write Up (previously called H&P Note)

Students must complete and submit one **complete** write up during each clerkship. The Complete Write Up will be evaluated on the documentation of the complete history, complete physical exam, differential diagnoses, assessment, plan/management, and patient education.

Students must score 80% or higher on the Complete Write Up. If this score is not achieved on the first attempt, students must repeat the write up (using different patients) until they achieve an 80%. Please see the *Complete Write Up Guide and Complete Write Up Rubric* in Section X for more specific information.

Focused Write Ups (previously called SOAP notes)

Students must complete and submit two focused write ups during each clerkship. The two Focused Write Ups must be done on specific types of patients and/or encounters. Focused write ups will be evaluated on the documentation of subjective information (typically the focused history), objective information (typically the focused physical exam and any labs or imaging completed), problem identification and prioritization (typically the problem list, in order of importance), assessment of medical conditions (typically the assessment), treatment goals and plans, referrals and follow up (typically the plan).

Students must score an 80% or higher on the Focused Write Ups. If this score is not achieved on the first attempts, students must repeat the write ups (using different patients) until they achieve an 80%. Please see the *Focused Write Up Guide and Focused Write Up Rubric* in Section X for more specific information.

Mid-Clerkship Survey

The Mid-Clerkship Survey is designed for students to take a pause halfway through a clerkship and evaluate their own performance as well as provide an opportunity for the student's preceptor to provide feedback about their performance.

Students should self-reflect on their perceived strengths and weaknesses and identify areas that need improvement and then complete the Mid-Clerkship Survey (via a link in EXXAT PRISM). This must be completed by Friday of the third week of each clerkship.

Likewise, the student's preceptor will also complete a Mid-Clerkship Survey regarding their assessment of the student's strengths, weaknesses and potential areas for improvement.

The student can then review the preceptor's evaluation and make appropriate adjustments for the remainder of the clerkship.

End of Clerkship Survey

The End of Clerkship Survey is completed by the student at the end of the clerkship. This survey provides feedback to the program regarding the clinical site, clerkship and preceptor/supervising clinicians. This feedback is compiled and used to evaluate and improve the clerkship and, in turn, will improve the experience for future students.

All comments and suggestions should be communicated in a professional and constructive manner.

The End of Clerkship Survey must be completed via the link provided in EXXAT PRISM by 9:00 a.m. on the final call back day. Failure to complete the End of Clerkship Survey will result in points being deducted from the overall final clerkship grade.

Final Preceptor Evaluation of PA Student

The Final Preceptor Evaluation of PA Student is the tool preceptors use to complete a final evaluation of the student's performance while on the clerkship. Each clerkship has a specific set of learning outcomes that are directly assessed via this evaluation and include things like general medical knowledge, ability to obtain histories, perform physical exams, come up with appropriate differential diagnoses, propose treatment/management plans and communicate with patients. It also includes things like dependability, attitude and rapport with patients and the intra-professional team. Depending on the situation, it may also require the preceptor to obtain information from other clinicians who worked with the student.

The evaluation is pass/fail. If a student fails the Final Preceptor Evaluation then they fail the entire clerkship. If this occurs, the student must repeat the entire clerkship after the conclusion of the clinical year which will delay graduation.

While preceptors complete this evaluation directly in EXXAT PRISM, it is the student's responsibility to make sure the preceptor completes this evaluation by the final call back day.

Work to Complete for SOME Clerkships

For the work that is specific to some clerkships, it is easiest to group the clerkships into two main groups and then geriatrics and elective separately:

Group 1 = Internal Medicine, Women's Health, Behavioral Health, and Surgery

Group 2 = Family Medicine/Primary Care, Pediatrics, Emergency Medicine

Geriatrics

Elective

International Clerkship

Group 1 Work

For the clerkships in Group 1, students must complete an End of Rotation Exam (EORE) and OSCE.

Group 2 Work

For the clerkships in Group 2, students must complete an End of Rotation Exam (EORE) and a Site Visit with Observation and Oral Presentation (in lieu of an OSCE).

Geriatrics

For the geriatric clerkship, students must complete a project (in lieu of the EORE) and an OSCE.

Elective

For the elective clerkship, students must complete an Elective Clerkship Evidence-Based Medicine Paper and a Site Visit with Observation and Oral Presentation (in lieu of the OSCE and EORE)

International

For an international clerkship, students must complete a presentation about their experience upon their return as well as complete a reflection paper (in lieu of the OSCE and EORE)

Clerkship Objective Structured Clinical Encounters (OSCEs)

Clerkship OSCEs will be held for all Group 1 clerkships and are conducted the same way Didactic OSCEs are conducted. Students are expected to treat standardized patients and manikins with

respect and as if they were actual patients as well as to follow all of the lab rules and guidelines. The clerkship OSCEs are graded similarly to the didactic OSCEs, using self-assessment, peer assessment, faculty observation and assessment, questions, debriefing, write ups, and standardized patient feedback.

The OSCEs will focus on acute, emergent, chronic, and preventive patient encounters based typically seen in the respective clerkships.

Students must score 80% or higher to pass the OSCE. If this score is not achieved on the first attempt, students will be given a second opportunity to complete the OSCE. If a student fails to pass on the second attempt, they will fail the clerkship (regardless of their performance on the other components of the clerkship) and must repeat the entire clerkship after the end of the clinical phase. This will result in delayed graduation.

End of Rotation Exams (EOREs)

The End of Rotation Exams take place on the final call back day. The program utilizes the PAEA End of Rotation Exams, which consist of 120 multiple choice questions. One hundred of these questions are scored while 20 questions are used as test questions for future EOREs. The questions cover patient scenarios over the lifespan and are intended to measure the medical knowledge that students have acquired during the didactic phase and the specific clerkship.

To assist in preparing for the EOREs, PAEA has a [Blueprint](#) for each exam that includes a topic list. These blueprints can be found at PAEA [End of Rotation™: Content](#).

The policies and procedures for all exams are outlined under *Academic Performance* in Section VI for more specific information.

Students must score 70% or higher to pass an EORE. If this score is not achieved on the first attempt, students will be given a second opportunity to take the exam. If a student fails to pass on the second attempt, they will fail the clerkship (regardless of their performance on the other components of the clerkship) and must repeat the entire clerkship after the end of the clinical phase. This will result in delayed graduation.

Likewise, the failure of any fourth EORE will result in a failure of the clerkship. For example, if a student fails the EOREs for three rotations, and successfully remediates those three, but then fails a fourth EORE, they will not be given the opportunity for a second EORE for that clerkship – they will immediately fail the clerkship.

Site Visits and Observations with Oral Presentations

For students on clerkships in Group 2*, a faculty member will perform an on-site visit to assess the student's progress. This visit will include the faculty member observing the student and having the student present patients orally to the faculty member. The presentations will include any collected, pertinent data, assessment and plan for the patient. Students will be evaluated on these oral presentations.

Students must score 80% or higher on their Observations with Oral Presentations. If this score is not achieved on the first attempt, the student must repeat the Observations with Oral Presentations until they achieve an 80%. If a repeat site visit can't be conducted during the same clerkship, the student will receive and incomplete for their final clerkship grade and the site visit (along with the

Observations with Oral Presentations) will be conducted during a subsequent clerkship. Once it has been completed, the final grade for that clerkship will be entered.

*Site visits may be initiated at any time, during any clerkship, if and when deemed necessary by the Program faculty.

Geriatric Clerkship Project

Students will complete a Geriatric Clerkship Project while on the Geriatric clerkship. This project includes writing several papers that address current issues relevant to geriatric medicine and how these issues affect the patients that the student encounters during the clerkship. The project currently consists of one paper on polypharmacy and one on preventive treatment plans.

Students must score 80% or higher on the Geriatric Clerkship Project. If this score is not achieved on the first attempt, students must repeat the project (using different patients) until they achieve an 80%. Please see the *Geriatric Clerkship Project Guide* in Section X for more specific information.

Elective Clerkship Evidence-Based Medicine Paper

Students will complete an Elective Clerkship Evidence-Based Medicine Paper while on their elective clerkship. The purpose of this paper is to utilize skills related to searching, interpreting and evaluating medical literature and applying the information to an actual patient/disease/problem seen during the clerkship. Currently this paper requires students to create a complete or focused write up based on an acute problem patient encounter the student has during the clerkship. Then the student must find a research article that directly relates to the patient's condition and incorporate the findings into the patient's counseling/education and overall treatment plan (as well as commenting separately on the merits of the research article itself).

Students must score an 80% or higher on the Elective Clerkship Evidence-Based Medicine Paper. If this score is not achieved on the first attempt, students must repeat the project (using different patients) until they achieve an 80%. Please see the *Elective Clerkship Evidence-Based Medicine Paper* in Section X for more specific information.

International Clerkship Presentation and Reflection Paper

Students will complete a Presentation and a Reflection Paper for their international clerkship. The presentation will focus on their experience, and it will be presented to the entire class. The paper will be a reflection and summary of their experience.

Students must score an 80% or higher on the Presentation and reflection paper. If this score is not achieved on the first attempt, students must repeat the presentation and/or paper until they achieve an 80%.

Requirements for the Successful Completion of the Clinical Phase

1. Successful completion of all clerkships with an 80% or higher
2. Cumulative QGPA of 3.0
3. Satisfactory professional development evaluations (PDET)
4. A passing score on the Clinical Summative Written Exam during the last 4 months of the program
5. A passing score on the Clinical Summative OSCE during the last 4 months of the program
6. Completion of Packrat II
7. Successful completion of Capstone project

8. No outstanding financial holds, warnings, probation requirements, remediation requirements, or unaddressed violations of any Pace University or PA Program Policies, including the Academic Integrity and IT appropriate use policy.

Requirements for Graduation

There are two things that happen once a student completes the requirements for a degree at any University: a graduation ceremony and the conferral of a degree/diploma. While everyone looks forward to the graduation ceremony, the conferral of the degree/diploma is the most important part. Both state licensure boards and the NCCPA require proof of degree conferral (not graduation) in order to grant licenses and permission to sit for the boards.

For the conferral of the degree/diploma, students must complete the University's Application for Graduation and Diploma prior to their January graduation/conferral date. The University has very specific deadlines for submitting this application which can be found at [Graduation and Conferral of Degrees](#), along with the actual [application](#).

This Application for Graduation and Diploma is what triggers the University Registrar to review the student's academic records to ensure compliance with all program and University degree requirements (including the payment of any outstanding balances owed to the University). Once this process is complete, students will receive a Degree Verification or Degree Works notification via email. Any discrepancies can then (hopefully) be addressed and resolved prior to graduation and conferral of the degree.

Important Note About Graduating Late

If you do not successfully complete ANY part of the program (i.e. you fail the Summative Written Exam, must complete a rotation, etc.), and you will not technically graduate until May (instead of December), you will typically be allowed to participate in the graduation ceremony, but **DO NOT SCHEDULE ANYTHING EXCEPT SCHOOL** for the entire spring semester. You are still a full-time student **UNTIL** you complete all the requirements for graduation and are expected to be available every single day of the entire spring semester, just like any other full-time student. Any vacations, etc. **MUST BE APPROVED BY THE PROGRAM**. If you do not adhere to this and you miss opportunities to complete these requirements, the program will automatically move you to an August graduation date and you will be expected to remain a full-time student through the summer semester as well.

REQUIREMENTS FOR THE PANCE

Two things are required prior to a student being allowed to take the PANCE: conferral of a degree from an accredited PA Program and permission from the PA Program.

Students must apply via the NCCPA in order to take the PANCE. This application can be completed no earlier than 90 days prior to the student's anticipated degree conferral. Once this application has been submitted, the NCCPA then waits for the program to confirm the conferral of the degree. When this occurs, the student will receive an exam acknowledgement that will allow the student to schedule the actual exam (no sooner than 7 days after the conferral of degree). This exam acknowledgement expires after 180 days. If a student has not taken the exam within those 180 days, they must reapply to take the exam and receive a new exam acknowledgement.

Please see the [NCCPA website](#) for more specific information.

Requirements for a New York State PA License

If students intend to work in New York State, they must apply for a New York State PA License through the New York State Education Department (NYSED). It is recommended that students begin this process three months prior to graduation/degree conferral. While a NYS license requires passing the PANCE, the three months allows time for the state to process the application and to address any issues that may arise. Then, once the student passes the PANCE, the state is notified, and a license can be issued.

Visit [New York State Education Department, Office of the Professions, Physician Assistants](#) for additional information.

For information about applying for other state licenses, visit [NCCPA State Licensing Boards](#).

SECTION IX: GENERAL FORMS

Fall 2025: PA Program Student Handbook Attestation of Understanding

I have reviewed the Pace University-Pleasantville Physician Assistant Student Program Policy and Procedure Handbook and the Student Didactic Year Handbook.

I have read the policies and procedures concerning the Physician Assistant Program. I understand my obligation to fulfill all requirements of the program in the outlined time frame. I fully understand the information, have had an opportunity to have any questions answered and hereby agree to abide by the information concerning Physician Assistant Program policies and procedures contained within these documents, specifically the progression standards, as listed below. Additionally, I agree to abide by the University rules and regulations as set forth in the University [Graduate Catalog](#) and [Student Handbook](#).

Progression and Promotion

Pace PA Program is a competency-based program and requires students to successfully complete each component of the program prior to continuing to the next phase. Progression is determined based on comprehensive evaluations of a student's academic performance and professional conduct.

A few key progression and promotion standards:

- Students are required to maintain a cumulative QPA of 3.0 or higher to continue and/or graduate from the PA Program.
- Students must obtain a minimum grade of "B-" (80%) in **all** PASP letter graded courses and a "P" in all PASP pass/fail graded courses.
- Students are required to abide by the PA Program's Standards of Professional Conduct and the University's Guiding Principles of Conduct and other applicable University policies.

Student Name (PRINT)

Student Signature

Date

Center for Excellence in Healthcare Simulation Code of Conduct

1. The Center for Excellence in Healthcare Simulation (CEHS) laboratory is to be treated as a REAL clinical environment. Equipment, room design, and preparation are all geared towards mimicking a clinical environment and students are to behave as if they were in a clinical setting.
2. The CEHS is a safe learning environment; all simulations are for designing to meet learning objectives within your courses. Student performance during a simulation is not to be discussed outside of the course. Additionally, students must not discuss content of simulated exercises with other students after completion. Students should not arrive at the lab with prior knowledge of the exercise as it hinders their performance (Honor Code).
3. Dress code for laboratory will be provided by faculty dependent upon skills being taught. If you are meeting or working with a Standardized patient, professional attire and a clean white coat is necessary.
4. The CEHS uses some equipment that contains latex. If you have a latex allergy, please notify your faculty as well as the staff of the CEHS.
5. You must wash your hands or use hand sanitizer prior upon entering the simulation room or a standardized patient examination room. As a healthcare professional, you are to treat the simulator/standardized patient as you would in a clinical setting.
 - a. You are expected to introduce yourself to your patient and provide your credentials
 - b. You are to inform your patient of their plan of care, lab results, procedures, and medications as applicable.
6. Betadine and surgical lubricant or any type of marking device may not to be used on any simulators unless instructed by lab staff.
7. Discard all sharps, needles and syringes in red sharps boxes located in each room. Needles and syringes are not to be discarded in regular trash containers. All sharps, syringes and needles are to remain in the lab and should not be removed.
8. All medications used in the laboratory are either simulated or expired and are not for clinical use and should not be removed.
9. Absolutely no food or drink is allowed in the skills lab, simulation suites or examination rooms.
10. Students are responsible for their personal belongings. Belongings may be stored in the day use lockers by bringing your own lock to secure your belongings. Belongings cannot be left in the laboratory overnight.
11. Students should clean up after skills sessions and discard trash in proper containers. All exam tables, stools, equipment and supplies should be returned to the proper place before leaving the exam room.

12. Simulations and standardized patient exercises are videotaped with the laboratories Digital Audio Visual System – Simbridge. By participating in a simulation, you are acknowledging and agreeing to be recorded. Recorded video may be used for debriefing, educational, and publicity purposes unless explicitly requested otherwise by you in writing. Students may log into the access portal to watch their own videos. Students can only watch the videos of activities they have participated in.

By signing this form, you agree to follow the above guidelines.

Signature: _____

Date: _____

Print name: _____

Latex Allergy? (Please circle) Yes No

Consent for Release of Confidential Information

Updated 8/2020

Student Name (PRINT)

Student Year/Class/Cohort

Students often request that parts of their Physician Assistant Program Student Record be released to potential employers through recommendations or actual copies, state agencies for licensure, and NCCPA. In order for the program to release information, the program office must have a Consent for Release of Confidential Information on file.

I, _____, authorize the Physician Assistant Program staff to release the following parts of my Student Record as listed:

To: _____

I understand that the above noted information will be sent only to those persons or agencies listed above requesting documentation from my record. I also understand that information not listed above will not be released to any persons until a consent form is on file.

Student Signature

Date

Faculty Name (Signature)

Date

PA Program Incident Report

Updated 8/2020

Student Name (PRINT) Year/Class Date

Date Incident(s) Occurred Time Incident Occurred

Institution/Office Preceptor Name

Has an incident Report been filed at the Institution/Office? Yes _____ No _____

If yes, who filed the report?

Describe incident in detail. Give times, names of other personnel present, etc. Attach additional sheets as necessary

Student Name (Signature) Date

Please make three copies and submit:

Original = Program Faculty File

Copy = Program Director

Copy = Student File

Student Request for Student File Access

Updated 8/2020

I, _____, hereby request to inspect the contents of my
Physician Assistant Program student file.

Student Signature

Date

Appointment for Review: _____ (Date)

File Inspected:

Student Signature

Program Representative Signature

Professional Development Evaluation Tool (PDET)**Pace PA Program Didactic Professional Development Evaluation Form (PDET)**

Student: _____ Date: _____

Evaluation	Y	Needs Work	N
1. Demonstrates a positive attitude toward learning and others.			
2. Displays professional attire and grooming.			
3. Is punctual and attends all required courses, workshops, labs, activities, and events (and doesn't ask to leave early, miss excessive classes, etc.).			
4. Participates, engages, and contributes to classes and activities.			
5. Is a team player (the success of the group is more important than their individual success).			
6. Communicates effectively nonverbally, verbally, and in writing.			
7. Demonstrates respectful interactions with staff, faculty, classmates, preceptors, standardized patients, and patients (including using proper titles and appropriate formality in a given situation).			
8. Responds to constructive criticism appropriately and proactively works to improve.			
9. Recognizes limitation, including mental health issues (anxiety, depression, stress) and seeks appropriate help.			
10. Appreciates and promotes diversity.			
11. Displays the ability and aptitude to grasp the medical knowledge and exercise the clinical judgement necessary to safely and effectively care for patients.			

NOTES:

Needs a one-on-one meeting with an advisor. Yes _____ No _____

Advisor name: _____

Clerkship Time Sheet

STUDENT NAME: _____

SITE: _____

CLERKSHIP DATES: _____

ROTATION #: _____

Students

Please document your start and finish times each day, then add the total hours for the week, then have your preceptor sign this form EACH WEEK.

All absences must be reported to the program AND the preceptor (students are not allowed to take days off to study).

This sheet should be emailed to the Program by 9:00 a.m. each Sunday.

WEEK	MON	TUES	WED	THURS	FRI	SAT	SUN	TOTAL HOURS	Preceptor Signature
WEEK 1									
WEEK 2									
WEEK 3									
WEEK 4									

Assigned Clerkship Deferral Form

Student Name: _____

Date: _____

Cohort: _____

This form is in addition to, and not a substitute for, the policies and procedures in student handbooks required of all students participating in clinical placements.

The purpose of this document is to inform the director of Clinical Education of my intentions regarding participation in a clinical clerkship experience, including the potential to have to reschedule a clinical clerkship.

Please initial **below** about clinical clerkship course name and number _____:

_____ I have decided to defer scheduling my placement(s) in the above course at this time; therefore, I acknowledge that the director of Clinical Education will not be seeking placement at this time. I am aware that this may delay by completion of the program, therefore delaying graduation, conferral degree and scheduling of the PANCE examination.

_____ I am willing to participate in the above course as soon as a placement, meeting my program requirements, is available and I have/will sign the waiver. I understand that there may be a delay in the program's ability to secure a placement and that there is the potential for interruption/cancellation of the placement once started.

_____ I understand that my placement in a program approved clinical clerkship experience will be based on availability and that I may be required to travel a greater distance. At this time, it is unknown how long it will take the program to find a replacement experience.

_____ I understand any of these situations may affect my full-time student status and my eligibility for financial aid/loan deferment/health insurance and it is my responsibility to speak to a financial aid advisor and office of student affairs.

Notes:

Print Name: _____

Signature: _____

Date: _____