MARIST UNIVERSITY

Physician Assistant Program

Student Handbook

Marist University – PA Program
3399 North Road – Allied Health Building
Poughkeepsie, NY 12601
Phone: 845-575-3308
Fax: 845-575-3586
PA-program@marist.edu
https://www.marist.edu/science/physician-asst

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FACULTY AND STAFF

PROGRAM STAFF & ADMINISTRATION

Jeff Midgley, DMSc, PA-C
Director – Physician Assistant Program
Clinical Associate Professor
Tel: 845-575-3592
Email: jeff.midgley@marist.edu

Stephen Katz, MB ChB, CPE, FACP
Medical Director
Tel: 845-575-3000, ext. 2579
Email: stephen.katz@marist.edu

Elizabeth Young, DMSc, PA-C
Assistant Program Director
Tel: 845-575-3482
Email: elizabeth.young@marist.edu

Leonardo Incorvaia
Clinical Operations Manager
Tel: 845-575-3058
Email: leonardo.incorvaia@marist.edu

Melissa McCarthy, MA
Business Manager
Tel: 845-575-3308
Email: melissa.r.mccarthy@marist.edu

DIDACTIC FACULTY

Christopher Barela, DMSc, PA-C
Clinical Associate Professor
Tel: 845-575-3596
Email: Christopher.barela1@marist.edu

Jessica Ferraiolo, DMSc, PA-C
Clinical Assistant Professor
Tel: 845-575-3000 x2036
Email: jessica.ferraiolo@marist.edu

Padmavati Garvey, MD
Clinical Assistant Professor
Tel: 845-575-3000 x2457
Email: padmavati.garvey@marist.edu

Michael LaCroix-Fralish, PhD
Clinical Assistant Professor
Tel: 845-575-3000 ext. 2598
Email: michael.lacroix-fralish@marist.edu

CLINICAL FACULTY

Andrew Hasbrouck, MS, PA-C
Clinical Coordinator
Clinical Assistant Professor
Tel: 845-575-4356
Email: andrew.hasbrouck1@marist.edu

Jennifer Winus-Robinson, DMSc, PA-C
Clinical Coordinator
Clinical Associate Professor
Tel: 845-575-3309
Email: jennifer.winus-robinson@marist.edu

INTRODUCTION

Program Mission

The Marist University Physician Assistant Studies program is committed to creating high-quality healthcare providers prepared to practice ethical and culturally sensitive medicine who are committed to service and advancing the PA profession.

Program Goals

- Graduate high-quality healthcare providers
- Teach students to effectively interact with patients of different backgrounds
- Develop healthcare providers who function successfully within a team environment
- Ensure that all students engage in community service
- Exceed the national first-time pass rate for the Physician Assistant National Certification Examination (PANCE)
- Ensure that students are involved in professional advocacy
- Develop students committed to delivering excellence in service to patients

Programmatic Policies

Program policies apply to all students, principal faculty, staff, and program director, regardless of location. Certain program policies can be superseded by published policies in the Clinical Year Manual or those at a clinical rotation site.

Programmatic Competencies

Students are required to exhibit and satisfy the Core Competencies for New PA Graduates. Please see link: https://paeaonline.org/wp-content/uploads/2021/01/core_competencies-new-pa-graduates-092018.pdf

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Marist University Physician Assistant Program** sponsored by Marist 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 2030**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Curriculum Model

The PA (Physician Assistant/Associate) curriculum consists of 90 credits of coursework delivered on a full-time basis over 24 months. Students will matriculate as a cohort into a 12-month academic phase, followed by 12 months of clinical education. The clinical education phase includes nine (9) experiential clinical rotations. Two (2) out of the nine (9) clinical rotations may be elective rotations.

CURRICULUM DESIGN

YEAR 1 (Didactic) Total Credits: 57

Summer Semester		Credits
PA 601	Human Anatomy	4
PA 602	Human Physiology	3
PA 603	Clinical Medicine I	4
PA 607	PA History, Policy, and Regulation	1
PA 613	Clinical Pathology	3
	Semester Total	15
Fall Semester		**Credits**
PA 604	Physical Diagnostics	3
PA 605	Physical Diagnostics Lab	2
PA 606	Ethics in Healthcare Delivery	2
PA 608	Clinical Pharmacology	4
PA 609	Clinical Medicine II	4
PA 614	Imaging & Diagnostic Testing	3
PA 615	Behavioral Medicine	3
	Semester Total	21
Spring Semester		**Credits**
PA 610	Clinical Diagnostics	3
PA 611	Clinical Diagnostics (Lab)	2
PA 612	Medical Microbiology & Infectious Disease	3
PA 616	Clinical Medicine III	4
PA 617	Epidemiology & Biostatistics	3
PA 618	Emergency Medicine	3
PA 621	Comprehensive Diagnosis	3
	Semester Total	21

YEAR 2 (Clinical) Total Credits: 33

Summer Semester		Credits
PA 701	Family Medicine Rotation	3
PA 702	Internal Medicine Rotation	3
PA 703	General Surgery Rotation	3
	Semester Total	9
Fall Semester		**Credits**
PA 704	Pediatrics Rotation	3
PA 705	Obstetrics & Gynecology Rotation	3
PA 706	Behavioral & Mental Health Rotation	3
PA 620	Medical Literature	3
	Semester Total	12
Spring Semester		**Credits**
PA 707	Emergency Medicine Rotation	3
PA 708	Elective Rotation	3
PA 709	Elective Rotation	3
PA 710	Capping Course	3
	Semester Total	12

PA 701 through 709 are clinical rotation experiences and not offered sequentially as listed.

TECHNICAL STANDARDS

Introduction - Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794) prohibits a recipient of federal assistance from denying benefits to an "otherwise qualified" handicapped person solely because of their handicap. Marist University is a recipient of federal assistance and also, on principle, opposes discrimination. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of their handicap. Pursuant to federal regulation for post-secondary educational institutions, a handicapped person can be required to meet the institution's "academic and technical standards." The Admission Committee will not discriminate against qualified handicapped individuals but will expect applicants and students to meet minimum academic and technical standards.

Marist University's Master of Science Physician Assistant Studies is a rigorous and intense program that places specific requirements and demands on the enrolled students. Part of the program's objectives are to prepare students for passing the PANCE and to obtain state licensure to practice medicine.

The technical standards set forth by the PA program establish the essential qualities considered necessary for students to achieve the knowledge, skills, and competencies to function in a variety of clinical settings and to provide a wide spectrum of patient care as required by the curriculum as well as meet the expectations of the program's accrediting agency (Accreditation Review Commission on Education for the Physician Assistant). Therefore, every PA student must master a common body of basic science knowledge and master the principles, knowledge, and procedures of the major required clinical specialty clerkships.

Completion of this program requires that each student independently demonstrates these capabilities continuously throughout enrollment. Students may not have undue dependence on technology or trained intermediaries. Students are required to acknowledge that they meet the following abilities and expectations prior to entry into the program.

Communication - the ability to speak, hear, read, and write sufficiently to achieve adequate exchange of information with other healthcare professionals, patients, and their support network. The student must:

- Have the ability to receive and process auditory information and speak and write clearly for all communications with patients, their families, and other healthcare professionals.
- Be able to communicate sensitively with patients and their families.
- Be able to read sufficiently to comprehend complex medical literature and convey this information in easy-to-understand terms.
- Be able to perceive forms of non-verbal interpersonal communications including facial expressions, body language, and affect.

Observation - the ability to perceive, using senses and mental abilities, information presented in both educational and clinical settings. Educational information will be presented through lectures, small groups, one-on-one interactions, and written and audio/visual materials. The student must:

- Possess sufficient sensory (visual, auditory, tactile, and olfactory) and mental abilities to accurately perceive information provided in the educational settings. This includes written and audio/visual materials, laboratories, diagnostic images, microscopic and physical examination.

- Be able to accurately observe (using visual, auditory, tactile, and/or olfactory senses) a patient's medical condition, including patient affect, up close and at a distance, with electrocardiograms, sonograms, monitors, and other graphic images.

Motor/Tactile Function - The student must:

- Have sufficient motor function to directly perform palpation, percussion, auscultation, and other diagnostic and therapeutic maneuvers.
- Be able to execute movements reasonably required to provide general and emergency medical care to patients. These skills require coordination of fine and gross motor skills, equilibrium, and functional sensation.
- Have the capability to manipulate equipment and instruments for the performance of basic laboratory tests and procedures.
- Have the ability to move oneself from one setting to another and negotiate the patient care environment in a timely fashion.
- Have sufficient physical stamina to perform the rigorous course of didactic and clinical study. This includes long periods of sitting, standing, and moving which are required for classroom, laboratory, and clinical experiences.

Cognitive/Intellectual/Integrative and Quantitative Function - The student must be able to demonstrate cognitive and problem-solving skills in an efficient and timely manner in order to meet the program's competencies. Problem solving is one of the critical skills demanded of physician assistants. It requires all of these intellectual abilities:

- Comprehension of visual-spatial relationships,
- Reading and understanding the medical literature and the patient's chart, and
- Learning, measuring, calculating, retrieving, prioritizing, analyzing, organizing, assimilating, integrating, and synthesizing technically detailed and complex information and applying this information appropriately.

Behavioral and Social Attributes - The student must:

- Be able to develop mature, sensitive, and effective relationships with patients and their family members, staff, and colleagues.
- Possess emotional stability for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibility attendant to both didactic studies and patient care.
- Be able to work collaboratively and effectively as a small group member as well as a health team member.
- Sufficient interpersonal skills to relate positively with people across society, including all ethnic backgrounds, economic levels, sexual orientation, and belief systems.
- Possess compassion and concern for others, interest in and motivation for service, as well as integrity.
- Be able to tolerate physically taxing workloads and to function effectively under mentally and emotionally stressful situations.
- Be able to adapt to changing environments, to display flexibility, and function in the face of uncertainties inherent in the clinical problems of many patients.
- Behave in an ethical and moral manner that is consistent with professional values.
- Be able to accept constructive criticism and appropriately respond through modification of their behavior.

Students:

- Are expected to be able to communicate the results of an examination to the patient and to their colleagues with accuracy, clarity, and efficiency.
- Must be able to observe and participate in all demonstrations and experiments in the basic sciences, including computer assisted instruction.
- Are expected to possess the ability to work collaboratively with all members of the health care team.
- Must be able to learn to analyze, synthesize, solve problems, and reach diagnostic and therapeutic judgments.
- Are expected to be able to learn and perform routine laboratory tests, and diagnostic and therapeutic procedures.
- Must have sufficient use of the senses of vision and hearing necessary to directly perform a physical examination as well as perform inspection, palpation, auscultation and percussion.
- Are expected to be able to display good judgment in the assessment and treatment of patients, in addition to learning and demonstrating the ability to recognize limitations in their knowledge, skills, and abilities and to seek appropriate assistance with their identified limitations.
- Must be able to relate reasonably to patients and establish a sensitive, professional and effective relationship with patients.
- Are expected to be able to accept criticism and adopt appropriate modification in their behavior.
- Must be able to learn to respond with precise, quick, and appropriate action in emergency situations.
- Are expected to possess the perseverance, diligence, and consistency to complete the PA curriculum and enter into the practice of medicine as a certified and licensed PA.

In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program or will be subject to dismissal.

ACADEMIC PROGRAM POLICIES

ATTENDANCE POLICY

A. Mandatory Attendance Policy

The Marist University PA program (MUPAP) places a strong emphasis on professionalism. As a result, attendance and punctuality are mandatory for all MUPAP classes and activities. Students remain responsible for all the work in the courses in which they are registered. Students must be available Monday through Friday between 8:00 am and 5:00 pm throughout the year. However, some classes or examinations require early morning, evening, or weekend sessions. Late additions to the weekly schedule are possible; students should be prepared to postpone or cancel previous commitments in these instances. Students are expected to be available until 5:00 pm the last Friday of the semester, unless otherwise specified.

All absences, regardless of reason, are reported using an online form located on Brightspace. Please document each/any absence using the online form.

Excused absence: An excused absence requires that a student provide a written request to the course instructor and program director in advance of the absence. An excused absence is limited to the circumstances and deadlines narrowly defined below:

- Religious Observance: must be requested in writing to the course instructor and program director at least seven (7) days before the religious observance/holiday. Ex post facto (after the fact) notice is not accepted and will be considered an unexcused absence.
- Legal Reason for Student Absence: must be requested in writing to the course instructor and the program director at least seven (7) days before the absence. Documentation may be required. Ex post facto notice is not accepted and will be considered an unexcused absence.
- Death in Immediate Family (includes death of significant other, child, mother, father, siblings, and/or grandparents): must be provided in writing to the program director as soon as possible.
- Medical (planned or unplanned medical or health issue, including, without limitation, car accident, illness, personal injury, required appointment, etc.): must be provided in writing to the course instructor and the program director, within two (2) days of the absence. Documentation may be required. Returning to class after a medical absence of three days or more requires a written statement from the student's healthcare provider.
- Miscellaneous Extenuating Circumstances or Prearranged Absences (Planned life event of an immediate family member, unexpected or unplanned circumstances): must be provided in writing to the program director as soon as possible. Documentation may be required.
    - The program director should be notified of a pre-arranged absence. These will be reviewed in consultation with the faculty on a case-by-case basis. Merely reporting an absence does not constitute approval. Unexpected absences or

tardiness must be reported to the course instructor and the program director within 24 hours of the absence. The student must notify the program as soon as possible should this occur.

In any of the situations discussed above, any missed assignment or examination must be made up within two weeks of the excused absence, at the instructor's discretion. If the student fails to complete the work in a timely manner, the student will receive an automatic grade of zero for the missed work.

Instructor Obligations for Absences: For excused absences, instructors may choose to record the lecture or allow remote participation using Zoom or Panopto. This is at the instructor's discretion and not guaranteed. If possible, the format (recording vs. Zoom/Panopto) should be decided with the instructor at least 2 hours before the lecture. Please note that interaction during class will be limited during live-streamed lectures.

Unexcused Absence: An unexcused absence is defined as an absence that does not qualify as an excused absence (as defined above). The program director will handle isolated unexcused absences. Repeated unexcused absences will be referred to the Promotion & Remediation Committee.

Tardiness: A student is considered tardy when they are more than 5 minutes late or not engaged in class upon beginning. Students are expected to arrive and be ready to learn when a class commences. Students must take care of any personal needs (restroom, water, etc) with sufficient time before class to ensure an on-time start. If a student anticipates being late for any reason, they must contact the course instructor immediately via email or phone. The student must contact the program director via email or phone if the class is already in progress. This includes delays in arrival for routine classes. Two instances of unexcused tardiness of more than five (5) minutes will be considered an unexcused absence.

It is unacceptable to report another student's absence or tardiness unless in an emergency.

Any missed assignment or examination resulting from an unexcused absence shall be immediately referred to the Promotion & Remediation Committee to determine the outcome.

Making Up Work: The student is responsible for obtaining all information related to any missed class time and for making up any work missed due to any absence. Instructors are not obligated to provide material to students due to an unexcused absence or to provide the opportunity to make up missed material due to an unexcused absence.

B. Inclement Weather Policy

The PA Program recognizes that inclement weather may impact classes, labs, and study time. In the case of a weather-related delay or closure, Marist University will notify students via email, text, or MaristAlert systems. Due to the intensity of the curriculum, strict accreditation standards, and little flexibility with available makeup time, in the case of a Marist University campus closure, the program may continue studies despite the campus closure.

If the campus is closed due to inclement weather:

- The individual instructor will determine how they will deliver the course material.
    - If classes are expected to resume via Zoom/Panopto, the class will be recorded for students who cannot participate remotely.
- Otherwise, the class will be made up as an asynchronous recording or rescheduled during an open time block.

If there is inclement weather and the campus is still open:

- The individual instructor will determine how they will deliver the course material. This will be either:
    - In-person
    - Via Zoom/Panopto
    - Via asynchronous recording

Additionally, due to a high percentage of commuting students, the program recognizes that a Marist campus closure may not be the safest option for all students. The program reserves the right to cancel classes due to anticipated inclement weather. If the PA program cancels classes, it will be at the instructor's discretion to hold class via Zoom/Panopto, record the material, or reschedule class.

An inclement weather policy for clinical rotations will be in the cohort's Clinical Manual.

C. Work Policy

Acceptance into the Marist University PA Program requires a full-time commitment. It is an intense and rigorous program. The program **strongly discourages** students from holding additional employment during the didactic and clinical phases while classes are in session. MUPAP responsibilities are not negotiable and will not be altered due to student work obligations. Furthermore, outside employment has been a cause of academic difficulty in PA programs.

Students who choose to volunteer outside of the MUPAP or be paid employees during their PA training **cannot** use their affiliation with the MUPAP in any aspect of that employment. Any activity undertaken by the student, independent of the MUPAP, is not covered by the liability insurance offered for clinical work associated with PA training.

ATTIRE POLICY

Dress Regulations

The MUPAP places a high value on professional appearance. Expectations for attire are grounded in the principles of professionalism, patient trust, cultural sensitivity, safety, and infection control. Professional appearance helps build trust and confidence in both patients and fellow healthcare professionals. Students represent the PA profession, the institution, and their clinical training sites at all times.

Please note that Business Casual attire in 'industry' varies significantly with the program's perception of business casual in a medical setting.

Classroom Attire

Unless otherwise specified by the instructor or program director, students must dress in business casual attire for all on-campus educational activities.

Examples of business casual for all students include:

- Button-down dress shirt and slacks
- Blouse with skirt or slacks
- Shirts must cover the entire abdomen, even when reaching or stretching
- Dresses
    i. Blouses and sleeveless dresses with full shoulder coverage may be worn if underclothes are not exposed.
    ii. Sundresses, spaghetti straps, and sleeveless tops are not acceptable unless covered by a jacket or cardigan. Nothing shorter than two inches above the knee will be allowed.
- Comfortable closed-toed shoes:
    i. Includes loafers, oxfords, dressy casual shoes, walking shoes, comfort flats, and low-heeled pumps.

During any patient contact, including simulated patient contact, students are expected to be in professional attire. Hair must be worn off the collar and prevented from falling into the patient's field of view or clinical fields. Specific to some supervised clinical practice experiences (SCPEs), other forms of dress may be acceptable to the clinical site (i.e., scrubs during surgical rotations). Note that Marist University sweaters/sweatshirts are **NOT** acceptable in the clinical setting in place of the short white coat (simulated or live).

Examples of professional attire for all students:

- Everything included in business casual **PLUS**:
    i. Button-down dress shirt **with tie** and slacks
    ii. Dress **knee length or longer**
    iii. Blouse and skirt, **knee length or longer**
    iv. Shirts must cover the entire abdomen even when reaching or stretching
    v. Comfortable closed-toed shoes:
        a. Includes loafers, oxfords, comfort flats, or low-heeled pumps

vi. Short white coat with Marist PA Program name tag

The MUPAP dress code for PA students does **NOT** include:

- Blue jeans/denim
- Leather/pleather pants
- Shorts
- Short skirts/short dresses
- Hooded shirt/sweatshirt
- Tops with deep V-cuts
- Tops exposing the abdomen; tops with deep shoulder cutouts; tank tops
- T-shirts
- Extremely tight-fitting or extremely loose-fitting clothing
- Tennis/athletic shoes/sandals/open-toed shoes/boots above the knee
- Pajamas

The MUPAP dress code requirements may be temporarily lifted during finals week, spirit events, or other program events as determined by the program director.

Casual Attire Days

Following the first few weeks of classes, the program director may approve casual attire, typically on a Friday, once a week. This is earned based on observed and reported professional behaviors and adherence to the dress code. Once casual attire days are approved, the next semester's frequency of casual days will be directly linked to the cohort's percentage completion of course evaluations. For example:

- If the cohort's response rate for all courses is 100%, students can expect 15 casual days (once per week) the following semester.
- If the cohort's response rate across all courses is 10%, the cohort would have only 1 casual day for the entire semester.

Casual days may be revoked for unsuitable/unprofessional behavior or attire, without notice.

Casual attire is only appropriate during End of Rotation Exams during clinical callback days.

Piercings, jewelry, and hand hygiene

Exposed piercings should be confined to the ear, and no more than two studs may be worn in each ear in any patient setting. Hoops in the ear or nose pose safety issues and should not be worn in any clinical setting, simulated or real. All jewelry (including piercings) must be removed in the surgical setting, as it serves as a nidus for infection.

Students with permanent, non-removable, or semi-permanent jewelry must have it professionally removed before the Spring Semester of the first year. This jewelry must remain removed until program completion.

Fingernails must be kept short to ensure patient safety and comfort. Artificial nails and most nail polishes are sources of bacteria and are prohibited during the program.

Violations of the piercings, jewelry, and hand hygiene policy will be forwarded to the Promotion and Remediation Committee.

Laboratory attire for PA students:
Marist-approved scrubs are to be worn in both the anatomy and clinical skills labs. Surgical scrubs are not allowed in any other classroom unless previously authorized by faculty or the program director. Students should change into/out of scrubs immediately before/after anatomy lab. In some clinical laboratory settings, loose-fitting clothing may be acceptable (as determined by the professor).

Breaches of the dress code will be addressed individually with the program director and assistant program director. Persistent breaches will be brought before the Professionalism Committee.

PROGRAM RESTRICTIONS

This section addresses actions that are strictly prohibited within the program.

A. Student Teaching in MUPAP Curriculum
Students **must not** substitute for, or function as, instructional faculty. Students with specific prior knowledge, experiences, and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. Yet students may not be the primary instructor or instructor of record for any component of the curriculum. The program realizes that some students may be particularly knowledgeable in an area of medicine or possess advanced clinical skills because of prior healthcare-related experience. Although such expertise is commendable, students in the MUPAP are not permitted to participate in teaching any curriculum component. Note that some student activities include presentations in front of the class. These assignments are expected parts of the curriculum and not an example of students substituting as instructional faculty.

B. MUPAP Faculty Providing Student Health Care
Faculty members, including the program director and the medical director, are **NOT** permitted to participate as health care providers for Marist University PA Students, except in emergency situations. The provision of health care includes providing medical advice. If needed, PA faculty can suggest that students seek medical and mental health care.

C. Clinical Site Solicitation
The program does **NOT** require students to solicit their own clinical sites, rotations, or preceptors. Students in good standing may research and suggest clinical sites of interest that are not already in our affiliate network. The clinical coordinator(s) will work closely with the student to determine the feasibility of placement at sites outside of the program's affiliate network. The program will evaluate suggestions for educational suitability on a case-by-case basis. The program will vet all clinical sites and preceptors. Students are not allowed to solicit a rotation with current affiliated sites. Students are forbidden to post requests for clinical

rotations on social media. Additional details are outlined in the Non-Affiliate Rotation policy in this manual and the Clinical Manual.

D. Clinical or Administrative Staff
Students **must not** substitute for regular clinical or administrative staff during the program. Administrative staff is defined as an individual providing administrative, secretarial, or clerical help to the program. Should such a request be made, the program director must be notified immediately.

E. Working for the Program
Students **are not** required to work for the program. Faculty and staff cannot require students to perform work as a means of program completion. At their own discretion, students may serve as a tutor through the Academic Learning Center. Additionally, students may choose to volunteer during program events at their own discretion. In either circumstance, it is not a requirement to complete the program.

STUDENT ADVISEMENT

A. Student Advisement
Each student is assigned a faculty advisor who is available to provide counsel on academic performance or professional issues. The advisor is the first person a student would consult if they encounter difficulty with any aspect of the program. Advisors meet with each student at least once a semester during the didactic year and as needed throughout the clinical year. Students are encouraged to meet with their faculty advisor to discuss ongoing academic progress and planning. Students are also encouraged to meet with the assistant program director and program director as needed.

Please note that ***routine advising or non-urgent conversations*** with advisors/faculty are prohibited during class time.

B. Personal Issues Impacting Progress
Students are encouraged to discuss personal issues that may be affecting them as PA students with their faculty advisor. Should the student or faculty member become concerned about a personal or mental health matter that may impact the student's program progress or well-being, students are highly encouraged to visit the campus Counseling Center. Please see: https://www.marist.edu/student-life/services/counseling

Meetings are confidential and can be in person, via phone, or via a telehealth visit. Additionally, students may contact the counseling center via the "Let's Talk" program, a more informal drop-in service available to all students.

Mental health care is also available through ThrivingCampus at https://marist.thrivingcampus.com for off-campus care.

C. Assessment of Professional Behaviors
A student's general professional behavior is assessed at a minimum of once a year using the "Assessment of Professional Behavior Form" (see Appendix C). After the completion of this assessment, when/if necessary, remediation for academic or nonacademic concerns will be planned.

EXAMINATION POLICY

A. Student Accommodations and Accessibility
Students with disabilities who believe they may need accommodations in any class are encouraged to contact the Office of Accommodations and Accessibility at (845) 575-3274, Donnelly Hall 226, or via email accommodations@marist.edu as soon as possible to better ensure that such accommodations are implemented in a timely manner. Please refer to the link below for details on ADA requirements and support for instructors:
https://www.marist.edu/academics/academic-resources/accommodations-accessibility

The student is responsible for sharing the accommodations with each course instructor, the business manager, and the program director via email at the beginning of each semester and whenever updated**, even if they have previously shared the accommodation letter in a prior semester**. The student is also responsible for scheduling examinations with the Office of Accommodations and Accessibility with adequate time prior to the exam to ensure a proctor is available.

Academic accommodations unrelated to quizzes/exams:
It is the student's responsibility to reach out to the instructor if any accommodations are needed for a specific assignment or in-class experience, per their published accommodation form. Requests for assignment extensions, changes in due dates, or other flexibility without advanced notice will not be considered ex post facto.

Students who received academic accommodations during their undergraduate education are highly encouraged to continue using accommodations during the program.

B. Skills-Based Assessments
Skill-based practical assessments are held to a higher standard than written assessments to ensure the competency of the student in the clinical setting. Suboptimal performance may require repeated attempts until competency is demonstrated. This requirement is further addressed in course syllabi and assessment rubrics where skill-based assessment occurs.

In courses that require the assessment of technical skills (history-taking, physical exam skills, patient counseling, procedures, etc.), the time allotment is a fundamental requirement for assessing competency in these skills. Extending the time allotment would fundamentally alter the nature of this requirement, and therefore, it cannot be accommodated with extended time.

C. Examinations:

Course instructors are responsible for evaluating each student to assess the degree to which course objectives/learning outcomes have been met. While many examinations will be multiple-choice, the format of each examination is the prerogative of the course director. The program makes every effort to secure optimal testing accommodations within its control parameters. The following policies concern all examinations, regardless of format:

- The faculty sets exam dates and times before the semester begins.
    - If a discrepancy exists between the syllabus and the program calendar, the later exam date will be honored, provided there is an available proctor.
- Exam dates and times are not for negotiation.
    - In an extreme extenuating circumstance, the Program Director may consider a change to the examination date only if the exam is ≥4 weeks away, there is a 2/3 majority approval by the faculty, and there is a 2/3 majority vote by the class.
- Students must comply with all published exam dates and times. Exceptions will be made on a case-by-case basis as determined by the program director and the faculty. The instructor will decide on the makeup exam format, date, and time.
- There are no breaks during regular first-year exams.
- All desks will be clear of personal items, including water bottles, drinks, or snacks.
- Noise-canceling headphones or headphones of any type will not be allowed in the classroom during testing. Students may use earplugs if needed.
- A single piece of paper will be distributed after the start of the examination for personal note-taking with the following parameters:
    - The student ***must*** put their name and exam at the top of the paper
    - The paper ***must*** always remain on the desk
    - The paper ***must*** be turned in to the faculty at the end of the exam
    - Even if students do not use the paper, this process ***must*** be followed
- Before an exam, students will leave all belongings at home, in their lockers, or outside the classroom, including all electronic devices such as phones and smartwatches. If a student is found to have any electronic device except for a laptop during computer-based examinations, the student will be referred to the program director for review of professional behavior.
- There will <u>be no exam content questions during exams.</u> **Always select the best answer**, even if you notice an error in spelling or spacing. Please see D – Exam Review for any issues with examination content. Questions should relate only to technical issues during the examination.
- If a student develops a technical issue, please raise your hand and a proctor will assist you. **DO NOT APPROACH THE PROCTOR DURING THE EXAM, UNLESS THERE IS AN EMERGENCY.**
- If an error or misspelling is noticed during the exam, please contact the course instructor via email following the exam.
- Students may not leave the room until excused by the proctor after ensuring the exam has been uploaded properly to the exam portal.

        - **After a student has left the room, they cannot return until the exam is complete**
- Unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any examination or examination question is strictly prohibited and is grounds for dismissal.
- Students who earn a grade below 80 percent on any didactic year examination at any point in the curriculum must meet with the instructor of the course to review deficiencies. Assessment scores on the summative examination and clinical year examinations are discussed with individual program policies.

Exam questions will be derived from applying instructional objectives to information found from lectures, assigned readings, textbooks, and selected websites.

D. Exam Review:

- Should a student notice an error in an examination item or have a question about the accuracy of an item, the student should submit this concern in writing (via e-mail) to the instructor within 24 hours of grade release. Only written concerns will be honored. Appropriate citations from course texts, slides, or Brightspace materials are required.
    - Unverified sources, including but not limited to unverified papers, journal articles unrelated to the course, and Artificial Intelligence, will not be considered.
- Should a student be dissatisfied with the outcome, they may bring the concern to the program director.
- If the concern is still unsatisfactory following a meeting with the program director, the student should refer to the Marist University Grievance Policy, as outlined in Grading Policy Section V, bullet E, and Section XI, bullet M.
- Following an examination, the faculty will conduct an internal review of psychometrics for item validity and reliability.
    - Faculty will review questions at their discretion, but will specifically review exam items with:
        - Cohort Performance < 60% correct
        - Point Biserial:
            - <0.20 for items with 5 options
            - <0.25 for items with 4 options
- Students will be given feedback on their performance in three sections: NCCPA Task Blueprint, NCCPA Systems Blueprint, and Bloom's Taxonomy, at the end of each exam. Students should use this feedback to review areas in need of improvement.
- The program does not conduct question-by-question reviews of examinations. Following an examination, instructors may review concepts that require clarification at their discretion.

VI. GRADING POLICY AND COURSE FAILURE

A. Grading Policy

A variety of evaluation tools are used to evaluate student competency, including quizzes, examinations, skill-based assessments, written and oral presentations, discussion boards, objective structured clinical examinations (OSCE), and group projects. The type of evaluation used in each course will be delineated in each course syllabus. There is **NO** rounding of grades for individual assessments, course grades, or quality points.

Percentage	Letter Grade	Grade/Quality Points
100 – 94	A	4.0
93.999 – 90	A-	3.7
89.999 – 87	B+	3.3
86.999 – 83	B	3.0
82.999 – 80	B-	2.7
79.999 – 76	C+	2.3
75.999 – 70	C	2.0
< 70	F	0

B. Grading in Clinical Rotations

Grading in the clinical year, including reasons for academic progress and dismissal, is discussed in the Clinical Manual. This manual is distributed to students prior to the clinical year and reviewed at an in-depth orientation event. The grading scale is identical to the scale outlined in section A above.

C. Maintenance of Good Academic Standing

Good academic standing is defined as a grade point average (GPA) of 3.0 or greater. To remain in good academic standing, a student must fulfill all of the following conditions:

- Earn a grade of 70% or higher in all courses
- Earn a semester GPA of 3.0 or higher for all semesters
- Maintain a cumulative GPA of 3.0 or higher

Should the semester or cumulative GPA fall below 3.0, a student will be placed on academic probation for the next term. A student has one semester to achieve good academic standing.

During each didactic semester, after approximately 50% of assessments have been completed, students earning below academic standards will receive an Academic Letter of Warning. This is to indicate to the student that they are at risk of not meeting program standards. Note that this letter may be issued at any time following approximately 50% of assessment delivery.

A student must earn:

- A semester GPA of at least 2.7 for each semester in the curriculum
- A cumulative GPA of at least 2.7

Should the semester or cumulative GPA fall below 2.7, the student will be dismissed from the program.

D. Course Failure

The MUPAP maintains three different types of courses:

1) Didactic Year Stand-Alone Courses (first year courses)
2) Clinical Year Pass/Fail Courses (PA620 & PA710)
3) Clinical Rotations

Failure of each type of course is described below:

1. Didactic Year Stand-Alone Courses
   - Failure in a Didactic Year Stand-Alone Course occurs when the final course grade earned is less than 70%. **ANY Didactic Year Stand-Alone Course failure will result in dismissal from the program**.

2. Clinical Year Pass/Fail Courses (PA620 & PA710)
   - Failure in a Clinical Year Pass/Fail Course occurs when the final course grade earned is less than 70%. **ANY Clinical Year Pass/Fail Course failure will result in a delay in graduation and referral to the Promotion & Remediation Committee. The outcome may include dismissal from the program**.

3. Clinical Rotations

Clinical year rotations have stand-alone requirements for passing the rotation. To pass a rotation, students must:

- Pass the Preceptor Evaluation
- Pass the End of Rotation Examination (EORE) for PA 701 through 707
- Pass a Grand Rounds Presentation and Case Report (PA 708 & 709)
- Pass an Objective Standardized Clinical Examination (OSCE) for PA 701 through 707
- Satisfactorily complete individualized assignments, clinical encounter notes, patient and hour logging, and objective structured clinical examinations to pass the rotation.

The minimum standards for passing the evaluations listed above are discussed in the Clinical Manual and associated clinical syllabi.

a. Failure of a Preceptor Evaluation
   - Passing the Preceptor Evaluation is a requirement that must be accomplished to pass the rotation. **The clinical rotation is AUTOMATICALLY failed if the student fails the Preceptor Evaluation, despite academic success on other rotation assessments.**

b. Failure of a Grand Rounds Presentation or Case Report (PA 708 & PA 709)

- PA 708 and PA 709 are elective Rotations and do not have EOREs. Instead, they are assessed by a **Grand Rounds Presentation (PA708)** or a **Case Report (PA709).** Passing the Grand Rounds Presentation or Case Report is a requirement that must be accomplished to pass these elective rotations. **The rotation is AUTOMATICALLY failed if a student fails the Grand Rounds Presentation or the Case Report, despite academic success in other rotation assignments.**

c. Failure of an End of Rotation Exam (EORE)

- If a student fails an EORE, **ONE** repeat exam attempt is allowed for **TWO** different rotation specialties.
    - If a repeat exam is passed, the student will earn the average of the two scores for the EORE and still must meet other stand-alone requirements to pass the rotation.
        - If the average of the two scores is still below a passing threshold, the minimum passing grade will be assigned.
        - **If a repeat exam is failed, the student will AUTOMATICALLY fail the rotation, despite academic success in other rotation assignments.**
    - **If both repeat exams have been utilized, and a student fails a third rotation specialty exam, the student will AUTOMATICALLY fail rotation, despite academic success in other rotation assignments.**

d. Failure of an End OSCE:

- If a student fails an OSCE, a repeat exam attempt is allowed for **TWO** different rotation specialties.
    - If a repeat exam is passed, the student will earn the average of the two scores for the OSCE and still must meet other stand-alone requirements to pass the rotation.
        - If the average of the two scores is still below a passing threshold, the minimum passing grade will be assigned.
        - **If a repeat OSCE is failed, the student will AUTOMATICALLY fail the rotation, despite academic success in other rotation assignments.**
    - **If both repeat exams have been utilized, and a student fails a third rotation specialty OSCE, the student will AUTOMATICALLY fail rotation, despite academic success in other rotation assignments.**

e. Failure of a Repeated Rotation/Program Dismissal

- If a student fails a rotation for any reason, the student will be required to repeat the rotation, resulting in a delay in graduation. **Only one rotation can be failed within a semester**. **A student will be dismissed from the program if any of the following occur:**
    - A student fails two rotations in one semester.
    - A student fails any repeated rotation.

- A student fails a third rotation.

A failure of a clinical rotation triggers a Promotion & Remediation Committee Meeting to determine the parameters for the repeat clinical rotation. The timing, duration, and components required are at the discretion of the clinical coordinator(s), program director, and Promotion & Remediation Committee

If a student is required to repeat a rotation and successfully passes that rotation, the student earns the new grade. The initial failing grade remains on the student's transcript.

E. Procedure for Appealing Grades and Other Academic Problems

The MUPAP follows the procedure outlined in the Marist Student Handbook: https://my.marist.edu/complaints-grievances

The full policy for program grievances can be found below in Section XI, bullet M.

VII. PROGRESSION AND GRADUATION REQUIREMENTS

A. Progression from the Didactic to the Clinical Phase

Several conditions must be met to progress from the didactic to the clinical phase. Failure to meet the following conditions will result in dismissal:

1. Successful completion of all courses prior to the clinical rotations with a final course grade of "C" or above.
2. All incomplete grades or pending assignments (including remediation) must be resolved.
3. A faculty evaluation of professional behavior must be satisfactorily completed.
4. Completion of an end-of-didactic year survey

B. Graduation Requirements

To qualify for the Master of Science, Physician Assistant Studies degree, a student must successfully meet the following requirements:

1. Complete all courses in the physician assistant curriculum, including all clinical rotations, with a final grade of a 70% or better and satisfactorily pass all pass/fail courses.
2. Earn a cumulative grade point average of 3.0 or above.
3. Meet all patient and procedural log requirements.
4. Successfully complete a faculty review of professional behavior throughout the entire program.
5. Pass all the components of the summative examination, as defined below in Section C
6. Return all program and University equipment, books, and miscellaneous materials.

7. Be cleared using checkout procedures to verify all PA program, institutional, library, or educational supplies have been returned, and that expenses and fees have been paid prior to awarding any degree, verification of attendance, or release of official transcripts.
8. Completion of an end of program survey

C. Summative Exam:

The Summative Exam is an assessment given within the final four months of the curriculum. It evaluates for competence in the following areas:

1) Clinical and Technical Skills
2) Clinical Reasoning and Problem-Solving Abilities
3) Interpersonal Skills
4) Medical Knowledge
5) Professional Behaviors

The format of the summative examination is in two major parts. The first part is a comprehensive multiple-choice examination. The second part is an Objective Standardized Clinical Examination (OSCE) that will assess history taking, performing a physical exam, creating a differential diagnosis, writing orders for a patient, interpreting diagnostic findings, counseling patients, presenting the case to a proctor, and writing a clinical encounter note. Technical skills are assessed with a skills check during this evaluation.

This examination is pass/fail. Should the student fail any component of the summative exam, that component will be repeated. The timing and extent of remediation will be determined by the Summative Committee and may delay graduation. A student will be offered only one attempt to pass a reassessment summative exam. **Should a student fail for the second time, the student will be referred to the P&RC to determine an outcome.**

Eligibility to sit for the Physician Assistant National Certification Examination (PANCE) is contingent upon the program director certifying successful completion of all program requirements, including the summative examination.

VIII. REMEDIATION

A. Intervention and Remediation of Academic Difficulties

Students who fail to demonstrate the requisite knowledge, professional behaviors, interpersonal, or technical skills necessary to perform at an acceptable level for a course are required to remediate those deficiencies. The program uses a benchmark of 82.999% or lower to trigger the need for intervention or remediation, as defined below. A student ***must*** meet with the course instructor if a grade of less than 80% be earned on any examination or assignment. The instructor will develop an action plan, which will be reviewed by the student advisor and program director.

Intervention is triggered when a student earns an assessment score between 80% and 82.999%. Intervention is a process intended to correct a student's academic deficiencies and includes such activities as special assignments, examinations, assessments, and the development of study skills. The student will be **encouraged** to meet with the course instructor and **encouraged** to complete optional assignments at the course director's discretion. Note that the program tracks all assessment data, and the program reserves the right to **require** completion of assignments if a student performs consistently under 82.999%.

Remediation is automatically triggered when a student earns an assessment score below 80%. Remedial measures will include an analysis of strengths and challenges in student's foundational knowledge, study habits, test taking strategies, and class note keeping. Participation in remediation is **required** and does not influence past scores on examinations and assignments. Assignments are designed to solidify the skills needed for success in future graded exercises. The student will be **required** to complete a remediation assignment to ensure sufficient knowledge of the subject material and demonstrate competency. Assignments are individualized and are primarily based on the content areas of deficiency.

Should a student earn a grade of less than 70% on any examination, the individual will have a more rigorous plan of action, which may include retaking the examination. All intervention and remediation formats and due dates are established by the course director.

IX. ACADEMIC SANCTIONS

A. Academic Probation

Academic probation is issued by the program director when a student:

- earns a cumulative GPA between 2.7 and 3.0 at the end of any semester,
- earns a semester GPA between 2.7 and 3.0 for any semester.

A student on academic probation must meet with their assigned academic advisor regularly to identify areas for improvement. A student on academic probation will be closely monitored to ensure success in subsequent semesters.

A student may only be on academic probation for one semester per academic year in the program and must achieve good academic standing (cumulative GPA of 3.0 or better) by the end of the subsequent semester. **If a student fails to achieve good academic standing by the end of the next semester, the student will be dismissed from the program.**

Academic probation will be removed by the program director when the student returns to good academic standing. The student must then maintain good academic standing for the duration of the year. **A cumulative GPA below 3.0 for any subsequent semester within the academic year will result in dismissal.** A student on probation may not serve in student government, as a class representative, or be a member of the Medical Challenge Bowl team.

*Please note that the PA program is **obligated** to report instances of academic probation to future employers and/or state licensing boards.*

B. Dismissal

A student will be automatically dismissed from MUPAP for any of the following criteria:

- Being placed on academic probation and earning a cumulative GPA below 3.0 for any subsequent semester within the same academic year.
- Failure to meet the conditions of professional or behavioral probation.
- Egregious breaches of professionalism.
- Course failure in any stand-alone didactic course.
- Failure to meet the defined requirements for progression into the clinical phase.
- Failure of two rotations in one semester.
- Failure of a repeated rotation.
- Failure of three total rotations.
- Failure to meet the defined requirements for graduation.

A student who is dismissed from the MUPAP for academic or professionalism reasons will not be allowed to rematriculate into the program.

C. Appeal of Dismissal

Students may appeal a dismissal to the Dean of the School of Science in writing within five (5) calendar days of notification of the dismissal. The Dean will investigate any claim made by the student and will notify the student in writing within 15 calendar days of receipt of the appeal. Following the Dean's decision, the student may submit a final appeal to the Assistant Provost for Student Success if proper procedures were not followed, there were inaccuracies in the process, or new information is available. The decision of the Office of the Provost is final.

D. Discipline for Violations of Academic Integrity Policy (e.g. plagiarism, cheating)

MUPAP follows the Marist University Policy on Conduct Associated with Personal Responsibility and Integrity. Please refer to Marist Student Handbook available at: https://www.marist.edu/student-life/community/community-standards/code-handbooks

E. Professionalism Committee

The Professionalism Committee is an ad-hoc committee that provides an objective process for the formal hearing of charges and surrounding circumstances in handling violations of professional, ethical and /or behavioral student conduct.

Membership: The Committee is a three (3) member panel composed of:

- One (1) administrator from another program (Chairperson)
- One (1) full-time faculty person from the MUPAP
- One (1) member at large from another program in the School of Science.

Students are informed in writing of when the Professionalism Committee meets regarding their professional, ethical, or behavioral conduct. The Committee considers all relevant

information concerning the conduct, including input from the student. The Committee issues a decision consistent with the Marist University Code of Student Conduct. Should a student not be satisfied by the outcome of the Professionalism Committee, they may appeal to the Dean of the School of Science.

F. Professionalism Probation

A student may be placed on professionalism probation when a professionalism issue has been identified and brought to the attention of the Promotion and Remediation Committee or the Professionalism Committee. Professionalism probation signifies when a student has demonstrated attitudes, behaviors, or communications that may not be fit for the PA profession. **As a result, this status serves as notice that any additional professionalism issues will result in dismissal from the program after being placed on this status**. The duration of professionalism probation will be set on a case-by-case basis.

Students placed on professionalism probation may be required to:

- Complete remediation assignments to improve the professionalism deficit.
- Complete reflection assignments in addition to normal program assignments.
- Obtain a psychological evaluation and/or counseling.
- Obtain medical testing and/or drug testing.
- Anything else as determined by the Professionalism Committee, program director, program faculty, or any associated consultants.

Additionally, there may be academic sanctions on a case-by-case basis, as outlined in the program syllabi.

*Please note that the PA program is **obligated** to report instances of professionalism probation to future employers or state licensing boards. This could impact the graduate's ability to obtain a license and secure future employment, depending on individual circumstances, even despite academic success in the program.*

X. WITHDRAWAL, LEAVE OF ABSENCE AND READMISSION

A. Voluntary Withdrawal

A student considering withdrawing from the Marist University PA Program is encouraged to discuss the issue with their faculty advisor and the program director before withdrawal. Once a decision to resign is reached, the student must notify the program director in writing and conduct an exit interview with the program director.

Once a student has made the decision to withdraw voluntarily, the student will not be allowed to reapply or be readmitted to the Marist PA Program.

B. Interruption of Studies

Leave of Absence:

The federal government allows students to take a leave of absence only if they will be returning within a 180-day period. Due to the fast-paced, rigorous didactic curriculum, in which courses are offered only once per year, a leave of absence during the didactic year cannot be granted.

Students in good standing in the clinical year may request a leave of absence if they are certain they can begin their next semester before the end of the 180-day period.

Medical Leave:
Medical leave of absence will be considered on a case-by-case basis and requires consultation with the Center for Advising & Academic Services (CAAS) and Student Health Services. Students must submit medical documentation supporting their leave to CAAS and Student Health Services, ***NOT the PA Program***.

Voluntary Leave:
Students may take one (1) voluntary leave during their tenure with the Marist PA Program, and that leave may be taken for up to one (1) calendar year. **A voluntary leave is only considered where there is a clearly identifiable, correctable issue that is likely to be resolved within a reasonable period of time.** A voluntary leave will not be granted for the sole purpose of avoiding academic dismissal or as a means to circumvent academic or professionalism standards. Requests for voluntary leaves during any final exam week or the week before finals week will not be honored except for an approved medical leave of absence.

Note that students in good academic standing can request a voluntary leave due to University policy. If a student's performance is below academic standards, the leave would trigger dismissal.

Due to the nature of cohort-based education, any voluntary leave >6 months must be treated as a program withdrawal and reinstatement.

Process:
If a student wishes to interrupt their studies voluntarily, the student must inform the program director in writing. The decision to grant or deny the request is made on the sole (good faith) discretion of the program director and the Center for Advising & Academic Services (CAAS). Approval or denial of a voluntary interruption of studies request may involve consultation with the faculty, the Dean, and/or other institutional administrators.

Students taking a leave of absence must review, initial, and sign an attestation form indicating the terms and conditions of the leave and the conditions for readmittance to the program.

All students, taking any leave, must complete the Marist PA Program curriculum within three (3) years of the initial matriculation date.

C. Reinstatement after a Leave of Absence, Medical Leave, or Voluntary Leave
A student wishing to return to the Marist PA Program from a leave of absence must notify the program director in writing. The program director, CAAS, and Student Health Services will require confirmation that the condition(s)/circumstance(s) giving rise to the leave have resolved sufficiently for the student to resume studies. Depending on the timing in the academic year and the duration of the leave of absence, the program reserves the right to require re-entry examinations or fulfill additional program requirements.

D. Tuition Refund
During the first five (5) days of the semester, full tuition refunds are available. Half refunds can be granted up to the fifteenth (15th) day of a semester, and no refunds are offered thereafter.

E. Transfer Credit
The Marist University Physician Assistant Program does not offer or permit advanced placement or waive any program prerequisite or course requirements.

F. Teach out from a Closing PA Program
Should a PA Program close and reach out to Marist PA Program to request a teach-out of a student, the program will review the other PA Program's curriculum. The program will decide on a case-by-case basis whether a student is a candidate for placement at the Marist University Physician Assistant Program. This will include a comprehensive review of the individual's CASPA application, pre-requisites, and PA Program coursework at a minimum. Interviews, entrance testing, or repeating courses may be required. Consideration is contingent on ARC-PA approval of the teach-out plan, as well as approval from the Dean, registrar, and other campus officials.

G. Deceleration
The program does not offer academic deceleration. However, students who interrupt their studies, as explained in Section B above, may be considered to join the following cohort on a case-by-case basis, as described in Section C above.

XI. ADDITIONAL PA PROGRAM POLICIES

A. Immunization Policy
As part of strict accreditation requirements, the MUPAP uses the Centers for Disease Control (CDC) immunization guidelines for healthcare providers to determine immunization requirements for matriculating students. The CDC policy can be found at this link: https://www.cdc.gov/vaccines-adults/recommended-vaccines/?CDC_AAref_Val=https://www.cdc.gov/vaccines/adults/rec-vac/index.html

Please select "Healthcare Workers" to see the vaccines you will need to be a healthcare worker. Please note this website is updated regularly and the program reserves the right to enforce the guidelines posted on the CDC's website, even if they differ from the vaccines listed below or University minimum requirements.

Proof of the following immunizations (or titers collected within one year), must be kept by the program:

- COVID-19 vaccine and boosters
- Chickenpox vaccine (Varicella)
- Flu vaccine
- Hepatitis B vaccine
    - This includes a titer for Hepatitis B Surface Antibody
        - The titer is required.
    - Individuals lacking immunity will be required to provide additional documentation
    - Hepatitis B Surface Antigen Test
- Meningococcal vaccine
- MMR
    - Measles
    - Mumps
    - Rubella
- Tdap (tetanus, diphtheria, and whooping cough) or Td (tetanus and diphtheria)

In addition, the following must be obtained annually:

- Tuberculosis Screen (must be current for each clinical site and may be required multiple times during the clinical year) either QuantiFERON, two-step PPD, or chest x-ray if positive previously.
- Physical examination with attestation of good physical fitness and mental health.

The following vaccines are suggested for healthcare workers by the CDC, but are not required by the program:

- HPV vaccine (human papillomavirus) – recommended for adults ages 18 through 26 years and adults ages 27 through 45 years based on shared clinical decision-making.
- Shingles vaccine (zoster) – recommended for all adults 50 years of age and older.

Students completing rotations outside of the continental US and in other countries are required to comply with CDC guidance specific to the destination. Please visit: https://wwwnc.cdc.gov/travel/ and select the area of travel for the required and recommended precautions to take prior to leaving the continental US.

Students demonstrating interest in international travel will be oriented to the requirements through Marist's Abroad program.

Students not in compliance with the immunization and basic health requirements will not be matriculated into the program. Any lapse of vaccination or titers during the program will limit the student's ability to continue in the program.

Any student out of compliance in the clinical year will not be allowed in any clinical site.

Please note that medical or religious exemptions for vaccinations, while sufficient to be a student at Marist University, may not be honored at any clinical rotation site. The program cannot guarantee contiguous clinical rotations, an on-time graduation, or completion of the program if students do not meet site-specific vaccination requirements.

B. Health Insurance

The Marist University Physician Assistant Program requires that all students have active health care coverage while enrolled in the program. Marist University offers a student health insurance plan through an independent insurance company that can be purchased annually https://www.marist.edu/student-life/services/health-services/health-insurance-plan. Private or state insurance must be comparable to that offered by the University and must be accepted locally. Copies of all health insurance cards must be kept by the Program.

C. Federal Background Check

Once matriculated, all students in the Marist University Physician Assistant Program must undergo a federal background check. Some clinical sites may require additional background checks during the clinical year.

A site may deny a student access to its facility based upon the results of a federal background check even if the student has already begun the clerkship, regardless of the student's performance up until that point. Furthermore, a clinical site has the right to ask the student to pay the cost of the background check. Students frequently undergo more than one background check during the clinical year.

Should a clinical training site deny a student access based on the results of a background check, the student may be unable to complete the course requirements and to graduate.

Acceptance into the Marist University PA Program and successful completion of the program do not imply or guarantee that the student will be able to obtain state licensure upon graduation.

D. Drug Screening

All students undergo toxicology screening, as a program requirement, prior to the clinical year. This is in the form of a 10-panel drug screening. Additional drug testing may be required by sites during the clinical year, or if requested by program faculty, staff, or administrators during the didactic year. The program and clinical sites retain the right to do random drug testing as well.

Some rotation sites require toxicology screening as a condition for access to the site. Students are responsible for the cost of these tests. The details of such additional drug screening tests are defined by the clinical site and may vary from site to site. It is possible that a toxicology screening will be required for each rotation. If a student is unable to locate a participating laboratory for drug testing, they must notify the program immediately via email. Inability to locate a lab is not an excuse to delay or omit required drug testing. Testing

positive, refusing, or delaying drug testing may result in an inability to complete the clinical year and to graduate. Any instances of drug screen refusal, delay, or positive drug screening will result in removal from clinical rotations (or didactic classes if required in the first year) and will be forwarded to the Office of Student Conduct.

If a clinical site denies a student access to its facilities based on a positive criminal background check or a positive drug test (or refusal to obtain either screening), they may be unable to complete the rotation requirements and continue in the program.

If a student cannot meet the requirements of a rotation based on the results of a criminal background check or positive drug screen, neither the PA Program nor Marist University is obligated to refund tuition and/or fees. There is no obligation to accommodate a student in this situation.

Should a clinical training site deny a student access based on the results of a drug test (or refusal to submit to a drug test), the student may be unable to complete the course requirements and to graduate.

E. E-Mail Policy

E-mail is the preferred mode of communication between the MUPAP faculty/staff and students. ***All students must use their Marist e-mail account and must check this account at least once daily.*** Failure to check an e-mail account is not an allowable excuse for missing a PA event or notification. MUPAP faculty and staff will not respond to non-Marist e-mail. Correspondence with faculty and staff is expected to be professional and respectful, including proper professional title (Dr./Professor) and pronouns.

F. Change of Name, Phone Number or Address

Any student with a change in name, address, telephone number, or social security number must immediately notify and update:

- MUPAP in writing
- Marist University Registrar (in Banner)
- CORE (or other online program management system)
- Clinical rotation sites

G. Program Director Meetings

The program director meets with each cohort to update students on program administration and allow students to share feedback on the delivery of the curriculum and program functioning. Minutes are taken at these meetings so that action items are recorded. These meetings are mandatory. All students are free to suggest topics to be addressed at these meetings and may approach the director regarding these topics at any time. Students may also choose to discuss issues with the program director in private at any time by appointment.

H. Class Representatives

Each year, one to two students are chosen by the program director to serve as liaisons between the cohort and MUPAP administration. This is a voluntary position; students must be in good academic standing in order to serve as class representatives. Meetings will occur on an as-needed basis.

I. Social Media Policy

Social media is defined as the act of using web-based communication tools to interact with other people in which information can be shared and received. Social media has created many new avenues of communication both personally and professionally. Marist University encourages the use of social media to stay connected, to help promote our mission and goals, and to help create opportunities. MUPAP is also committed to maintaining the highest degree of integrity and professionalism towards our profession, program, University, health care community, and patients. Thus, the following guidelines have been established to outline appropriate standards of conduct expected of the physician assistant student. The list below is not all inclusive, but it is meant to serve as a guideline. **Failure to follow these guidelines will result in a referral to the Professionalism Committee and may result in dismissal from the program.**

The PA student should:

1. Think before posting both images and comments. Use good judgment about what is posted online.
2. Use social media sites responsibly and respectfully. You are liable for what you post.
3. Clearly state that any views shared are the student's personal opinion, and not made on behalf of the University or Program.
4. Monitor your online presence.
5. Use privacy settings to safeguard personal information. **Everything is public**. There's no such thing as a "private" social media site. Recipients of information can screenshot and share your private conversations.
6. Consider that any social media post is incriminating until proven otherwise. What you post today can show up years later.
7. Maintain the privacy of patients at all times.
8. Respect all copyright laws.

The PA student should **NOT**:

1. Use social media content that includes patient information or any other information that could reference a patient. This includes the act of taking, sharing, receiving, or posting any texts, images, or audio/visual of patients, including those deceased. Again, remember that patient privacy and confidentiality must be protected at all times. Failure to do so may constitute a HIPAA violation (Health Insurance Portability and Accountability Act).
2. Post Marist University PA Program course syllabi, assignments, or any other associated course work on the internet.
3. Post information that will negatively impact the Program, faculty/staff, or the University.

4. Create or post information or pictures which can be implied to be on behalf of the Program or University.
5. Access social media sites while in class or on clinical rotations unless instructed otherwise.
6. Interact with current or past patients on social networking. Even "liking" can be potential for misinterpretation.
7. Cyber-bully any individual whether it is a classmate, a preceptor, staff member, or professor. This is strictly prohibited as it is inappropriate and unprofessional.
8. Violate the intellectual property rights of Marist University or any third party;
    a. Use the Marist University logo on a student's site without approval from a University administrator;
    b. Use the Marist University name or logo to promote or endorse any product, practice, or political views.
9. Misrepresent your credentials. You are a PA student!

It is your duty to report inappropriate posts to the program!

Contact Student Affairs with any questions, before launching social media sites about the Program, or for reporting a violation of this policy at 845.575.3515.

J. Effect of Criminal Conviction(s) on Licensure

Felony and misdemeanor convictions, as well as other behavior which does not conform to the accepted standards of the profession, may affect a student's eligibility for licensure (and participation in clinical rotations). As requirements vary by state, students are solely responsible for consulting the state licensing boards in the state(s) they seek to practice. For more information about the effect of a criminal conviction on eligibility for licensure in New York, please see: https://www.op.nysed.gov/physician-assistants.

Due to these stringent licensure requirements, any student who is arrested between matriculation and graduation must immediately notify the program director in writing to disclose the arrest. Any questions or concerns should be directed to the program director.

K. False Information or Omission in the CASPA Application or as Part of Background Check Process

Any omission, deceit, or false information in the Marist University Physician Assistant Program admissions application or background check process will result in automatic dismissal from the PA Program.

L. The Impaired Practitioner

Students are required to be familiar with and comply with laws governing the conduct of licensed physician assistants. Specifically, the NYS Committee on Physician Health provides confidential, non-disciplinary assistance to physicians, physician assistants and medical students suffering from substance use and other psychiatric disorders while protecting public safety. https://www.op.nysed.gov/about/professional-assistance-program & https://www.op.nysed.gov/sites/op/files/prof/cphbrochure%2520.pdf

M. Student Grievances

The Marist University Guide for Student Concerns (page 29 of the University handbook) lists the offices where a student should file grievances concerning staff members, discrimination based on religion, race, age, disability, sexual orientation, and other issues, and grade appeals or issues with instructors.
https://www.marist.edu/student-life/community/conduct/code-handbooks

Assessment score or course grade appeals are handled in the following manner:

1) The student should meet with the faculty member within 5 calendar days of the disputed grade. If the faculty member is not available, the student should contact the program director.
2) If, after discussion with the faculty member, the student is still not satisfied the student should make an appointment with the program director
3) If, after discussion with the program director, the student is still not satisfied the student should make an appointment with the Dean.

Students should refer to the following Grade Appeal Process document, section 3, if the student is making an appointment with the Dean regarding a grade appeal.

Concerns about instructors are handled in the following manner:

1) The student should meet with the instructor regarding their concerns.
2) If, after discussion with the faculty member, the student is still not satisfied the student should make an appointment with the program director
3) If, after discussion with the program director, the student is still not satisfied the student should make an appointment with the Dean.

Concerns regarding academic programs:

1) The student should meet with the Program Director

Sexual Misconduct Complaints:

1) The student should contact the Title IX Coordinator TitleIX@marist.edu

A guide for Student Concerns and Complaints can be found at:
https://my.marist.edu/complaints-grievances

N. Facilities Upkeep

The Marist University PA Program places an emphasis on professionalism. Students are expected to keep the appearance of program spaces always looking their best. Please refer to the following guidelines when working in program spaces:

Allied Health 102: Main Classroom:

- Beverages may be consumed, if covered.
    - Students must report any immediate spills. Frequent spills/accidents will prohibit food and drink in the classroom.
- Food may be consumed only if it is disposed of after, and the desk is cleaned at the end of the day.
- Personal items may be left in the classroom during the day, but **must** be removed

following the final class. **Items are not to be left overnight.**

- Desks & chairs should return to their original space.

Allied Health 104 Conference Room:

From time to time, students may use the conference room for quiet study. Any faculty member or staff member from any department may require students to vacate the room, without notice.

- Beverages may be consumed if it is covered.
    - Students must report any immediate spills. Frequent spills/accidents will prohibit food and drink in this space.
- Food may be consumed if it is disposed of after, and the table is cleaned before you vacate the room.
- Personal items **will not** be left in the conference room.

Allied Health 106 Skills Laboratory:

- Beverages may be consumed during lab time if it is covered and if allowed for the specific laboratory.
    - Students must report and clean up any immediate spills. Frequent spills/accidents will prohibit food and drink in the laboratory.
- Food may be consumed during non-lab hours, only if it is disposed of after, and the desks/tables cleaned at the end of the day.
- Personal items **will not** be left in the skills lab after laboratory sessions.
- Each station will be left clean & tidy with 2 stools placed at each station.
- Any remaining handouts should be taken home or recycled.

Allied Health Simulation Laboratory:

- Beverages may be consumed during lab time if it is covered and if allowed for the specific laboratory.
    - Students must report any immediate spills. Frequent spills/accidents will prohibit food and drink in the space.
- Food **will not** be consumed in these spaces
- Personal items **will not** be left in the simulation lab after laboratory sessions.
- Each station will be left clean & tidy with the stool under the sink, the counter-height chair under the computer desk, and the chair adjacent to the wall.

O. Clinical Rotation Placements & Housing

Assignment to clinical sites is **non-negotiable.** The clinical coordinator(s) and program director have the ultimate responsibility of placing students at clinical rotation sites. If a student fails to show up to a rotation or refuses to be placed at an assigned rotation, they will be immediately removed from clinical rotations, regardless of previous program standing. The student will have a hearing with the Promotion & Remediation Committee to determine an outcome.

Housing during the clinical year is the student's responsibility. Growing trends in student behavior include students who attempt to 'live at home' or 'commute from home' during the clinical year from places like Manhattan, Long Island, New Jersey, Connecticut, and other locations more than 90 minutes by car from Poughkeepsie. ***The program does not***

accommodate students who attempt to live at home in areas outside the greater Poughkeepsie region. The program's primary clinical partnerships are, in the majority, located within 90 minutes by car from the Poughkeepsie area.

Throughout the year, the clinical coordinators will meet with students to determine location preferences and try to match them with sites that may allow them to live at home on occasion.

Additionally, students should ensure they have housing until the graduation date in case clinical hours or summative examination components need to be repeated.

PERTINENT MARIST UNIVERSITY POLICIES

Alcohol & Drug Policy

The University complies with federal, state, and local laws including those which regulate the possession, use and sale of alcoholic beverages and controlled substances. Marist takes a firm stance on the illegal possession, use, or sale of alcohol or drugs. Students who violate federal, state or local laws are subject to University disciplinary action as well as any criminal action which may be taken by law enforcement authorities. The University fully cooperates with the enforcement of these laws.

A statement in the Marist University Student Handbook under the title "General Regulations and Policies" addresses the stance taken by Marist concerning drugs and alcohol (refer to - Student Conduct's Alcohol & Drug Policy). It states "The University does not advocate the consuming of alcohol and/or drugs because they are hazardous to health, can be addicting, and lead to the social and biological detriment of the individual. For those individuals who develop identifiable problems as a result of their use/abuse of alcohol and/or other substances, counseling can be an appropriate and necessary course. The Marist University Office of Counseling Services provides a variety of services for students who need help and support."

The Marist University Student Handbook addresses the alcohol/drug policy under the titles "State Laws and Ordinances" and "University Regulations." The complete Alcohol & Drug policy can be accessed at the following web page: http://www.marist.edu/studentlife/studentconduct/handbook/codeofconduct.html. pages 31-34.

Code of Conduct

The Marist University Student Handbook, Academic Planner, Code of Student Conduct and Resident Student Handbook serves as an agreement between the University and students to honor the standards, policies and procedures set forth in the following pages. By accepting to attend Marist University, a student is committed to understanding and abiding by these standards, as well as accepting responsibility for their actions. These policies have been established to provide a safe and comfortable community for all Marist University community members.

A complete description of the Marist University Student Code of Conduct & COVID-19 Related Policies for students can be found at: http://www.marist.edu/studentlife/studentconduct/handbook/codeofconduct.html.

Harassment

https://www.marist.edu/human-resources/institutional-policies

Harassment based upon inappropriate or threatening sexual conduct, race, color, gender, religion, national origin, age, disability, veteran status, sexual orientation or any other legally protected class status is a form of discrimination prohibited by Title VII of the Civil Rights Act of 1964 and applicable New York State Laws.

Marist University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. All policies are subject to resolution using the University's Equity Resolution Process. The Equity Resolution Process is applicable regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators and/or staff. The University reserves the right to act on incidents occurring on-campus, or off-campus, when the off-campus conduct could have an on-campus impact or impact the educational mission of the University.

Sexual Harassment

Both the Equal Employment Opportunity Commission and the State of New York regard sexual harassment as a form of sex/gender discrimination and, therefore, as an unlawful discriminatory practice. The University has adopted the following definition of sexual harassment, in order to address the special environment of an academic community, which consists not only of employer and employees, but of students as well.

> Sexual harassment is unwelcome, sexual or gender-based verbal, written, online and/or physical conduct.

Anyone experiencing sexual harassment in any University program is encouraged to report it immediately to the University's Title IX Coordinator or to any deputy coordinator.

Sexual harassment creates a hostile environment, and may be subject to discipline when it is severe or persistent/pervasive and it:

- has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the University's educational, social and/or residential program, and is
- based on power differentials (quid pro quo), the creation of a hostile environment or retaliation.

Harassment Other than Sexual Harassment

Harassment based upon race, color, gender, religion, national origin, age, veteran status, disability, or sexual orientation are also forms of discrimination under Title VII of the Civil Rights Act, and the laws of New York State. Such harassing activities are likewise offensive, illegal, and will not be tolerated by the University.

Under applicable federal and state laws and regulations, this type of harassment is defined as verbal or physical conduct of any kind, which is based upon an individual's race, color, gender (other than sexual harassment), religion, national origin, age, veteran status, disability or sexual orientation, when:

- Such conduct substantially interferes with an individual's work or academic performance; or
- Such conduct creates an intimidating, hostile, or offensive working or academic environment.

Violations of Harassment Policy

Any member of the Marist Community whose conduct constitutes harassment, or who condones such actions on the part of subordinates, will be subject to appropriate disciplinary action up to and including immediate termination of employment or immediate dismissal from the University. Such offenders may also be subject to personal liability and civil penalties.

Reporting and Addressing Harassment

Marist recognizes the rights of members of the University community to raise questions, discuss concerns, and report harassment. Procedures have been developed to investigate and respond to allegations of harassment and any member of the University community who experiences - or is aware of - harassment in the work, academic, or campus life environment should promptly report the matter to the individual noted below.

Kelly Yough
Title IX Coordinator
120 Donnelly Hall
845-575-3799
titleix@marist.edu

Health & Counseling Services
Graduate students are required to enroll in Health Services. Please see:
https://www.marist.edu/student-life/services/health-services

A listing of available services is available on Brightspace.

Marist University's PA program faculty, staff, Program Director or Medical Director will not participate as healthcare providers for PA students, except in an emergency situation. Students will be informed during orientation week that asking PA faculty and staff for personal health care is strictly prohibited.

Marist University has a counseling center and referral service available to all the University's students. Policies and procedures are available on the website for the University's Office of Counseling Services: http://www.marist.edu/counseling.

Help Desk/ResNet

http://www.marist.edu/it/helpdesk/

The Help Desk is a resource for you to use when you have a problem with computers or telephones at Marist. The Help Desk is open from 7:30 AM to 7:00 PM, Monday through Thursday, 7:30 AM to 5:00 PM on Friday, and 10:00 AM to 2:00 PM via email and in person at DN 258) to help students with Marist accounts, networks and systems. It is the focal point for all questions or issues with Marist's Information Technology Department. You can drop by the Help Desk in Donnelly Hall Room 258 (or call ext. HELP (4357).

Residential Networking (ResNet) is a team of students and staff who assist ALL Marist students with computer and network related issues. ResNet provides wired and wireless support; malware, spyware, and virus removal, as well as general computer troubleshooting. Printers are not supported by ResNet. This office is located on the lower level of Donnelly Hall (DN 101).

AAPA PROFESSIONAL OATH

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

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

These duties are pledged with sincerity and upon my honor.

FUNCTIONS & TASKS OF PA GRADUATES

(Parenthetical notes indicate the corresponding "Competencies for the Physician Assistant Profession")

The general entry level competencies expected of a graduate of our program are to be able to:

1. Obtain a comprehensive, detailed and accurate history from patients of any age, and any gender in a variety of settings. This includes: screening patients to determine the need for medical attention, review of the patient's medical record, obtain the patient's chief complaint, evaluation of history of the present illness, interpret the history in terms of risk factors for the patient, obtain and record a past medical history, family and social history, conduct and record a review of systems and question the patient about adverse effects of medication or treatment. (MK3, MK4, ICS3, ICS6, PC3)

2. Perform an appropriate comprehensive or problem-oriented physical examination of a patient of any age and gender in a variety of settings. (MK1, MK3, MK8, MK9, PC3)

3. Collect other data as necessary from previous medical records, laboratory reports, family, friends, providers, etc., required for diagnostic work-up. (MK3, ICS2, ICS3, PC9, PBLI4, SBP7)

4. Understand and recognize the further diagnostic procedures required to determine or confirm a patient's diagnosis. This includes: identify, order, perform and/or interpret appropriate cost-effective diagnostic studies based upon the patient's history and physical examination findings. (MK1, MK2, MK3, MK4, MK5, MK8, MK9, PC3, PC4, SBP3)

5. Perform additional diagnostic and/or therapeutic procedures associated with the management of medical and minor surgical conditions, to include but not limited to venipuncture, debridement, suturing and dressing superficial lacerations, common laboratory testing, giving injections, administering medication, and application of splints and casts. (MK6, MK9, PC4, PC5, PC7, SBP3)

6. Analyze pertinent medical and laboratory data for the formation of diagnostic and/or management plans. (MK1, MK2, MK3, MK4, MK5, MK6, MK8, PC4, PC5, SBP7)

7. Formulate a differential diagnosis in accordance with their assessment of the patient. (MK9)

8. As authorized by the supervising physician under existing laws, implement and monitor health management plans and recommend or prescribe medications or other therapy for the treatment of common, uncomplicated medical/surgical problems. (MK1, ICS1, PC1, PC4, PC5, PC7, PROF1, PROF2, SBP3, SBP7)

9. Monitor patients with acute and chronic illness for compliance and response to therapy. Modify treatment regimens as needed. Know the indications for referral and provide these services. (MK1, MK3, MK4, MK6, ICS1, ICS4, PC1, PC4, PC5, PROF1, PROF2, SBP1, SBP3, SBP4)

10. Prepare a problem list. (ICS6, PC5)

11. Interact with, educate, and counsel individual patients and members of the community at an appropriate level of comprehension, with sensitivity and with cultural competence. (MK3, ICS1, ICS2, ICS3, ICS5, PC2, PC6, PROF3, PROF4, PROF7, PBLI5, SBP9)

12. Use *Healthy People* 2020 initiatives to eliminate disparities in the provision of health care, promote health, and prevent illness, disability and premature death in the community. Implement effective strategies for incorporating health promotion/disease prevention into practice. (MK7, MK8, ICS2, ICS3, PC6, PC8, PC9, PROF7, PROF9, SBP1, SBP4, SPB8, SPB9)

13. Respond to patient needs which go beyond the scope of the immediate presenting complaint to include the social, emotional, spiritual, economic and environmental aspects of the patient's problem. (ICS1, ICS2, ICS3, PC1, PROF1, PROF3, PROF4, SBP1, SPB4)

14. Document patient information, including admission notes, discharge summaries, progress notes, initial comprehensive evaluations, problem-oriented notes, consult notes, surgical notes, orders and problem lists, in a complete, clear and concise manner. (ICS2, ICS6, PBLI4)

15. Provide complete, concise and well-organized case presentations to supervising physicians, consultants, peers and workers. (ICS2, ICS3, ICS4)

16. Assess the severity of common emergency problems and respond in a decisive and appropriate fashion. Provide life support and emergency evaluation/care in response to life threatening situations, jointly with or in the absence of a physician or other health professionals. (MK3, MK4, MK5, MK6, MK9, ICS4, ICS5, PC1, PC4, PC5, PC7, PROF1)

17. Function as a member of the interdisciplinary health care team; communicate appropriately and interact professionally with the health care team, patients, family, peers, staff, and the general public (PC1, PC2, PROF1, PBLI1, SBP5)

18. Act as a health care professional with a positive professional attitude and carry out strategies to promote acceptance of the Physician Assistant role within the community. (PROF4, SBP5)

19. Demonstrate a commitment to continuing medical education and ongoing professional development. (PROF1, PROF4, PROF5, PROF8, PBLI1, PBLI4, PBLI5)

20. Review current medical literature on a continuing basis for resource and research purposes, using evidence-based medicine protocols whenever possible. (MK1, PBLI1, PBLI2, PBLI3, PBLI4)

21. Participate in the scholarly activity of the profession through research, publishing, and/or education. (PROF10, PBLI1)

22. Demonstrate professional responsibility and understand the concepts of privilege, confidentiality, and informed patient consent. (PROF4, PROF6)

23. Understand the genetic and molecular mechanisms of health and disease. (MK2, MK3)

ASSESSMENT OF PROFESSIONAL BEHAVIOR

STUDENT NAME: _____ **DATE:** _____

SEMESTER: _____

Instructions: The assessment of professional behavior form is filled out by both the student and the faculty. The student's advisor will compare the responses from the student's self-assessment for discrepancies. Program faculty will internally review average scores to determine whether students require support in the professionalism domain.

N/A = Not observed or not applicable.
* If a score is 0 or 1, provide a detailed explanation in the comments section

Professional Behavior:	N/A	Never 0	Some of the time 1	Almost Always 2	Always 3
General Professionalism					
Demonstrates honesty and integrity	N/A	0*	1*	2	3
Demonstrates ethical behaviors	N/A	0*	1*	2	3
Maintains confidentiality	N/A	0*	1*	2	3
Respectful to faculty/staff/administrators	N/A	0*	1*	2	3
Respectful to classmates	N/A	0*	1*	2	3
Comments:					
Accountability & Response to Feedback					
Proactively identifies problems and possible solutions	N/A	0*	1*	2	3
Admits and corrects mistakes	N/A	0*	1*	2	3
Chooses appropriate time to approach instructors	N/A	0*	1*	2	3
Accepts feedback in a positive manner	N/A	0*	1*	2	3
Modifies performance in response to feedback	N/A	0*	1*	2	3
Comments:					
Ability to work as a team member					
Actively and effectively participates as part of the team during group projects	N/A	0*	1*	2	3
Responsive and respectful to the needs of others	N/A	0*	1*	2	3
Allows others to express their opinions	N/A	0*	1*	2	3
Remains open-minded to different perspectives	N/A	0*	1*	2	3
Provides effective and tactful feedback to others	N/A	0*	1*	2	3

Comments:					
Communication					
Communicates with others in a respectful manner	N/A	0*	1*	2	3
Listens to others attentively and responds appropriately	N/A	0*	1*	2	3
Expresses ideas clearly and effectively	N/A	0*	1*	2	3
Written communication is clear, concise, and professional	N/A	0*	1*	2	3
Responds appropriately to others' verbal/nonverbal communication	N/A	0*	1*	2	3
Comments:					
Self-Directed Learning					
Takes initiative to direct own learning	N/A	0*	1*	2	3
Uses adequate and appropriate resources to achieve learning goals	N/A	0*	1*	2	3
Assumes responsibility for learning	N/A	0*	1*	2	3
Actively participates in classroom discussions	N/A	0*	1*	2	3
Persists in the learning process even when faced with difficulties/challenges	N/A	0*	1*	2	3
Comments:					
Organizational Ability					
Is prepared to learn at the start of class	N/A	0*	1*	2	3
Creates, maintains, and adheres to a schedule	N/A	0*	1*	2	3
Manages time effectively to meet academic goals	N/A	0*	1*	2	3
Prioritizes multiple commitments	N/A	0*	1*	2	3
Remains organized in note taking and creating study guides	N/A	0*	1*	2	3
Comments:					
Dependability/Responsibility					
Attends all scheduled classes/meetings on time	N/A	0*	1*	2	3
Hands in assignment/papers when due	N/A	0*	1*	2	3
Complies with program/course expectations	N/A	0*	1*	2	3
Fulfills commitments and responsibilities	N/A	0*	1*	2	3
Maintains a safe environment in class/lab.	N/A	0*	1*	2	3

Comments:					
Judgement/Clinical Reasoning					
Aware of personal limitations	N/A	0*	1*	2	3
Makes sound decisions based on factual information	N/A	0*	1*	2	3
Creates alternative hypotheses/solutions to issues	N/A	0*	1*	2	3
Seeks to identify bias and is aware of own biases	N/A	0*	1*	2	3
Uses an inquisitive or questioning approach during class and rationally supports responses	N/A	0*	1*	2	3
Comments:					
Outward Professional Presentation					
Adheres to the program's dress code	N/A	0*	1*	2	3
Projects a professional image to peers, instructors, staff, and administrators	N/A	0*	1*	2	3
Displays positive attitude towards becoming a professional	N/A	0*	1*	2	3
Adapts behaviors to the appropriate setting	N/A	0*	1*	2	3
Addresses instructors & staff with their professional title (Director/Professor/Doctor/etc)	N/A	0*	1*	2	3
Comments:					

Were professionalism points taken off in any course? **YES / NO**

Please explain if yes: _____

ADVISOR SIGNATURE: _____ **DATE: _____**

STUDENT SIGNATURE: _____ **DATE: _____**

ATTESTATION FORM

Acknowledgement of Receipt of Student Handbook

I have read and understand the document entitled STUDENT HANDBOOK containing requirements, rules and regulations, policies and procedures, and expectations of the students enrolled in the Marist University Physician Assistant Program. I further understand that all policies will be applied to all phases of student education and evaluation. I understand that policies can be updated, with notice. I agree to uphold all the policies stated herein for as long as I am enrolled as a student in the Marist University Physician Assistant Program.

PRINT NAME: _____

STUDENT SIGNATURE: _____

DATE: _____

PHOTO / VIDEO RELEASE

All photos in the campus ID system are under the ownership of Marist University. By taking your photo ID, *you understand and consent that the photo of yourself for your Marist University ID card may be kept by Marist University and used for educational and other University-related purposes only.* *(*https://www.marist.edu/maristmoney/*)*

I grant Marist University's Physician Assistant Program, its staff and faculty the right to take photographs and/or video of me and my property in connection with the above-identified subject. I authorize the PA Program to use and publish the same in print and/or electronically.

I agree that Marist University may use such photographs and/or video of me with or without my name and for any lawful purpose, including for example such purposes as publicity, illustration, advertising, and web content.

I have read and understand the above:

PRINT NAME: _____

STUDENT SIGNATURE: _____

DATE: _____

STATEMENT OF CONFIDENTIALITY

By signing below, I hereby acknowledge my responsibility under federal law and as stated within the contractual affiliation agreements of clinical training facilities and Marist University to keep confidential any information regarding the facility's patients. I also agree, under penalty of law, not to reveal to any person/s, except authorized personnel, any information regarding patients or the facility.

My signature acknowledges my understanding and agreement to the Statement of Confidentiality.

PRINT NAME: _____

STUDENT SIGNATURE: _____

DATE: _____

STATEMENT OF PHYSICIAN ASSISTANT NAME CHANGE

On 5/24/21 the AAPA House of Delegates (HOD) passed a resolution affirming "physician associate" as the official title for the PA profession by a majority vote of 198 to 68. The vote followed several hours of deliberation by HOD members and several years of study by an international marketing and communications firm.

The AAPA Board of Directors will begin discussions to implement the HOD policy. As the Board moves forward with implementation, each constituent organization will conduct its own deliberations about a title change to physician associate. It is inappropriate for PAs to hold themselves out as "physician associates" at this time until legislative and regulatory changes are made to incorporate the new title.

Until official legislative language is fully adopted, please refer to the program as the "Marist University PA Program". This follows continued AAPA advocacy efforts.

In PA program documents, including this one, whenever the term "physician assistant" is used, "physician associate" is also implied until the profession fully implements the name change. This also applies to all other program communications, logos, and documentation.

Students are expected to continue to use the following language while introducing themselves in clinical or work settings:

- "PA Student" (preferred)
- "Physician Assistant Student"

STATEMENT OF ARTIFICIAL INTELLIGENCE USE

Marist University is committed to the responsible and equitable use of generative artificial intelligence (GenAI), in alignment with our mission and the Marist 100 pillars of Academic Vibrancy, Student Centrality, and Expansive Community. The University will provide guidance on the use of AI through its living website:
https://www.marist.edu/marist100/ai-committee

The program encourages the use of AI as an efficient study tool, means of double-checking work, creative purposes, and for grammatical aides with written work. Students are expected to understand the principles, pros, and cons of AI use before utilizing these powerful tools.

As guidelines and recommendations are modified, note that there are aspects of the practice and provision of medicine that is ***foundational and fundamental to the clinician practicing at the bedside.*** For those reasons, it is imperative that students ***do not rely on GenAI*** for fundamental principles of:

- Core medical knowledge
- Formulating a most-likely diagnosis
- Formulating a differential diagnosis
- Creating a patient assessment
- Creating a comprehensive management plan
- Documentation of care

These guidelines and sample syllabi statements are designed to help faculty and students who wish to explore artificial intelligence (AI) for teaching and learning with an understanding of how to integrate AI in a responsible, ethical, and effective manner, and provide faculty with the autonomy to make individualized choices regarding AI for their courses.

Generative AI and Academic Integrity

Academic integrity is a foundational principle of Marist University. While generative AI tools can be useful in supporting learning, their misuse can undermine the learning process. Students and faculty must ensure that AI tools are used in ways that uphold honesty, transparency, and individual intellectual contributions. Misrepresentation of AI-generated content as one's own original work constitutes plagiarism, and thus a breach of academic integrity, and will be subject to consequences.

Best Practices for Student Use

To ensure ethical and responsible use of AI, students should consider the following when using AI across different types of academic work:

Defining AI-Assisted vs. AI-Generated Work

• **AI-Assisted Work**: AI is used as a collaborative tool to support students in their academic work, such as brainstorming, outlining, data analysis, coding, problem-solving, drafting, and creative projects. Substantive work (e.g., writing, research, and composition) is performed by the student and not generated by AI. AI should complement and not replace original intellectual contributions.

• **AI-Generated Work**: AI is used to produce work with minimal human contribution, such as fully AI-generated essays, reports, research papers, or problem solutions. This approach is not acceptable without explicit instructor approval. Students might ask the following when using AI across different types of academic work:

• Is AI being used to generate complete first drafts, solutions, or analyses, or to assist with refinement and improvement?

• Is AI being used for feedback during problem-solving or creative processes?

• Is AI being used primarily for proofreading, formatting, data analysis, coding, or image generation?

• How much original thought, critical analysis, and creativity am I (the student) contributing?

To maintain academic rigor, and if permissible, students should:

• Use AI to supplement, not replace, their direct engagement with texts.

• Cross-check AI-generated summaries with original sources for accuracy and context.

• Develop their analytical and interpretative skills by engaging with materials independently.

When faculty allow AI use in courses, they should encourage students to balance AI assistance with traditional reading and research methodologies to ensure a thorough and critical understanding of academic materials.

Faculty will provide disclosures, recommendations for citations, and information for disclosures in their syllabi if AI is permissible within a course.