RIT | College of Health Sciences and Technology
Physician Assistant

PHYSICIAN ASSISTANT PROGRAM

POLICIES AND PROCEDURES
STUDENT MANUAL

ACADEMIC YEAR 2026-2027

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I. Overview of the Physician Assistant Program

Mission

RIT's physician assistant program provides a foundation of science and liberal arts; and prepares students to provide compassionate, patient-centered healthcare. The program is committed to developing ethical values, medical knowledge, professionalism, and interpersonal communication skills essential for inter-professional, team-based, clinical practice.

Program Competencies (A3.11g)

Medical Knowledge

Medical knowledge includes the acquisition and synthesis of core principles pertaining to biomedical and clinical sciences including anatomy, physiology, pathophysiology, microbiology, biochemistry, genetics, pharmacology, perioperative principles, preventative medicine and patient education. Medical knowledge also requires an understanding of the evolving nature of science and medicine and the utility of evidence-based medicine to inform clinical practice.

Clinical Decision-Making and Technical Skills

Apply the principles of basic and clinical sciences including the acquisition of foundational core medical knowledge to identify, diagnose, and provide patient-centered care to healthy and ill patients. Demonstrate clinical (decision-making) and technical (procedural) skills to develop differential diagnosis, order and interpret laboratory and imaging, diagnose, treat and manage illness and disease; perform competent execution of clinical evidence-based decision-making / basic clinical procedural skills and to assess patient presentation, differential diagnosis, patient management plan. Prioritization of actions and clinical care decisions based on information available and the patient's beliefs about their care.

Clinical Reasoning and Problem-Solving Abilities

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is evidence-based, effective, safe, high quality, and equitable delivered in a manner that is patient-centered, compassionate and respectful. PAs are specialists in team-based medicine which includes collaboration with physicians and other healthcare professionals.

Interpersonal Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective exchange of information with patients, patients' families, physicians, professional associates, and other individuals within the health care system.

Professional Behaviors

Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Professionalism is demonstrated in the attributes of respecting professional boundaries, personal integrity, emotional intelligence, professional relationships and patient interactions.

(As adapted from the competencies published by the AAPA, NCCPA, PAEA and ARC-PA)

RIT PA Program History

The RIT Department of Allied Health Sciences formed the PA program Advisory Board/Task Force in 1989. This group worked diligently on writing curriculum and establishing structural policies for the program and in November 1991 the initial program proposal was submitted. The Accreditation Review Committee on Education for the Physician Assistant (ARC-PA) issued a Letter of Review in September 1992 and the program officially began in September 1993 with 54 students. The program was awarded initial accreditation by the Commission on Accreditation Allied Health Educational programs (CAAHEP) in October 1994. The PA program graduated the first class of 17 students in spring 1995.

The Department of Allied Health Sciences was eventually changed to the Department of Medical Sciences in 2003. The Department and program were originally housed in the College of Science (Gosnell) building, and in 2003 as the College continued to grow, the PA program and Department of Medical Sciences were moved to the Louise Slaughter Building. In 2006, the Center for Bioscience and Technology (CBET) was built and became the permanent home for the PA program and Department of Medical Sciences. This building had state-of-the-art classrooms and a specifically designed patient care lab for the PA program. In fall 2011, the College of Health Sciences and Technology (CHST) became the ninth college at RIT, and the PA program became one of seven programs in this new college.

The PA program has remained fully accredited since 1994. Initial accreditation was by the Commission on Accreditation Allied Health Educational programs (CAAHEP) and then by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) from 2001 to present. The PA program remains committed to an ongoing self-assessment process. RIT alumni are practicing in many different clinical disciplines, geographic settings, and in many states and countries across the globe. In fall 2011, the PA program began the transition to graduate PA education, welcoming the first freshman class into the new five-year BS/MS program. Fall 2013 ushered in the first class in the new professional phase (year 3) of the BS/MS program. This new curriculum was taught in the new semester model as the university officially began semester conversion.

The CHST's Clinical Health Sciences Center opened in fall 2015 as the PA program moved into the Slaughter Building and the state-of-the-art Patient Care Lab and Simulation Center. This was the first year that all five years of the BS/MS degree program were fully enrolled. In May 2016, RIT graduated the first class of BS/MS degree physician assistants.

Program Accreditation

RIT's Physician Assistant (PA) program officially began in September 1993 with 54 students. RIT has graduated over 8000 alumni who are practicing in many different clinical disciplines, geographic settings, and in many states and countries across the globe. The PA program has remained accredited since 1994. Initial accreditation was by the Commission on Accreditation Allied Health Educational programs (CAAHEP) and then by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) from 2001 to present. Based on the most recent review in June/September 2019, the ARC-PA granted continuation of accreditation. Details described by the Commission in the following statement:

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted ***Accreditation-Continued*** *status to the* ***Rochester Institute of Technology Physician Assistant program*** *sponsored by* ***Rochester Institute of Technology.*** *Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.*

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be ***September 2027****. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. (A3.11a)*

Alumni Surveys

The PA program is held, by accreditation standards, to intermittently survey program alumni. Specific issues addressed revolve around the strengths and weaknesses of the educational experience provided to students. Surveys are conducted and analyzed anonymously and reported in aggregate form only.

Physician Assistant National Certification Examination (PANCE)

The National Commission on Certification of Physician Assistants (NCCPA) administers the national board examination for PAs. Certification is required in many states to practice. In addition, a practicing PA must retake the national board examination every ten years, as well as complete 100 hours of continuing medical education every two years.

PA Program Faculty and Staff

Program Director

The Program Director is responsible for the daily and long-range operation of the PA program. Responsibilities include, but are not limited to:

- Responsible for the overall program organization (A2.09a), administration (A2.09b), planning, development, and continuous review and analysis (A2.09d)
- Responsible for the fiscal management of the program (A2.09c)
- Communicate effectively with program faculty, staff, students and university officials. (A2.09e)
- Ensure continuous program compliance with and adherence to ARC-PA standards and policies (A2.09f)
- Serve as the principal academic advisor for a given class year of PA students (A2.05e)
- Serve in areas of recruitment and retention, and pre-application advisement
- Serve as the program Representative: Department/College/University /and medical community
- Explore and develop new program curricular offerings
- Oversee coordination all program content / evaluation (A2.05h) (academic & clinical courses)
- Teach select courses within the program
- Oversee supervision: direct or indirect supervision of the program principal and instructional faculty and staff, Medical Director, Medical Education Consultant, adjunct faculty, guest lecturers and all students (A2.10).
- Chair of the Student Progress Committee

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Associate Director – Principal Program Faculty

- The program shall maintain a structured support system led by the APD to ensure continuous faculty development and academic stability.
- Administer a formal program pairing experienced mentors with new faculty to accelerate integration.
- Coordinate regular faculty workshops on instructional design, active learning, and high-stakes assessments.
- Serve as the primary resource for institutional onboarding and provide ongoing individualized performance coaching.
- Serve as the operational liaison to ensure total faculty compliance with ARC-PA Standards.
- Oversee the integrity and execution of the student recruitment and selection process.
- Chair the Admissions Committee, leading application reviews, interviews, and final selection decisions in collaboration with faculty and the Admissions Office.
- Share responsibility for recruitment events and ensure all applicant communications strictly adhere to ARC-PA standards.

- Chair the SPC to uphold academic standards and ensure due process regarding student standing.
- Serves as the administrative lead for the planning, budgeting, and execution of the annual White Coat and Graduation ceremonies.
- Designs and manages the evidence-based remediation program. This includes developing individualized learning plans, training faculty mentors, and reporting student outcomes to the SPC and Program Director. (A2.05g)

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Academic Coordinator – Principal Program Faculty

The Academic Coordinator is responsible for the coordination and evaluation of all curricular aspects of the program (A2.05h). This is done in compliance with the Institute and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Responsibilities of the Academic Coordinator include, but are not limited to:

- Coordinate all curricular aspects of program, including ongoing curriculum development, facilitating scheduling of lectures/classes/curriculum and adjunct faculty within professional phase of program.
- Participate in the classroom, teaching and instruction of the (undergraduate and graduate) PA students.
- Facilitate and oversee new course development for BS/MS program.
- Provide evaluation and outcome analysis of students, curriculum, remediation (A2.05g), etc. as related to ongoing accreditation and program review and collaborate.
- Participate in program meetings; recruitment, admission, and graduation events, PA Admissions Board, and PA Faculty Board.
- Assist the Program Director with budget planning, preparation of grants, accreditation reports as they relate to the management of the curriculum.
- Serve as the principal academic advisor for a given class year of PA students (A2.05e)

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Accreditation Coordinator – Principal Program Faculty

The Accreditation Director for the Physician Assistant Program is responsible for ensuring compliance with all accreditation standards and requirements. The role includes but is not limited to:

- Ensuring the PA Program adheres to all accreditation standards set forth by ARC-PA.
- Preparing and submitting required reports, documentation, and self-studies in accordance with accreditation timelines.

- Serving as the primary liaison between the program and accreditation agencies.
- Assisting in continuous program evaluation (A2.05h) and improvement efforts to maintain accreditation standards.
- Developing and implementing accreditation policies and procedures.
- Monitoring changes in accreditation requirements and ensuring program compliance.
- Providing training and guidance to faculty and staff on accreditation-related matters.
- Maintaining organized and up-to-date records related to accreditation and compliance.
- Collaborating with institutional leadership to align accreditation efforts with broader strategic goals.
- Facilitating site visits and responding to accreditation inquiries.
- Identifying and addressing areas for improvement based on accreditation feedback.

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Principal Program Faculty (A2.03)

Members of the program principal faculty are responsible for ongoing teaching in various disciplines and courses within the PA program. Responsibilities include, but are not limited to:

- Participate in the classroom and clinical teaching and instruction of PA students (A2.05c).
- Evaluate student performance (A2.05d).
- Create semester schedules update syllabi, review, revise and create exam questions and build comprehensive examinations
- Provide remediation and assistance to students (A2.05f)
- Coordinate reading and posting materials for course sequences.
- Recruit and schedule all guest lecturers within course sequences.
- Participate in the design, implementation, coordination and evaluation of the curriculum in conjunction with guidance from the program Curriculum and Data Analytic Committees (A2.05g)
- Participate in the evaluation of the program with guidance from the program Curriculum and Data Analytic Committee (A2.05h)
- Participate in program meetings; recruitment, admission (A2.05b), and graduation events, PA Admissions Board, and PA Faculty Board
- Serve as the principal academic advisor for a designated group of PA students (A2.05e)
- Participate in the development, review and revision of the program's mission, goals and competencies. (A2.05a)

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Adjunct Faculty

Adjunct faculty and guest lecturers for the PA program are highly qualified physicians, physician assistants, and other health care professionals who have been asked to lecture on specific topics.

TBD

Clinical Coordinator

As a member of the principal program faculty, the Clinical Coordinator is responsible for the clinical internship (rotations) experience in the PA program. Responsibilities of the Clinical Coordinator include, but are not limited to:

- Explore and develop new clinical sites
- Create and maintain all clinical documentation
- Provide rotation assignments to students in the clinical year (A2.05 g)
- Maintain site visits and regular communication with clinical preceptors and students
- Assist in the evaluation of the total clinical internship experience
- Evaluate student performance in the clinical year (A2.05d).
- Provide clinical teaching and medical education to the students (A2.05c).
- Provide remediation and assistance to students (A2.05f)
- Create semester schedules update syllabi, review, revise and create exam questions and build comprehensive examinations
- Participate in the design, implementation, coordination and evaluation of the curriculum in conjunction with guidance from the program Curriculum and Data Analytic Committees (A2.05g)
- Participate in the evaluation of the program with guidance from the program Curriculum and Data Analytic Committee (A2.05h)

- Participate in program meetings; recruitment, admission (A2.05b), and graduation events, PA Admissions Board, and PA Faculty Board
- Serve as the principal academic advisor for clinical year PA students (A2.05e)
- Participate in the development, review and revision of the program's mission, goals and competencies. (A2.05a)
-

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Medical Education Consultant –Lecturer

The Medical Education Consultant is a physician with significant experience in medical education and clinical expertise and who has worked extensively with physician assistants. This physician is located at one of the major affiliates and acts as an educator/advisor for the program. Responsibilities include, but are not limited to:

- Serve as a consultant and resource to the program faculty, initiating and presenting new teaching pedagogies and assessment of curricular effectiveness.
- Facilitate curriculum and teaching of Evidence-Based Medicine (EBM) to PA students
- Participate in various teaching blocks throughout the professional phase of the program.
- Serve as a member of the PA program Advisory and Faculty Boards and Admissions Committees.
- Serve as a liaison to the medical community.

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Medical Director

The Medical Director is a physician with significant experience in medical education and clinical expertise who has worked extensively with physician assistants. This physician is located at one of the major affiliates and acts as an advisor for the program. Responsibilities include, but are not limited to:

- Provides support to the Program Director to ensure that both didactic and supervised clinical instruction meets current practice standards (A2.12)

- Advocates for the PA program through active participation in the program (A2.12)
- Supports the development and review of the program curriculum and competencies to meet current practice standards as they relate to the PA role (A2.12)
- Provides some teaching and medical education to students (A2.05c)
- Participates in evaluation student performance
- Participates in the design, implementation, coordination and evaluation of the curriculum in conjunction with guidance from the program Curriculum and Data Analytic Committees (A2.05g)
- Participate in the evaluation of the program with guidance from the program Curriculum and Data Analytic Committee (A2.05h)
- Participate in program meetings; recruitment, admission (A2.05b), and graduation events, PA Admissions Board, and PA Faculty Board
- Serves as a member of the PA program Student Progress Committee and Admissions Committees.
- Serves as a liaison to the medical community.
- Serves as a resource for program faculty and students.

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II. Introduction

Introduction

The role of the Physician Assistant (PA) demands intelligence, sound judgment, intellectual honesty, the ability to relate with people of diverse backgrounds and cultures, as well as the ability to react in emergencies in a calm, efficient, and professional manner. An attitude of professionalism including respect for self and others, adherence to the concepts of privilege and confidentiality, and a commitment to the patient's welfare are essential attributes. This PA program manual is designed to encourage attitudes and behaviors appropriate to academic life and subsequent practice as a PA.

Obtaining the skills and knowledge to practice as a Physician Assistant is a complex process. A carefully planned course of study has been developed to provide a balance of didactic and clinical knowledge. A significant component of the educational process is the socialization of the student to the character, performance, and role of a provider of medical care. The evaluation of the student's adaptation to this role depends on the experienced judgment of individual faculty members. It is important to recognize that these subjective judgments may transcend or be independent of traditional paper and pencil tests and other similar objective measures of academic performance.

Many opportunities, in the form of evaluations, are provided for measurement of progress by both faculty and student. In addition to a fully staffed Academic Success Center individual instruction and tutoring may be provided in certain instances. Every effort is made to provide a complete learning environment. Although a variety of experiences, learning situations and tools are provided by the program, the single greatest factor, motivation, is essentially up to the student. This manual is to be your guide for completion of the Physician Assistant program at RIT. Guidelines on attendance, attire, academic and clinical requirements and expectations, professional behavior, and other related items are presented.

Do not hesitate to call on the program faculty and staff if you don't find the information you need. **You will be required to read this manual and sign a statement verifying that fact before the beginning of each academic year of the PA program. Your signature will indicate that you have read, understood, and agree to abide by the guidelines presented.** A copy of the signature page will be placed in your permanent student folder. The faculty and staff of the Physician Assistant program welcome you and wish you well in your studies.

THE PROGRAM MANUAL IS TO BE USED IN CONJUNCTION WITH:

The RIT Institute Policies and Procedures Manual

http://www.rit.edu/academicaffairs/policiesmanual/policies/student

Expectations for the Student of the RIT PA Program

Students enrolled in the PA program are expected to conduct themselves with integrity and in a professional manner at all times. The criteria for evaluating appropriate performance include, but are not limited to, demonstrating professional competencies and skills; adhering to the PA program's policies and procedures; displaying sensitivities to patient and to community needs; demonstrating ability to professionally relate to peers, instructors, and other members of the health care team; maintaining regular and punctual attendance in classes and professional settings; and maintaining professional physical appearance. These requirements for performance have been established to

protect the rights of patients and communities, to foster the team concept in the delivery of health care, and to create a productive educational environment. Should a student be unable or unwilling to demonstrate this, the student will be in violation of the academic standards of the program. Violation of any of these standards may be cause for dismissal from the program; therefore, compliance with the following academic standards is essential:

- **A.** The student will review all course and program objectives and will dedicate themselves to achieving the knowledge and skills set forth in these objectives during their course of study.
- **B.** The student shall assume the health and safety of the patient as their primary responsibility.
- **C.** If there is any question or concern regarding a clinical activity, the student should discuss the issue(s) with the individual assigned to supervise them, the preceptor, or the program clinical coordinators.
- **D.** The student shall state truthfully and accurately the details of their interactions with patients, health professionals, and other individuals.
- **E.** The student shall deliver health care services to patients without regard to race, age, sex, creed, sexual orientation, gender identity, disability or health, marital status, veteran status, socioeconomic status, political persuasion, or national origin.
- **F.** The student shall have ongoing communication with the student's preceptor as assigned to safeguard and enhance the care of the patient and to ensure the development of the student's clinical skills. Students are not to assume primary or sole responsibility for patient care. No student shall see, treat, or discharge any patient without discussing the patient with the responsible clinical supervisor.
- **G.** The student shall conduct themself in a professional manner relating to patients, faculty, and professional staff. The student furthermore shall refuse to participate in, or conceal any, illegal or unethical practice or procedures.
- **H.** The student shall hold all privileged patient information in confidence, following HIPAA guidelines, unless they are required to release such information by law or the release of such information becomes necessary to protect the welfare of the patient or the community.
- **I.** The student shall perform only those procedures authorized by the clinical affiliate, service, preceptors, and the program.
- **J.** The student shall not display obstructive, inappropriate, or disruptive behaviors towards another student, faculty member, clinical staff member, or especially, a patient. The student must be appropriately responsive to the requests of their instructors, faculty, and patient population.
- **K.** The student shall observe the specific rules and regulations of the clinical site.

Expected Functions/Tasks for Graduates of the RIT PA Program

Graduates will demonstrate proficiency at performing the following skills, tasks and procedures when working with patients across the lifespan and socioeconomic backgrounds with varying degrees of medical acuity, in a wide variety of medical settings. These settings include, but are not limited to, inpatient and ambulatory settings in urban, suburban and rural communities:

I. Demonstrate ability to properly triage patients with potentially life-threatening injuries or illnesses and the ability to initiate appropriate care
II. Demonstrate good interpersonal communication skills and the ability to develop an appropriate and professional rapport with patients, families and other healthcare workers

III. Obtain a comprehensive history, eliciting information pertinent to the development of a diagnosis. Each history will contain the following elements: A) Chief complaint B) History of present illness C) Past medical history D) Family history E) Social history and F) Review of systems
IV. Perform a comprehensive physical examination
V. Obtain a problem focused history when appropriate
VI. Perform a problem focused physical examination when appropriate
VII. Differentiate between normal and abnormal physical exam findings
VIII. Order and interpret appropriate laboratory and diagnostic studies
IX. Critically analyze history, physical examination and diagnostic study findings, formulate an accurate assessment and demonstrate medical decision-making skills in the formulation of a treatment plan
X. Organize and document all patient data in written form to ensure the establishment of an accurate record compliant with all medical/legal standards
XI. Deliver concise oral presentations (using either bullet or formal format) which accurately summarize pertinent patient data
XII. Discuss the risks, benefits, associated with various diagnostic studies, treatment referrals and medication choices
XIII. Discuss and demonstrate proficiency in the use of evidence-based medicine in medical decision making
XIV. Determine when additional intervention is needed and facilitate medical referrals and/or access to health providers (i.e. physician specialist, physical therapy, social work, hospice care, psychotherapy, etc.)
XV. Educate and instruct the patient regarding symptoms, physical examination findings, assessment and treatment plan recommendations, including verification that the patient clearly understands all discharge instructions
XVI. Counsel patients regarding normal development and aging patterns as well as health maintenance, disease prevention, screening techniques, immunizations, and the risks/benefits of various lifestyle choices.
XVII. Demonstrate the ability to follow Occupational Safety and Health Administration (OSHA) standards in clinical practice.
XVIII. Demonstrate knowledge of NY State guidelines regarding the recognition of child abuse and the physician assistant's role as a mandated reporter
XIX. Maintain BLS/ACLS certification during the clinical component of the student's education
XX. Demonstrate professional integrity, honesty, dependability, respect for self and others, compassion, and an ability to protect patient confidentiality and trust.
XXI. Demonstrate commitment to the ideals of life-long learning, professional excellence, teamwork, and tolerance for diversity and community service.
XXII. Recognize and comply with the accepted standards within the Health Insurance Portability and Accountability (HIPAA) Act of 1996.
XXIII. Perform the following medical procedures with proper supervision:
    a. Perform a pelvic exam including proper speculum and PAP smear
    b. Demonstrate proper breast exam technique
    c. Demonstrate proper testicular exam technique
    d. Test visual acuity using a Snellen chart
    e. Demonstrate proper venipuncture technique
    f. Demonstrate proper arterial puncture technique

g. Obtain a throat culture
h. Perform injections (i.e. subcutaneous, intradermal, intravenous and intramuscular)
i. Interpret an electrocardiogram to ACLS standards
j. Demonstrate proper foley catheter insertion technique
k. Demonstrate the ability to use aseptic technique and the ability to establish a sterile field
l. Demonstrate proper wound care including skin closure using various techniques
m. Apply splints using proper materials and techniques
Demonstrate competency in the interpretation of plain radiographs

Employment

The Rochester Institute of Technology does not state or imply that graduation from the PA program will ensure employment. However, the PA program, in conjunction with the RIT Office of Career Services, is available to provide employment assistance for graduates. This includes providing assistance to all students in preparing for interviews, writing curriculum vitae and cover letters, and navigating the job negotiation process. Job postings received by the PA program are sent out electronically. In addition, RIT offers many job fairs and online job resourcing and posts.

III. Academic Policy

Overview

PA program Academic Policies & Procedures adhere to those of the Rochester Institute of Technology Educational Policies and Procedures, D5.0 Academic Actions, Section II: Academic Probation and Suspension, https://www.rit.edu/academicaffairs/policiesmanual/d051https://www.rit.edu/academicaffairs/policiesmanual/d051; **however, additional requirements apply as detailed below:**

A. Any student whose term grade point average (GPA) falls below 3.0 or whose cumulative GPA falls below 3.0 (BS/MS program), will be placed on academic probation. Note that at the beginning of the 5th year students begin graduate studies, and the graduate GPA does NOT include the GPA from undergraduate studies.

B. Any student who has been placed on academic probation (based on term or cumulative GPA below 3.0) for more than 2 semesters will be dismissed from the program.

C. For qualifications for academic suspension from RIT, please refer to: D05.1 Academic Actions and Recognitions | University Policies | RIT

D. Students enrolled in the RIT PA program are expected to demonstrate high standards of professional behavior and professional conduct in all academic and clinical environments. Misconduct, dishonesty or behavior inconsistent with PA professional standards will be reviewed by the PA Student Progress Committee and may result in probation (regardless of cumulative/term GPA) and/or dismissal from the program.

A student may initiate a formal appeal of an academic decision (probation, deceleration or dismissal from program) within 14 calendar days of receipt of the decision. The student must submit a written appeal to the PA Program Director which includes a full description of the academic decision and the basis for the student's appeal for reconsideration, a statement of the remedy the student is seeking, and any supporting documents as needed. The grounds for appeal will be limited to: determining whether

RIT's and the PA program's policies were followed, determining whether the outcome is substantially disproportionate to the severity of the violation and/or conduct of the student, or considering new information that was not known at the time of the academic decision. Each case will be reviewed by the PA program Faculty and presented to the Dean of the College of Health Sciences and Technology who will provide a final decision.

Academic Dishonesty

The PA program does not tolerate any form of academic dishonesty. Any act of improperly representing another person's work as one's own is construed as an act of academic dishonesty. These acts include, but are not limited to, plagiarism in any form or use of information and materials not authorized by the instructor during an examination. The serious nature of this event is deemed extremely consequential within the PA program. Physician Assistants practice medicine in stressful situations and patients' lives and well-being depend on a PA's judgment, knowledge base, and honesty. Cheating by any means and/or academic misconduct will not be tolerated in the program.

Sharing or disseminating protected materials, such as quizzes/exams, written papers or assignments, C-Print, or verbally sharing exam material in the form of questions, answers, or content is considered a violation of academic policy and the Honor Code. If a student is found guilty of some form of academic dishonesty, the student could be given a failing grade for that piece of work and/or the course. Any such actions may lead to disciplinary action and be grounds for automatic dismissal from the PA program. The RIT Student Academic Integrity Policy can be found at: https://www.rit.edu/academicaffairs/policiesmanual/d080.

Generative AI Policy

The use of Generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Bard, Copilot, etc.) in this course is subject to the PA Program's academic integrity and professionalism standards.

Permitted Use:

- Generative AI may be used for study support, such as summarizing content, generating practice questions, or clarifying concepts.
- Students may use AI tools for non-assessed tasks (e.g., brainstorming ideas or organizing notes), unless otherwise restricted by the instructor.

Prohibited Use:

- Use of AI tools to complete graded assignments, exams, or clinical documentation is strictly prohibited unless explicitly authorized.
- Submitting AI-generated content as original work without proper attribution is considered plagiarism and a violation of the PA Program's Academic Integrity Policy.
- AI tools must not be used to fabricate or alter patient data, clinical scenarios, or professional communications.

Students are responsible for understanding and complying with this policy. Misuse of generative AI may result in academic penalties, including failure of the assignment, course, or referral to the Academic Review Committee.

Individual instructors may further define acceptable AI use for specific assignments or activities. Students should consult the course instructor if unsure about appropriate use.

Honor Code

Students in the Rochester Institute of Technology Physician Assistant program are expected to meet the highest standards of personal, ethical, and moral conduct. These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation.

Students will only submit original and individual work without any inappropriate assistance, or without proper reference to original authors or assistants, which includes (but is not limited to) submission of work which is not one's own, submission of work from other classes one has taken, use of non-allowed information in exams whether electronic or physical, and sharing of content of exams with others who have not yet taken the exam. During the professional phase of the program, the Attestation of Academic Honesty statement will appear on every exam and will require attestation by each student. A copy of the statement is listed below:

Attestation of Academic Honesty
By signing below**, I attest** that I have **personally and individually** (unless work was a group paper or group project) **completed the work**. I have created the materials or answered the questions **on my own *without assistance*** from any third party and ***without using any means***, (including but not limited to, electronic devices, physical aides [such as "cheat sheet" or papers], or recollection of persons who may have already completed the exam, etc.), ***which would give me,* or anyone else*, an unfair advantage***.

_____ PA-S _____ _____
Name Signature Date

Degree Requirements

Candidates for degrees in Physician Assistant must satisfy the following requirements:

1. The student must have made full payment or satisfactory adjustment of all financial obligations to RIT.
2. The student must have successfully completed a minimum of 181 semester credit hours for the BS/MS.
3. The student must have a cumulative grade point average of at least 3.0 in both the undergraduate AND graduate components of the program.
4. Each student must complete 2 wellness courses. This requirement is normally met within the first two years at RIT and may be transferred. Students may qualify for one of the exceptions to the physical education policy as described in the RIT Official Bulletin.
5. Each student must complete all university required Writing Intensive (WI) courses.
6. The student must have successfully completed all general education curriculum.
7. The student must have successfully completed all course requirements described in the program curriculum. (A3.11d,e) https://www.rit.edu/study/physician-assistant-bs-ms#curriculum

Advanced Placement

In the pre-professional phase, Advanced Placement (AP) credit for general education courses is evaluated and approved by the Academic Advisor. AP credit for Calculus, Statistics, and university electives, is awarded, as applicable within the College of Health Sciences and Technology. AP credit is not accepted for Biology and Chemistry. AP or credit for experiential learning is not awarded for courses in the professional phase (years 3, 4, 5) of the program.

Transfer Credit

Once matriculated into the pre-professional phase, students are permitted to take a limited number of courses at another institution during the summer, pending university/college/program approval. It is important that students take core science courses at RIT to ensure a consistent educational experience. Students are not permitted to skip class years (i.e. first to third year) once matriculated in the PA program.

Institute and Program Writing Policy

PA students must demonstrate writing skills needed for successful entry into medicine. Several courses within the curriculum are designated as Writing-Intensive (WI) and these writing requirements must be completed prior to graduation. Students are expected to demonstrate writing proficiency in using appropriate English grammar and construction, organization, and scientific / medical language. Requirements include, but are not limited to: WI courses within progression through the program

curriculum; e.g. First Year Writing course (or equivalent), Clinical Research Methods, and Graduate Project I.

Grading Policy

The grading policy for courses in the pre-professional years is at the discretion of the instructor. The grading policy for the professional phase courses is as follows:

93.00 – 100.00	A
90.00 – 92.99	A-
87.00 – 89.99	B+
83.00 – 86.99	B
80.00 – 82.99	B-
77.00 – 79.99	C+
73.00 – 76.99	C
70.00 – 72.99	C-
60.00 – 69.99	D
0.00 – 59.99	F

GPA Equivalency Table

Letter Grade	Percent Grade	4.0 Scale
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

Students are required to maintain ALL OF THE FOLLOWING:

- A 3.00 grade point average (GPA) per semester, and a cumulative GPA of 3.00 in both the undergraduate and graduate portions of the program.
- Undergraduate course (year 3 and 4 of the program) grades must achieve a minimum grade of C- and compliance with all remediation requirements.
- Graduate course (year 5 of the program) grades must be ≥ C for successful course completion at the graduate level. C- is not acceptable for graduate work.

Remediation and Reassessment Policy (A2.05g)

Students are expected to perform at an academic level that demonstrates professional competency.

Students who do not achieve a passing score of at least 70% on any exam, or clinical competency, are required to formally remediate and pass a remediation exam with 70% or better to progress in the

course and/or program. Students who earn < 75% on any exam or clinical competency must complete a remediation plan to demonstrate sufficient understanding of the assessed content areas. Formal remediation involves the student making arrangements to meet with the course instructor and designated remediation faculty to review specific areas of deficiency, test-taking strategies and/or study skills, and is likely to require additional assignments. A student is limited to a maximum of 8 examination reassessments for failures during the professional didactic phase of the program (year 3 and 4). Students are also required to meet all term and cumulative GPA requirements regardless of exam failures or reassessment attempts. For further clarification please refer to grading policy on page 20.

After remediation for a failed assessment, the faculty member and the student will schedule a reassessment (and/or repeat clinical rotation in year 5; see page 40). Successful completion (70% or higher) of the reassessment is required for continued progression in the PA program. Only the initial examination score will be used in the calculation of the final course grade.

If a student fails three examinations in any course(s) throughout the didactic phase of the program, they will receive an academic warning and referral to the Student Progress Committee. The Student Progress Committee will recommend academic actions by the student's overall performance. The Program Director will make the final determination.

If a student fails 6 examinations in any course(s) throughout the didactic phase, the student will receive a second academic warning and referral to Student Progress Committee. (see above)

If a student fails 9 examinations in any combination of course(s) throughout the didactic phase of the program, this will result in deceleration or dismissal from the PA program, based on the recommendations of the Student Progress Committee, in conjunction with the program faculty and Program Director.

If it is determined that the student should be dismissed from the PA program, the student will be offered a change of program into any RIT program for which they are qualified and/or accepted.

The example below illustrates the outcome of repeated examination failures and/or failure to maintain a term or cumulative GPA $\geq$ 3.0

The occurrence of any combination of 3 Academic Warnings and / or Probations will result in Deceleration or Dismissal from the program, based on the recommendations of the work of the Student Progress Committee, in conjunction with the program faculty and Program Director.

Outcome of cumulative exam failures that occur during the didactic phase of the professional program (Years 3 & 4)

3 exam failures or initial EOR exam failure -or- clinical rotation course failure?	1st Academic Warning
6 exam failures or 2nd initial EOR exam failure or clinical rotation course failure?	2nd Academic Warning

9 exam failures or 3rd initial EOR exam failure or clinical rotation course failure	Deceleration or Dismissal from the program based on the recommendation of the Student Progress Committee
Upon any occurrence of the above, you will be notified in writing via email with an academic warning letter and a referral to the Student Progress Committee.	
You must also maintain a Term and Cumulative GPA ≥ 3.0	

Outcome of failure to maintain an End of Term and Cumulative GPA of ≥ 3.0

Term and/or Cumulative GPA < 3.0	1st Academic Probation
Term and/or Cumulative GPA < 3.0	2nd Academic Probation
Term and/or Cumulative GPA < 3.0	Deceleration or Dismissal from the program based on the recommendation of the Student Progress Committee
Upon any occurrence of the above, you will be notified in writing via email with an academic probation letter and referral to Student Progress Committee.	
You must also concurrently maintain a total exam failure rate of < 9 throughout the didactic phase of the professional program.	

A course grade of < C- in the didactic phase of the program is an automatic failure with a consequence of deceleration or dismissal from the program based on the recommendation of the Student Progress Committee

A course grade of < C in the clinical rotation phase of the program is an automatic failure with a consequence of deceleration or dismissal from the program based on the recommendation of the Student Progress Committee.

Please see clinical rotation grading policy on page 41 for specifics pertaining to graduate level courses.

Academic Advisement

Academic advisement and mentoring are extremely important within the PA program. Academic advisement is provided at the college level for all pre-professional PA students by a CHST academic advisor who meets regularly with students to provide guidance on course selection, scheduling, and facilitate tutoring services, when needed. In addition, all PA students are also advised by a PA program faculty member to provide guidance, support, and mentoring through the program. Students are required to meet with their assigned PA faculty advisor at least once in each academic year.

Academic Resources

Academic student services are provided in many areas across campus and are available to all RIT students. All RIT students have access to all these services and offerings. (See the University Support Services section of this manual for more information.)

Starfish Academic Alert System

The PA program participates in the RIT Starfish academic alert system, which is designed to promote student success through communication between students, instructors, and advisors. When faculty are concerned about a student's academic performance, an academic alert may be raised to notify the student as well as their advisor(s). If you receive an academic alert email, it is your responsibility to contact your assigned faculty and academic advisor as soon as possible to discuss the issue, its potential impact on your success in this course, and identify resources to help move you forward. For more information about the Starfish system, visit www.rit.edu/starfish.

IV. Professionalism Policy

Professionalism

Professionalism is a critical component of physician assistants and students are expected to maintain and will be evaluated on professionalism throughout the program.

Professional behavior is defined as a form of etiquette based upon respectful and courteous conduct. It is a combination of attitude, appearance, and manners. It includes the way you speak, look, act, and make decisions. Qualities include, **but are not limited to:**

- **Honesty** (choosing not to lie, steal, cheat, plagiarize or deceive)
- **Respect** (positive interactions towards others to convey a sense of admiration for good or valuable qualities)
- **Communication** (speaking clearly in a manner others can understand, listening, avoiding gossip, and being careful of language and tone in written communications, avoiding swearing)
- **Time management** (not being late to class/meetings/clinical rotations, arriving early enough to get settled and prepared, knowing what your schedule is for the day and adhering to it)
- **Integrity** (acting ethically and always doing the right thing, remaining impartial and avoiding personal bias and intolerances with others)
- **Safety** (understand company safety policies and report hazards immediately)
- **Attire** (following dress code standards and guidelines, avoiding clothing that is provocative or includes offensive language or pictures)
- **Accountability** (taking responsibility for your work and actions, do what needs to be done, be honest if things go wrong, seek help early when needed)
- **Teamwork** (set aside differences to work well with others)
- **Commitment** (dedication and positive action to your role to inspire others)

All breaches of professionalism will have consequences, scaled to the seriousness of the offense ranging from verbal/written warning to dismissal from the PA program. Serious or repeated breaches of professionalism may result in dismissal from the PA program or from RIT, as per RIT policy. https://www.rit.edu/policies/d080

Criteria for Dismissal

- One egregious or more than two other occurrences of professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of Professional Code of Conduct Policies

- Violation of any of the PA program student expectations may be cause for dismissal from the program including misconduct, dishonesty or behavior inconsistent with PA professional standards.
- Course failure and/or a third academic probation or warning
- Violation of any GPA requirements as noted throughout this policies and procedures manual
- Recurrent breaches of the Class Attendance policy, defined as 3 professionalism warnings in the didactic phase of the program. Any unexcused absence or chronic tardiness (3 occurrences) will result in a professionalism warning.
- Unexcused absences from clinical rotations constitute a serious breach of professionalism. Any unexcused absence will result in a score of 0% for the professional component of the rotation grade and the student will make up all time missed. Any unexcused absence will result in a professionalism warning. Recurrent breaches of professionalism, defined as 3 professionalism warnings, may be grounds for dismissal from the program.
- The occurrence of any combination of 3 Academic Warnings and / or Probations will result in Deceleration or Dismissal from the program, based on the recommendations of the work of the Student Progress Committee, in conjunction with the program faculty and Program Director.
- Failure to successfully complete and/or pass more than two rotations is grounds for dismissal from the program.

Class Attendance

It is expected that PA students will attend all scheduled classes, on time, for the entire duration of the class. Repetitive tardiness (more than 3 tardies) or early departure will not meet this expectation. Attendance is mandatory for all classes in the professional phase of the program. Students are expected to arrive to class fully prepared to participate in the course. Each course provides breaks, as applicable, and students should refrain from leaving class for phone calls, going to get breakfast, etc. outside of the class breaks, unless absolutely necessary. Students coming and going during the class lecture are distracting for other students and the lecturer as well. Professional judgment is necessary for these interruptions.

Preplanned excused absences must be requested and approved by the course instructor and the program director in advance. Students must complete a time off request form in conjunction with each course instructor. Completion of the form will not guarantee that the request will be granted. No excused absences will be permitted during OSCEs (objective structured clinical examinations), final exams or summative evaluations. Any exam missed during the excused absence must be completed prior to the absence or within one day of return (at the discretion of the course instructor). Excused absences include illness, personal or family emergency; religious observances, participation in team NCAA events, situations pre-approved by the program faculty, or valid unforeseen circumstances, as determined by program faculty e.g. inclement weather. Excused absences may be required to be made up at a time that is determined by the course instructor.

Tardiness will be noted by the course director, and the student will be notified of the event via email. 3 episodes of tardiness will result in a professionalism warning. Any unexcused absence will result in a professionalism warning. The student's course grade may be lowered one letter grade if 2 professionalism warnings are given for failure to abide by the Class Attendance policy. Recurrent

breaches of the Class Attendance policy, defined as 3 professionalism warnings in the didactic phase of the program, may be grounds for dismissal from the program.

PA Student Employment and Co-Curricular Activities

PA students may work in other campus and community jobs during the first two years of their education. They may also apply for credit earning teaching experience (TA) positions that are defined and competitively available at the beginning of each semester. Most find that balancing academics, co-curricular activities, and working 8-10 hours/week may be possible. Attention must always remain focused on the academic expectations of the PA program which include attendance, academic preparation and performance to maintain a minimum term and cumulative GPA of 3.0 throughout the program. Given the rigorous program of study, students in the professional phase of the program will meet with their academic advisor to discuss their participation in outside employment and co-curricular activities.

Fifth year students in the clinical phase of the program are not permitted to work outside of their clinical rotations.

PA students are not required to work for the program (A3.02). Students may serve in roles such as tutor or teaching assistant, whether as a volunteer or in exchange for tuition waivers, academic credits or stipends.

PA students are never permitted to substitute for, or function as, didactic or clinical instructional faculty or as clinical or administrative staff (A3.03a-b)

Patient Care/Shadowing Experiences

Once accepted into the RIT PA program, PA students are not permitted to engage in indirect/direct patient care outside of the program course requirements as malpractice and liability insurance coverage only extends to those activities directly associated with the PA program. The program also does not permit shadowing including direct/indirect care of patients. If a student is employed in a patient care role (i.e. emergency medical technician, patient care technician, scribe), this is acceptable when functioning in that respective role.

Reimbursement

PA students cannot receive any monetary reimbursement for their work on clinical rotations, either from RIT or the clinical affiliate. Clinical rotations are a significant component of a student's clinical education; therefore, students are responsible for paying full time tuition for the clinical year. Likewise, students may not receive a stipend based on production and/or quality of work as a PA student. Exceptions are that on rare occasions, clinical affiliates may offer reduced cost or free housing to PA students.

Substance Abuse

In accordance with university policy D18.1, alcohol and other drugs may not be illegally used, possessed, manufactured or distributed. Being under the influence of any mind-altering substance while

participating in the care of patients will not be tolerated and is grounds for dismissal from the PA program.

Smoking/Vaping

PA students are not permitted to smoke or vape on the grounds of any healthcare facility. PA students who ignore these restrictions will be removed from the affiliate, with appropriate hours deducted from clinical time. Repeated offenses may result in dismissal from the program.

Program Progression

Matriculation

Students are matriculated into one of the first three years upon their acceptance into the PA program. Students must meet all program academic and professional requirements, policies, and standards to progress into the next year of the program. If a student is deemed ineligible to progress into the next year of study (including the clinical year), deceleration in, or dismissal from, the program will be at the discretion of the Student Progress Committee based on academic standards, performance, and individual circumstances.

Physical Exam Competency Examinations

A physical exam competency examination will be given to each student in the fall semester of the fourth year. The student will be given a clinical scenario and must complete an appropriate physical examination in a timely fashion. Each student must successfully complete the Physical Exam Competency exam to continue in the program.

Didactic Competency Examinations

A standardized, computerized competency examination will be given to students during the third and fourth year of the program. The Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) is a nationally recognized competency examination for PA students. This standardized non-graded examination provides excellent feedback to students and faculty regarding comprehensive knowledge bases and problem-solving abilities of the students. The content and approach simulate the computer-based Physician Assistant National Certifying Exam (PANCE). Many students have found this to be excellent preparation for the national boards. The cost for each student is currently $45.00 per exam.

Prerequisites for Entrance to Clinical Rotations

1. Grade Point Average - No student will be admitted to clinical rotations without at least a 3.0 cumulative GPA. Students must demonstrate a 3.0 cumulative GPA prior to entering clinical rotations, in the absence of any extenuating circumstances.
2. Students must complete all first- through fourth-year coursework before beginning clinical rotations. Entry into clinical rotations without fulfilling these requirements is only permitted with Program Director approval. Students are responsible for meeting all program and RIT requirements. If unable to begin clinical rotations, continuation is subject to space availability as determined by the Program Director.
3. Completion of Pre-Rotation Requirements & Health Status Update (See Clinical Year Section for further detail).

Annual Graduate Awards and Coating Ceremony

Each spring, the PA program conducts a formal ceremony celebrating graduating fifth year students and those fourth-year students who are about to embark on their clinical rotations. The Graduate Awards acknowledge the special accomplishments of individual students with the Coating Ceremony highlighting the event. The presentation of the ceremonial white coat is symbolic to those entering the medical profession. The wearing of the White Coat is representative of the honor, dignity, humanity, compassion, and ethical responsibility that a medical professional undertakes upon entering the field.

Graduating students and students beginning their clinical rotations are presented with appropriate length white coats at the conclusion of the ceremony. This event culminates the end of the academic year, and all program students are invited to attend this ceremony to celebrate the journeys and accomplishments of fellow PA students. Occasionally, students have a member of their immediate family in the medical profession. Graduating students may be presented with their white coat by a member of their immediate family (father, mother, child, sibling, spouse, significant other) in conjunction with the Program Director at this ceremony, upon request. These requests will be limited to immediate family members who are physicians (MD, DO, MBBS, MBBCh, or equivalent), physician assistants, or nurse practitioners. Student recommendations are always at the discretion of program faculty.

V. Student Status (Deceleration, Leaves of Absence, Withdrawal)

Deceleration in the Course of Study

If a student is granted deceleration, all courses within the semester(s) will need to be repeated at the discretion of the Student Progress Committee with the final decision determined by the Program Director. Previous work cannot be reused.

Unlike undergraduate coursework, if a graduate level course is repeated for any reason, the final grades for both the first attempt and succeeding attempts of the course are both utilized in the calculation of the cumulative GPA. Repeat graduate level courses therefore can affect term and cumulative GPA.

Leave of Absence

If a student needs time away from their studies, they may request a Leave of Absence (LOA). While students are on LOA, they retain their student status and upon return to the university, complete all curriculum and program requirements that were in place at the time they left their program of study. Academic suspension or disciplinary suspension overrides a leave of absence. The student must submit the LOA request in writing to the academic advisor and Program Director. The student then needs to initiate the appropriate formal paperwork for a leave of absence from the PA program.

Decisions concerning matriculation dates and special conditions pertaining to these leaves are the decision of the PA Program Director.

Any student who is granted a leave of absence is subject to changing standards within the curriculum that may necessitate additional courses and/or additional time to complete the degree requirements. In all cases of leave of absence, the student is required to complete the full curriculum to be eligible to earn a degree as a PA. Upon return from a medical leave of absence (including mental and/or behavioral health leave) in the professional phase of the program, students are required to submit a statement of

medical clearance by their physician. This statement of medical clearance is necessary to ensure the safety of the student as well as classmates, instructors and patients.

University Withdrawal

Students who complete a university withdrawal will no longer be students at the university. If at a later time they want to continue their studies, they will need to re-apply (through Admissions) to the university. If accepted, they will be put on the most recent curriculum and program requirements of the degree.

Program Resources and Additional Information

Big Sib/Little Sib Mentoring Program

The Big Sib / Little Sib Mentoring program has been a long-standing tradition within the RIT PA program. All new incoming PA students are assigned an upperclassman who has volunteered to mentor them throughout the program. Sharing or disseminating protected materials, such as quizzes/exams, written papers or assignments, C-Print, or verbally sharing exam material in the form of questions, answers, or content is considered a violation of academic policy and the RIT Honor Code and may be grounds for dismissal from the PA program.

Medical Equipment

Students must purchase the required medical equipment by the start of their third year. Equipment must be brought to class in good working order. The PA program partners with medical suppliers to keep costs low while ensuring quality. Though our lab is fully equipped, students may choose to buy their own gear for practice outside lab hours or future use in clinical settings. Total costs will be approximately $800.

Health Insurance

RIT requires health insurance for all full-time undergraduate students upon registration. Students have the option of receiving health insurance coverage from the on-campus Student Health Services. A student not desiring this particular health insurance needs to contact Student Health Office (585-475-2255) for a waiver. Information on specific benefits under this policy may be obtained by visiting the Student Health Office. PA students must provide the PA program with proof of health insurance prior to the beginning of the clinical rotations. The students' name needs to appear on the insurance card or be listed as a dependent on parents' policy.

Professional Malpractice and General Liability Insurance

RIT provides student malpractice and general liability insurance to all students in the PA program. This insurance covers clinical activities that are within the program. This insurance does not cover outside extracurricular activities or health care work on the part of the student (e.g. BP screenings at local malls, EMS work, job shadowing or volunteer activities).

Hepatitis B Vaccine

While RIT cannot mandate the Hepatitis B vaccine, it is required by our healthcare affiliates starting in Year 4. Students without proof of immunity or necessary vaccines will be unable to participate in required clinical coursework, which may prevent program completion.

Instruction in the areas of infection control, blood borne pathogens, and sepsis awareness is provided during the orientation into the professional phase to third year students. The University of Rochester, in collaboration with other teaching hospitals in the community, has developed a syllabus and self-study program with a post-test component, which has met the Department of Health and State Education Department requirements. New York State Certification is provided upon completion.

Patient Confidentiality / HIPAA

Students must be aware of federal and state laws protecting confidential medical information. Instruction of patient confidentiality and the Health Insurance Portability and Accountability Act (HIPAA) is provided during the professional phase of the program. Students are provided with didactic sessions and a post-test. It is illegal for students to use or disclose confidential medical information outside the scope of their duties within the hospital or office settings. Guidelines for use of this information include, but are not limited to:

- You may use this information as necessary to care for your patients.
- You may share this information, with patient authorization, with other health care providers for care and treatment purposes.
- Do NOT photocopy patient information
- Access the minimum amount of information necessary to care for your patient or carry out an assignment.
- Do not record patient names, dates of birth, address, phone number, social security number, etc., on assignments.
- You may only access confidential information of patients for whom you are caring.
- Be aware of your surroundings when discussing confidential information. It is inappropriate to discuss patients or conduct telehealth visits in public spaces.

Hospital Practice and Pre Rotation Health Clearance/Immunization Requirements

Prior to the start of your Hospital Practice course in the fall of your fourth year **and again** prior to clinical rotations beginning in May of the fifth year, the list of requirements and immunizations below must be completed by the student. These policies are based on New York State Department of Health recommendations, current Centers for Disease Control (CDC) recommendations for health professionals and requirements of our health care affiliates. No student will be permitted to enter any health care setting without the health status update in place and compliance with any hospital/clinical policy mandates. Immunizations, titers and tuberculosis screening results are maintained and released with written permission of the student. A history and physical examination (including various blood work, titers, TB testing, and current immunizations) are required prior to the start of clinical rotations. TB testing is also required prior to the start of the fourth year. Students must arrange for these examinations several months in advance of the deadline. Costs may range from $300.00 – $600.00 depending on insurance coverage.

Although the PA program cannot mandate each student obtain valuable vaccinations for admittance to the program, including COVID, flu, Hepatitis B, it is strongly recommended. **Lack of these vaccinations may preclude students from most clinical training sites, which may prevent program completion.** Costs of vaccinations vary depending upon health insurance coverage.

- ☐ Sign and return Authorization for Release of Student Health Information form
- ☐ Sign and return Patient Confidentiality Statement form
- ☐ Sign and return Declaration of Freedom from Addiction form
- ☐ Complete operating room scrub training (class arranged by program)
- ☐ Copy of BLS & ACLS certification cards to PA Staff Assistant as soon as copy received (class will be arranged by program)
- ☐ Complete Blood-borne pathogen education (class arranged by program).
- ☐ Complete HIPAA training requirements
- ☐ Complete electronic medical record (EMR) training as required by each individual clinical affiliate
- ☐ Provide proof of medical insurance coverage to PA Staff Assistant (card or letter stating the student is covered with student name appearing on it)
- ☐ Obtain and provide documentation of health clearance. (Have history and physical performed in the date range to be provided by the program so that it will be valid for the entire rotation year).
- ☐ Provide documentation for the following immunizations and/or titers:
    - Tuberculin Skin Test (PPD) or Serologic Test for Tuberculosis either T-SPOT or QuantiFERON-TB Gold). *If positive, please provide documentation of CXR or completion of treatment.
    - Tdap immunization (1 dose initially and then Tdap or Td every 10 years)
    - Varicella (Chickenpox) Immunity (immunization dates **or** titer result) – must have received two doses given at least 28 days apart, show laboratory evidence of immunity, laboratory confirmation of disease, or diagnosis or verification of a history of varicella or herpes zoster (shingles) by a healthcare provider.
    - MMR - must have received two doses on or after the first birthday. Titers are not required if can document two doses)
    - Hepatitis B vaccine 3-dose series of hepatitis B vaccine at 0, 1, and 6-month intervals. HCP should be tested for hepatitis B surface antibody (anti-HBs) to document immunity 1 to 2 months after receiving dose #3.
    - Post-vaccination Serologic Testing
        - • If the level of anti-HBs is at least 10 mIU/mL (positive) after 3 immunizations, the HCP is immune. No further serologic testing or vaccination is recommended. • If the level of anti-HBs is less than 10 mIU/mL (negative) after 3 immunizations, the HCP is considered unprotected against hepatitis B virus (HBV) infection. The recommendation is to revaccinate with another 3-dose series. Retest anti-HBs levels 1 to 2 months after the last dose (usually 6 doses total). o If anti-HBs is positive, the patient is immune. No further testing or vaccination is recommended. o If anti-HBs is negative following 6 doses of vaccine, the patient is a non-responder.
    - Seasonal Influenza: Most clinical affiliates require students to have the influenza vaccine during the winter months. It is strongly suggested for all students, regardless of site requirement, that you consider this protective immunization. Students who cannot

provide proof of vaccination may be required to wear a mask during flu season for all encounters at the site.
    - COVID-19: Not currently required, consistent with current CDC guidelines (some sites may require specific documentation regarding COVID-19 vaccination status and require vaccination).
- Retain copies of all the above documentation to be presented at each rotation.

All the above tasks must be completed and paperwork received by the PA program staff assistant by the designated required dates. It is the responsibility of the student to complete these requirements on time. Failure to adhere to the deadlines may cause delays in the start of the student's Hospital Practice course and/or clinical rotations. Students will not be permitted to embark on rotations without all completed requirements.

Student Health Records

The PA program understands and acknowledges the value of compliance with the HIPAA standards. In accordance with HIPAA compliance, all student health records are confidential and are not accessible by, or reviewed by, program faculty and staff except for the Certificate of Health form, immunization records, titers, and tuberculosis screening results.

In accordance with New York State regulations, PA students are required to have a medical provider complete and sign the Certificate of Health Statement before the start of clinical rotations, certifying that they do **not have any physical or mental conditions, or substance dependencies, that could interfere with their ability to safely and effectively perform program duties or pose a risk to themselves or others.** These documents are maintained and released with written permission of the student.

The program director, principal faculty, and medical director may not act as healthcare providers for students enrolled in the program, except in emergencies. (A3.06)

Fit Testing

Fit testing (for appropriate respirator mask fitting) will be available to 5th year professional phase students and will be required prior to starting clinical rotations. Scheduling will be arranged by the program. Fit testing assesses the ability of a provider to use a respirator mask device that protects them from inhaling harmful substances. Student fit testing is typically done without charge, or in unusual circumstances will cost approximately $60. Students in some clinical training disciplines may be required to purchase personal protective masks for a nominal cost prior to beginning clinical rotations.

Criminal Background Checks

In accordance with various state laws and regulations, most of our clinical affiliates require PA students to undergo a criminal background check prior to beginning a clinical rotation. A PA student may not be allowed to participate in a clinical rotation(s), by the clinical affiliates, based on the results of a criminal background check. As a PA professional advances in their healthcare career, s/he can expect regular criminal background checks and credential verification as part of the participation, hiring, and employment process. The RIT PA program requires that all PA students have an initial criminal background check prior to entering the professional phase of the program (year 3) and once again prior to the start of clinical rotations (end of year 4). The cost to each student is currently $142.70 plus a service fee of $2.99 for these screenings.

VI. Expectations for Clinical Rotations

Clinical Rotations Overview

Clinical rotations are designed to be the bridge between your classroom learning and real-world medical practice. They're all about helping you develop essential hands-on clinical knowledge and skills, while also allowing us to evaluate your clinical and professional readiness to become a Physician Assistant.

Your Role in Clinical Rotations
This is your chance to build on everything you learned in your pre-clinical years. During these rotations, you're not just expected to meet your preceptor's immediate clinical expectations. It's crucial that you also actively pursue and achieve all the rotation's knowledge and skill objectives, no matter the specific clinical setting or patient cases you encounter.

We put a lot of effort into planning these rotations to create a learning environment where you can gain the high-level competencies needed to practice as a PA. You'll be placed in busy hospitals and office-practices, which offer a wide range of services. It's your responsibility to take the initiative to explore and learn as much as you possibly can throughout this vital year.

For each rotation, the program will assign you a preceptor, typically a physician or an experienced PA, who will guide your educational experience. You're expected to fully participate in all clinically and professionally relevant activities at your assigned practice site.

Important Reminders
Please remember that **we are guests at these affiliate sites**, and they have the right to remove a student at any time. If you have any questions or concerns about your responsibilities, find yourself unable to meet the expectations outlined in your rotation syllabi (including required patient encounters), or have any other issues during your rotation, please **alert the program faculty immediately**.
The RIT Physician Assistant (PA) program is incredibly fortunate to have robust support from the local and neighboring medical communities. This strong backing is crucial because it provides students with access to a wide array of clinical sites, offering diverse and invaluable experiences essential for their professional development.

To ensure every student gains a comprehensive understanding across various medical disciplines, program faculty meticulously handle all rotation assignments. This centralized assignment process is vital for guaranteeing that students are exposed to a broad spectrum of clinical settings and patient populations. However, it's important to understand that while we strive for convenience, the program cannot guarantee clinical assignments within the immediate Rochester area or other desired locations. This is because securing the most beneficial and diverse clinical experiences for all students often requires utilizing sites that may be further afield. A small number (<5%) of assigned sites are located more than 90 miles from the RIT main campus.

For "recall days" when students are assigned > 90 miles from the RIT main campus and need to return to campus for assessments, accommodations are made to facilitate their return.

- Students are released from one (1) full clinical rotation day to allow them to travel back to campus and prepare for their scheduled assessment. This accommodation is provided to ensure students can adequately prepare for their evaluations without compromising their clinical learning schedule.

Ultimately, the responsibility and cost for housing, travel, and food rests with the students. Students are not reimbursed for expenses incurred during their time on clinical rotation. Fifth year students are considered full-time during this clinical training year and are responsible for tuition costs. Students may not be paid/compensated or rewarded in-kind during their time on clinical rotations.

Students on clinical rotations are expected to be prompt and exhibit timeliness in all clinical activities. Students must demonstrate an understanding of responsibilities, expectations, capabilities, and activities appropriate to PA practice. Students must understand limitations and adhere to guidelines of PA clinical practice in all settings and activities. All students must develop professional and cooperative working relationships with other healthcare professionals, while maintaining OSHA standards of bloodborne pathogens and infection control, including possible exposures i.e., radiation and needle stick injuries. PA students are to always practice universal precautions. Students are expected to follow the policies of the Health Insurance Portability and Accountability Act (HIPAA) in all clinical settings and activities.

Drug Testing

In accordance with various state laws and regulations, some clinical affiliates may require PA students to undergo drug testing before beginning a clinical rotation. These additional authorizations and their associated fees must be completed by the student at the student's expense. A PA student may not be allowed to participate in a clinical rotation(s) by the clinical affiliates based on the results of this drug testing. If the student is found to have a positive test, in breach of professionalism, they will appear before the PA program faculty board and be subject to disciplinary actions including deceleration and/or dismissal from the PA program.

Electronic Data System

The PA program utilizes a web-based database system (E*Value) which is used by students on clinical rotations. Students are expected to log all patient encounters, procedures, and duty hours. This system provides students and the PA program with useful statistics regarding clinical experiences acquired during the clinical year.

Clinical Rotation Schedule

During the clinical phase of the program, students will complete 10 clinical rotations, Graduate Project I and II, and Professional Practice I, II, and III, and final program assessments required for graduation. Clinical rotations are composed of eight required core and two elective rotations and begin in May of the fourth year. Every student is given their assigned rotation schedule, arranged by the program, for the clinical year at Clinical Orientation Day. The clinical year calendar does not follow the university Academic Calendar. A limited number of RIT holidays are granted to students, including Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving break, Winter holiday break, and Martin Luther King Jr. Day.

Clinical Rotation Assignments

In the fifth year of the program, students complete ten clinical rotations, which may require that the student be away from the Rochester area. Sometimes these clinical sites are within driving distance, but at other times, the student will need to reside near the clinical site for the 5 weeks of the rotation. Students are not required to provide or solicit clinical sites or preceptors. The PA program coordinates and assigns all clinical sites and preceptors for all clinical rotations. All rotation assignments are solely at the discretion of the PA program and are subject to change without prior notice as required. To minimize possible conflicts of interest, students should not request, or be assigned to, clinical rotations with a family member or friend as the preceptor. Students must register for each clinical rotation and other professional courses in the summer, fall, and spring terms. Failure to do so may result in the student being pulled from the rotation and/or loss of financial aid.

Student-Requested Clinical Rotation Sites

Physician Assistant students may submit a request for a specific clinical rotation site during the pre-clinical rotation planning meeting in the Fall preceding clinical rotations. This may include sites located outside the Rochester area or closer to their hometown, or a specific rotation experience or preceptor within the Rochester area. These requests are considered **optional**. In these cases, the student is permitted to ask a clinician if they would be willing to be a preceptor. The process below should be followed to ensure. While the program will make a reasonable effort to accommodate such requests, approval and placement at the requested site are **not guaranteed**. All clinical rotation assignments are ultimately determined by the program based on availability, accreditation standards, and educational objectives. If the student wishes to perform a rotation with a certain preceptor or site that the program does not currently have an affiliation with, the student should follow the process below.

1. The student *should* initiate contact with the proposed clinical site or preceptor to determine their willingness to host a rotation.
2. The student *must* collect and submit the following information to the clinical coordinators:
    - Clinician's full name and credentials
    - Contact phone number
    - Email address
3. After the initial outreach, the student *will have no further involvement* in the placement process. The clinical coordinators will manage all subsequent communication, agreements, and scheduling, including notification to the student.

Note:
All clinical sites and preceptors must meet the program's accreditation and educational standards. The program reserves the right to decline any site that does not meet these requirements.

Clinical Year Expenses

During the clinical rotation year, students may be assigned to rotational sites that are not within driving distance from Rochester. Networking with upperclassmen and graduates of the program may provide helpful insights into housing in these areas. Housing, travel, and food expenses are the sole responsibility of each student. The clinical rotations provide an extensive educational opportunity, and therefore PA students are considered full-time students during this clinical year. Students on clinical rotations are responsible for full graduate tuition.

Clinical Rotation Student Expectations

Students on clinical rotations are expected to be prompt and exhibit timeliness in all clinical and all academic activities. Students must demonstrate an understanding of responsibilities, expectations, capabilities, and activities of the PA. Students must understand limitations and adhere to guidelines of PA clinical practice in all settings and activities. All students must develop professional and cooperative working relationships with other healthcare professionals, while maintaining OSHA standards of bloodborne pathogens and infection control, including possible exposures i.e., needle stick injuries. PA students are to always practice universal precautions (A3.05a). Students are expected to follow the policies of the Health Insurance Portability and Accountability Act (HIPAA) in all clinical settings and activities.

Behavior at the Clinical Site

PA students must use great caution and diplomacy when interacting with faculty, staff, fellow medical learners, patients and their families, clinical preceptors, and/or other healthcare personnel. A PA student who is, in the judgment of the program faculty, acting in an unprofessional manner will have their conduct reviewed by the PA Student Progress Committee. Unprofessional conduct may result in remediation, deceleration, and/or dismissal.

A clinical year student who is, in the judgment of the clinical preceptor and/or program faculty, acting in an unprofessional manner may be immediately dismissed from that clinical site. The dismissed student is not to return to the clinical site until informed by the clinical coordinator to do so. The clinical preceptor will notify the clinical coordinators as to the nature of the student behavior and reason(s) for dismissing the student from the clinical rotation. If, after investigation, the clinical coordinator determines the student's behavior was inappropriate, the student will then appear before the PA Student Progress Committee for breach of professionalism. All breaches of professionalism will have consequences, scaled to the seriousness of the offense, ranging from verbal/written warning to dismissal from the PA program.

Personal Cell Phones/ Electronic Devices

Advances in electronic technology continue to expand educational and personal opportunities. To uphold patient safety, maintain professionalism, and ensure compliance with healthcare regulations, this policy outlines appropriate cell phone use by PA students in clinical settings.

1. General Expectations

- Cell phones must be **silenced or turned off** during clinical hours unless explicitly permitted by the clinical preceptor.
- Personal use of cell phones (calls, texts, social media, etc.) is **prohibited** during patient care activities and while on the clinical floor.

2. Professional Use

- Use of medical reference apps or clinical tools on mobile devices is allowed **only with preceptor approval** and must not interfere with patient care.
- Students must ensure that any use of mobile devices is **discreet, brief, and clinically relevant**.

3. HIPAA and Patient Privacy

- **Absolutely no photos, videos, or audio recordings** may be taken in clinical settings, including photos of patients, staff, or medical records.
- Students must **never transmit patient information** via text, email, or any unsecured platform.
- Any breach of patient confidentiality may result in **immediate removal from the clinical site** and potential disciplinary action, including dismissal from the program.

4. Emergency Use

- In the event of a personal emergency, students must **notify their preceptor** before stepping away to use their phone.
- Emergency use should be **brief and conducted in a private area**, away from patient care zones.

5. Site-Specific Policies

- Students are required to **follow the cell phone policy of each clinical site**. If the site's policy is more restrictive, it takes precedence.
- Failure to comply with site-specific rules may result in **disciplinary action or removal from the rotation and potentially the program.**

6. Enforcement and Accountability

- Violations of this policy may result in:
    - Verbal or written warnings
    - Removal from the clinical site
    - Referral to the Student Progress Committee
    - Dismissal from the program

Social Media

This policy outlines expectations for social media use by Physician Assistant (PA) students during clinical rotations. It is designed to protect patient privacy, maintain professional standards, and ensure compliance with HIPAA and institutional guidelines.

1. Patient Privacy and Confidentiality

- Students must not post any patient-related information on social media, even if identifiers are removed.
- Prohibited content includes, but is not limited to:
    - Patient names, ages, diagnoses, or clinical scenarios
    - Photos, videos, or audio recordings from clinical environments
    - Any content that could potentially identify a patient or clinical site
- All social media activity must comply with HIPAA regulations and the privacy policies of the clinical site.

2. Professionalism and Online Conduct

- Students are expected to maintain professionalism in all online interactions.
- The following behaviors are strictly prohibited:

  - Posting derogatory or disrespectful comments about patients, staff, or clinical sites
  - Sharing inappropriate or offensive content related to healthcare
  - Engaging in online behavior that could damage the reputation of the PA program or affiliated institutions

3. Representation of Clinical Sites and the PA Program

- Students must not use the name, logo, or identifiable features of clinical sites or the PA program without written permission.
- Social media posts must not imply endorsement or official representation of any clinical site or the PA program

4. Use of Social Media During Clinical Hours

- Personal social media use is prohibited during clinical hours, except during scheduled breaks and in non-patient care areas.
- Students must adhere to the social media and mobile device policies of each clinical site.

5. Consequences of Policy Violations

- Violations of this policy may result in:
  - Verbal or written warnings
  - Removal from the clinical site
  - Referral to the Student Progress Committee
  - Dismissal from the program

Attendance at the Clinical Site

Attendance is mandatory. Students are to contact their assigned preceptor to arrange a designated meeting time and place with the clinical preceptor two weeks before the start of their first day at the rotation. Students are expected to work the hours, shifts, and days as scheduled by the preceptor. Students are not to influence and/or dictate work schedules with the preceptor. The student may work additional shifts with other health care providers when instructed by the preceptor.

Students on rotations do not receive any time off outside of the holidays as noted in the Clinical Rotation Schedule section. Attendance is mandatory and expected to fulfill educational and professional obligations. It is expected that PA students will attend all scheduled rotation shifts.

Excused absences include illness, personal or family emergencies, religious observances or situations pre-approved by the program faculty, or valid unforeseen circumstances, as determined by program faculty, e.g., inclement weather. See the inclement weather policy under the University Policy section below.

In the case of any absences, the student must immediately notify the preceptor and RIT clinical coordinators. Both the clinical preceptor and the program must be notified. Additionally, the student must log their hours for the day as “absent” and complete an Absentee Form via the E*Value® logging system within 24 hours of the missed time for any absences. If this procedure is not followed, the absence will be considered unexcused. Unexcused absences from clinical rotations constitute a breach of professionalism and will not be tolerated. A score of 0% will be given for the professional component

of the rotation grade, and the student will be mandated to make up time missed. Any unexcused absence will result in a professionalism warning. The student's course grade may be lowered by one letter grade if two professionalism warnings are incurred. Recurrent breaches, defined as three professionalism warnings, may be grounds for dismissal from the program.

Preplanned absences, including interviews, must be requested and approved by the clinical coordinators in advance. Excused absences would include medical illness (greater than two days requires a healthcare provider clearance to return to rotations), appointments/situations pre-approved by the program faculty, or valid unforeseen circumstances, as determined by the program faculty. The program will notify the preceptor of all pre-approved absences. The student should work with their preceptor to make up any missed time, if the preceptor and site can accommodate.

The student is permitted two days off from their clinical year for the purpose of interviewing. The expectation is that interviews occur outside of the student's scheduled clinical time. If the interview is unable to be scheduled outside of clinical time, the program will review the extenuating circumstances for approval. If deemed appropriate, the clinical coordinators will request this time off with the student's preceptor. The student should work with their preceptor to make up any missed time, if the preceptor and site can accommodate.

Absences may be required to be made up. Make-up time must be cleared and coordinated with the clinical preceptor and the program clinical coordinators before the scheduled make-up date. Make-up time should be completed during the rotation in which absenteeism occurred, if possible. This time may be made up during weekends, when not otherwise scheduled to work, or as directed by program faculty. If this is not possible, the make-up time must be completed during scheduled vacations, or after completion of the clinical rotation year. Certification of the BS/MS degree may be delayed until all rotation requirements (and make-up time) are completed.

Any absence exceeding two days may require the student to repeat the rotation at the end of the clinical year, pending review by the Student Progress Committee. Patterns of absenteeism will be considered a breach of professionalism and may result in disciplinary action, ranging from a warning to dismissal from the PA program, depending on the severity of the offense.

Dress Attire at the Clinical Site

Students should maintain a neat and clean appearance, and dress in attire that is generally accepted as professional by the patient population served. Appropriate dress includes wearing an ID badge (RIT student ID plus affiliate ID if applicable), a cleaned and pressed short white lab coat, professional closed-toed footwear, dress slacks, dresses or skirts, and blouses/shirts that are appropriate length to ensure adequate coverage during patient care activities. Students must adhere to additional site requirements. Hair and facial hair must be clean and neatly groomed. False nails represent a safety and infection hazard and are not permitted to be longer than ¼ inch. Gum-chewing is not permitted at any time in a patient care setting. For the health and consideration of patients and healthcare staff/personnel, fragrances, including perfume, colognes, and perfumed lotions, are not permitted at the clinical sites. Non-compliance with the dress code constitutes unprofessional behavior. See section above regarding professionalism.

Student Identification and Documentation

All PA students must be clearly identified as PA Students during ALL clinical experiences. The PA program provides all students in the professional phase with student identification badges which are to be always worn while at the clinical site. Clinical affiliates may require students to wear their institution's identification (ID) badge in addition to the students' RIT ID badge. If an ID badge should become lost or stolen, immediate notification to the program and affiliates as well as replacement (and cost) of that badge, is the student's responsibility. (A3.04)

Physician Assistant students must always accurately represent their role and credentials during clinical rotations. **Students are not licensed or certified to practice as Physician Assistants** and must never present themselves as such to patients, staff, or the public. Students must clearly identify themselves as **PA students** in all verbal and written communications. Use of titles such as "PA," "Physician Assistant," or any designation implying licensure or independent practice is **strictly prohibited**. Students must wear program-approved identification and attire that clearly designates their student status.

Misrepresentation of a student's role is considered a serious breach of professionalism and may result in:

- Immediate removal from the clinical site
- Referral to the Student Progress Committee
- Disciplinary action, up to and including dismissal from the PA program

Emergency Treatment for Injuries Sustained on Clinical Rotations

Injuries sustained at the clinical site/affiliate during training hours must be reported immediately to the clinical preceptor and the PA program clinical coordinators, no matter how small the injury may seem. An Injury/Incident Report Form must be completed (via E*Value®). RIT requires students to maintain health insurance coverage for the duration of their enrollment. Affiliates generally provide emergency care for students who become ill or injured while at the site. Students are responsible for payment of all charges.

Student Exposure to Infectious And Environmental Hazards (A3.05)

Prevention & Required Training (Standard A3.05a)
Instruction in infection control, bloodborne pathogens, and sepsis awareness is provided during orientation to the professional phase (3rd year) for all students. In collaboration with regional teaching hospitals, students complete a required syllabus and self-study module with a post-test component adhering to New York State Department of Health and State Education Department requirements. NYS Certification is issued upon successful completion prior to entering coursework involving potential exposures.
Students must maintain OSHA standards regarding bloodborne pathogens and always practice Universal/Standard Precautions during all educational activities, including classroom simulation, clinical skills labs, and supervised clinical practice experiences (SCPEs).
Students are required to utilize appropriate personal protective equipment (PPE) (gloves, masks, eye protection, gowns) as dictated by facility guidelines and nature of the clinical activity.

Procedures for Care and Treatment Post-Exposure (Standard A3.05b)
In the event of an exposure incident (e.g., needle stick, sharps injury, splash to mucous membranes, or environmental hazard exposure):

1. **Immediate First Aid:**
    - **Needle Stick / Cut:** Wash the affected area immediately with soap and water for at least 15 minutes.
    - **Splash to Eyes / Mucous Membranes:** Flush thoroughly with water or saline for at least 15 minutes at an eyewash station or clean sink.
2. **Immediate Reporting:**
    - Notify the preceptor, clinical instructor, or site supervisor **immediately**.
    - Contact the Clinical Coordinators within 1 hour of the incident.
3. **Medical Evaluation & Treatment:**
    - **Clinical Phase:** Seek immediate medical evaluation at the clinical site's Employee Health Service or the nearest emergency department or urgent care center, with guidance from your preceptor and clinical coordinators.
    - **Didactic Phase:** Seek evaluation at Student Health Services or the nearest urgent care/emergency facility.
4. **Documentation:**
    - Complete the clinical site's incident report as well as the **PA Exposure Incident Form on e*Value** within 24 hours.

Financial Responsibility (Standard A3.05c)
All enrolled PA students must maintain continuous health insurance coverage throughout both the didactic and clinical phases of the program.
Students are financially responsible for all medical costs incurred as a result of exposure to infectious or environmental hazards. This includes initial medical evaluations, PEP, laboratory testing (for both student and source patient, where applicable), and follow-up treatment not covered by the student's personal health insurance.
Neither the University, the PA Program, nor the clinical affiliate sites assume financial liability for medical care related to student exposure incidents..

Clinical Rotation Grading Policy

Component	% of Grade	Comments
Preceptor Evaluation	40 %	
Rotation Exam	40 %	During elective rotations, the exam component of the grade is omitted, and a formal case presentation during Recall Day will make up this component.
Logging/Professionalism	10%	A final grade for a clinical rotation will not be awarded until all logging for the rotation is completed.
Write-Ups	10% (if you do not have a site visit) 5% (if you have a site visit)	One per rotation (either an H&P OR a progress note – discipline dependent)

Site Visit Case Presentation	5%	If you do not have a site visit, this component of the grade is omitted, and the write-up comprises 10% of the total grade

Each rotation must be successfully passed with a minimum preceptor grade of 70% on each competency. Students must maintain both a term and cumulative GPA of 3.0 (BS/MS degree) to graduate from the PA program. To complete every rotation, including all elective rotations. Students also must successfully complete the following components:

Daily logging of patients using E*Value®	The expectation is for daily logging	Due by Saturday at midnight in weeks 1-4, and Wed during week 5.
Required Rotational Write-ups (one per rotation) Write-up is due in Week 2	Submitted to the MyCourses drop box	Submitted by: Saturday at midnight at the end of Week 2
Student Site Evaluations (at the conclusion of each rotation)		Via E*Value
Case Presentation	during site visit (when applicable)	Students need to be fully prepared for oral/formally written case presentation
Updating Clinical Procedures	The expectation is for logging of procedures throughout the rotation, to be printed and signed by the preceptor.	Expected submission at the end of each rotation on recall day

Preceptor Grade

The preceptor grade will constitute 40% of the rotation grade. It is the student's responsibility to initiate discussion with the preceptor for both the Mid and Final Evaluations for every rotation. It is also the student's responsibility to obtain feedback throughout the entire rotation.

If working with more than one preceptor, only one cumulative evaluation form is accepted from the main preceptor (assigned by the PA program) or their designee. Final Evaluations (via E*Value®) evaluate students on the following areas:

Medical Knowledge	Patient Care	Interpersonal & Communication Skills
Practice-Based Learning & Improvement	Systems-Based Practice	Professionalism

<u>The grading scale for each evaluation category will be as follows:</u>
100% 90% 80% 70% 0%

<u>The grading scale for discipline-specific procedures is as follows:</u>
While under preceptor supervision:

4- Can competently perform skill independently

3 – Can competently perform skill with minimal guidance
2 – Cannot competently perform skill
1 – No opportunity to perform skill

Students must demonstrate competency in each required discipline-specific procedure.

If any student receives a score of <70% by the preceptor in any area of the Final Evaluation of any rotation, the student will appear before the PA Student Progress Committee to review the case. The Student Progress Committee has the authority to:

- Warn student, and/or recommend any remedial activities
- Require the student to repeat the rotation at the conclusion of the year, before receipt of degree
- Recommend a student's dismissal from the program

If a student fails a rotation (final grade < C), the student is required to repeat the rotation at the end of the year, before receiving the awarded degree. The student is responsible for all extra tuition costs incurred. **Failure to successfully complete and/or pass more than two rotations is grounds for dismissal from the program.**

End of Rotation ™ Examinations and Internal Medicine Objective Structured Clinical Examinations

End of Rotations™ (EOR) examinations are given for seven of the core, required clinical rotations. Students will complete an Internal Medicine (IM) Objective Structured Clinical Examination (OSCE) in place of the EOR during their first IM rotation. During the student's second IM rotation, they will complete the IM EOR. EORs and OSCEs are given on the Recall Day of that rotation and comprise 40% of the rotation grade. Each exam or OSCE must be successfully passed with a minimum score of 70% to successfully complete the rotation. Students will be allowed one retake of the failed EOR examination or IM OSCE to successfully complete the rotation.

If a student does not pass an EOR or IM OSCE with a minimum score of 75%, the student will participate in a faculty-developed remediation process as described in the Remediation section of this manual.

Only the initial examination or OSCE score will be calculated as 40% of the final rotation grade. If a student fails (< 70%) the Make-Up Examination, the highest possible grade for the course that can be awarded is a C- regardless of calculated overall course grade. Graduate course grades must be ≥ C for successful course completion at the graduate level. As a C- course grade is not considered successful completion, the student will be required to repeat the rotation at the conclusion of the year. The student is responsible for all extra tuition costs incurred. **Failure to successfully complete and/or pass more than two rotations is grounds for dismissal from the program.**

All students will be allowed to retest a maximum of two separate EOR examinations/IM OSCEs (NOT to include the retest). If either of the retests is not successful, then a student has met criteria for course failure. After the second failed INITIAL EOR or IM OSCE, students will be referred to the Student Progress Committee and may be placed in a category for dismissal.

Daily Documentation on Rotations

The program utilizes an electronic logging/monitoring system (E*Value®) for all students on clinical rotations. Students will be responsible for inputting data about duty hours, procedures, types and numbers of patients, conferences, and other educational activities with preceptors that have comprised each day of that rotation. This electronic system captures information that students record, providing documentation/evidence of various activities completed on any given rotation.

Daily logging of patients is considered part of the rotation professionalism grade, which accounts for 10% of the final rotation grade. Daily (E*Value®) logging is required at the end of each working day. All logging for a given week must be accurate and must be submitted to E*Value® by that Saturday by 11:59 pm. A formal email warning will be issued the first-time logging is late, incomplete, or inaccurate. Further logging infractions will result in a 0% given for the professionalism component of that rotation block. A 3rd infraction will result in a professionalism warning and mandate that the student appear before the PA program Student Progress Committee for breach of professionalism. All breaches of professionalism will have consequences, scaled to the seriousness of the offense, ranging from verbal/written warning to dismissal from the PA program.

Clinical Procedural Documentation

Logging clinical procedures is important to the student and the PA program for documenting the numbers and varieties of clinical procedures that the student has either observed or performed. E*Value® provides a mechanism for recording these tasks. Students are encouraged to meticulously document clinical procedures as this information may be necessary for future credentialing and licensing. Students will need to have a qualified health care provider who witnessed the procedure sign off on the procedure for verification.

Rotation Write-Ups

One complete history & physical or progress note write-up is required per rotation (discipline specific). These should be clearly labeled with the Rotation Discipline, Rotation #, and Week #, e.g., (Rotation #3 Week #2 -Surgery). All patient information such as name, initials, hospital identification number, social security number, and/or date of birth should be omitted from the document, which is turned into the program via myCourses. A formal professionalism warning will be issued the first time a write-up is late and a 0% will be given. Further late assignments will mandate that the student be referred to the PA Program Student Progress Committee for breach of professionalism. All breaches of professionalism will have consequences, scaled to the seriousness of the offense, ranging from verbal/written warning to dismissal from the PA program.

Student Site and Preceptor Evaluations

At the completion of every clinical rotation, each student must complete a Student Site Evaluation and Preceptor Evaluation (via E*Value®). This data provides the program with valuable information about the student's opinion of the clinical site, preceptor, and overall educational experience provided at the site. Students are asked to thoughtfully reflect their opinions and provide constructive, professionally written feedback to the program. This data may be provided to the clinical affiliate in anonymous and aggregate form only.

Site Visits

Students on clinical rotations will have site visits, performed by the clinical coordinators and/or other members of the program faculty, frequently throughout the clinical year. Rotation site visits may be conducted in person or via Zoom at the discretion of the clinical coordinators. Students will be notified in advance of the site visit date. It is the student's responsibility to notify the clinical preceptors, in advance, of the upcoming site visit.

Students are also asked to inform the clinical coordinators of their physical location for the day of the site visit, who they will be working with, and when/where to meet. This should be communicated during the second week of their clinical rotation, as directed by the clinical coordinators. It is the student's responsibility to be completely prepared for the site visit. This is important in ensuring quality time spent with program faculty during the site visit. Failure of the student to provide required site visit information by the determined date will result in a professional warning and/or loss of professionalism points based on the number, if any, professional warnings already incurred.

Oral Case Presentation

When students have a site visit by a PA faculty member, each student must be prepared to orally present their submitted H&P. Students must also provide the typed, complete patient history & physical exam write-up at the time of their site visit. Presentations will be evaluated by program faculty. Failure to be adequately prepared to present an oral case presentation will result in a grade of 0% for the presentation.

Failure to be prepared for a site visit on more than one occasion throughout the senior year will require the student to be referred to the PA Program Student Progress Committee. The committee has the authority to:

- Warn student, and/or recommend any remedial activities
- Require the student to repeat the rotation at the conclusion of the year, before receipt of degree
- Recommend a student's dismissal from the program

Recall Days

On the concluding Thursday and Friday of each rotation, students will be required to participate in clinical lectures, case presentations, formal literature/topic review sessions, interprofessional education sessions, and EOR examination. The location of Recall Days may be in person on campus or virtual via Zoom. Attendance for all recall activities is **mandatory,** and tardiness is unacceptable. Any unexcused absence, as determined by the program faculty, may result in a zero for the professionalism component of Professional Practice. Breaches of attendance will result in professionalism warnings as previously outlined.

Summative Evaluation (B3.04a-e)

All fifth-year PA students must demonstrate that each has the knowledge, professionalism, interpersonal and patient care skills required for entry into the PA profession. This evaluation, facilitated by program faculty, will be done within four months before graduation from the program. This summative evaluation will comprise assessments in the following areas: interpersonal skills, professional behaviors, clinical reasoning and problem-solving abilities, clinical technical skills, and medical knowledge. Interpersonal skills, professional behaviors, and clinical reasoning and problem-solving

abilities are assessed during simulated patient scenarios. The clinical technical skills are assessed in practical format. Medical knowledge is assessed using a standardized, computer-based, summative written examination (End of Curriculum exam) provided by the PA Education Association (PAEA). The cost for each student is currently $99.00.

Successful completion of each assessment component is defined as achieving a “pass” for pass/fail components. A “pass” for the End of Curriculum exam is defined as achieving a 1450 (Satisfactory Medical Knowledge) or above. If students do not successfully complete any of the components of the summative evaluation, remediation and re-assessment will be initiated. A student will be provided remediation and re-assessment up to two additional attempts. If a student does not successfully complete all components in the summative evaluation, the student will be referred to the PA Program Student Progress Committee to determine an appropriate remediation plan. The summative evaluation is not incorporated into a specific course; therefore, a final grade is not rendered. Successful completion of each component is required to graduate from the PA program.

VII. University Policy and Procedures

Discrimination and Harassment

RIT Title IX Statement

RIT is committed to providing a safe learning environment, free of harassment and discrimination as articulated in our university policies located on our governance website. RIT's policies require faculty to share information about incidents of gender-based discrimination and harassment with RIT's Title IX coordinator or deputy coordinators when incidents are stated to them directly. The information you provide to a non-confidential resource, which includes faculty, will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek resolution. Even RIT Offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible.

If an individual discloses information during a public awareness event, a protest, or advocacy event, RIT is not obligated to investigate based on this public disclosure. RIT may however use this information to further educate faculty, staff and students about prevention efforts and available resources.

If you would like to report an incident of gender based discrimination or harassment directly you may do so by using the online Sexual Harassment, Discrimination and Sexual Misconduct Reporting or anonymously by using the Compliance and Ethics Hotline. If you have a concern related to gender-based discrimination and/or harassment and prefer to have a confidential discussion, assistance is available from any of RIT's confidential resources (listed below).

RIT Counseling and Psychological Services 585-475-2261 (V) 585-475-6897 (TTY) www.rit.edu/counseling

RIT Student Health Center 585-475-2255 (V) www.rit.edu/studentaffairs/studenthealth

RIT Ombuds Office 585-475-7357 585-475-6424 www.rit.edu/ombuds/contact-us

NTID Counseling and Academic Advising 585-475-6400 https://www.rit.edu/ntid/caas#contact-us

Spirituality and Religious Life 585-475-5932, email SRL@rit.edu: www.rit.edu/studentaffairs/religion

Statement on Commitment to Community

RIT has developed https://www.rit.edu/policies/p050 for all community members. RIT through its policies and practices is responsible for building an environment where membership in the community allows for faculty, staff and students to reach their fullest potential, both professionally and personally. RIT is committed to the development, administration and interpretation of policies and procedures in a way that is consistent with our commitment to community and is in compliance with federal, state and local laws. RIT's policies and procedures are administered in a way that supports fair treatment for all faculty, staff, students, and the RIT community at large.

Academic Grievance

The College of Health Sciences and Technology follows the Institute procedures in a case where a student believes that a faculty member has improperly evaluated the student's work or has infringed

upon the student's academic freedom, or in case any member of the academic community believes that a particular student has performed an act of academic or behavioral dishonesty or misconduct. Any student who feels that they have not been treated properly in any way needs to attempt to correct the situation with the individual(s) directly involved first. It is sincerely hoped that you will never be involved in this procedure; but if you are, the program Director or Department Head will familiarize you with the specifics of this policy.

Student Conduct Process

Information regarding the Student Conduct Process for the university can be found at: https://www.rit.edu/studentaffairs/studentconduct/.

Withdrawal and Refund Policy

Information regarding the withdrawal and refund policy for the university can be found at: https://www.rit.edu/academicaffairs/policiesmanual/d060 .

Emergency Closing Procedures

Because of the large resident student population and to minimize interruptions to the academic calendar, every effort is made to keep the university open. The capacity of Facilities Management Services to meet an emergency is the major factor considered. In the case of severe weather conditions, the safety of the faculty, staff and students will also be a major factor considered. The following procedure will be implemented in the case of an emergency closing of the university or cancellation of classes.

Please note that cancellation of classes differs from the closing of the university. When conditions warrant the cancellation of classes, an effective time of cancellation will be determined. This situation will affect classes only and not work or rotation schedules. Should a student be unable to safely attend their clinical rotation due to weather conditions, the student must follow the "Attendance at the Clinical Site" policy. An emergency closing of the university, on the other hand, means that only designated personnel will be asked to remain or to report to work. The RIT University Closing Procedure can be found at https://www.rit.edu/emergency-information

Student Access and Referral to Personal Support Services (A3.07)

The RIT Physician Assistant Program is committed to supporting student wellness and maintaining timely access and referral to services addressing personal issues (e.g., mental health, physical health, financial stress, family emergencies) that may affect academic or professional progress.

Services Available & Contact Procedures

A. Psychological & Mental Health Support

- RIT Counseling and Psychological Services (CaPS):
    - Services Offered: Individual counseling, group therapy, crisis intervention, and mental health referrals.
    - Location: August Center, Building 23, Suite 2100, 2nd Floor

- Contact & Appointments: Call (585) 475-2261 during office hours (Monday, Tuesday, Thursday and Friday, 8:00 AM – 4:30 PM). Wednesday, 9:30 AM - 4:30 PM
- You can use TigerChat TigerChat | Center on Access Technology | RIT
- Patient Chat is a live chat available on the student Wellness Portal
- Timely Access / Urgent Care: Urgent drop-in appointments are available daily for students in acute distress. Call CaPS at 585-475-2261
- **24/7** CaPS After-Hours Mental Health Line: 1-855-436-1245
- Public Safety: Call 585-475-333 or Text 585-205-8333
- Suicide and Crisis Lifeline (Phone/Videophone/Text): 988
- Visit: Urgent Care Services | Counseling and Psychological Services | RIT

B. Medical & Personal Health Services

- RIT Student Health Center:
  - Services Offered: Primary care, acute illness evaluation, and health referrals.
  - Location: August Center, Building 23, 1st Floor
  - Contact & Appointments: Call (585) 475-2255, email studenthealth@rit.edu or schedule via the Student Health Portal.
  - Fall & Spring Semester Hours: Monday-Thursday, 8:00AM - 7:00PM, Friday, 8:00AM - 4:30PM, Closed on Saturday and Sunday
  - Summer & Break Hours: Monday - Friday, 8:00AM - 4:30PM, closed on Saturday & Sunday
  - After hours care: contact 585-475-2255 and select the nurse advice option, or **call 911**
  - Patient Chat is a live chat available on the student Wellness Portal Monday-Friday from 9:00am - 4:00pm.
  - Emergency: call Public Safety at 585-475-3333 or text 585-205-8333 or call 911
  - Year-Round Access: For students on clinical rotations during academic breaks or summer sessions, telehealth appointments or local health network referrals are available.

C. Academic, Disability, & Personal Accommodation Services

- Disability Services Office (DSO):
  - Services Offered: Academic accommodations for temporary or permanent conditions.
  - Contact: Call (585) 475-2023 or email dso@rit.edu or use TigerChat TigerChat | Center on Access Technology | RIT

- Log in to MyDSO Student Portal
- Office hours are Monday-Friday from 8:00am - 4:30pm located in the Student Alumni Union (SAU), 1150

Procedures for Access and Referral

1. Direct Student Access: Students may independently access any of the resources above at any time without program intervention or disclosure.
2. Faculty / Program Referral Procedure:
    - If an academic advisor, faculty advisor, course instructor, or clinical coordinator or other member of the PA program or university identifies that personal issues are impacting a student's performance, the student's assigned faculty advisor will meet with the student within 24 to 48 hours.
    - The faculty member will provide direct contact information and assist the student in connecting with CAPS, Student Health, or appropriate community/clinical resources.
    - Referrals are made confidentially. Personal health and counseling records are strictly maintained outside of PA program files.

Timely Access During Clinical Rotations (SCPEs)

Referred to Case management

- Students on clinical rotations outside the immediate campus area maintain 24/7 access to RIT CaPS tele-mental health resources, and should use the same contact information as the didactic students (see above). They will be referred to a case manager, who will initiate access to telemedicine/virtual care.
- Students on clinical rotations outside the immediate campus area that need **urgent or emergent in-person medical medical or mental health care** should call 911 or proceed to the closest urgent care center or emergency department.
- If non-urgent/emergent local, in-person care medical or mental health care is required, the student should utilize the same CaPS and Student Health Center contact information as the didactic students (see above).

Academic Support Services

Academic student services are provided in many areas across campus and are available to all RIT students. The Wallace Center has become the physical and intellectual heart of the university and has since added the University Writing Commons and the Innovative Learning Institute (ILI).

Student Academic Support offers a wide range of programs and services to support student success including the Academic Success Center, College Restoration Program, Disability Services Office, English Language Center, Higher Education Opportunity Program, Spectrum Support Program. University-wide Resources for Students www.rit.edu/myrit https://www.rit.edu/studentlife/edge https://www.rit.edu/academicsuccesscenter/

The Center for Experience and Growth offers Academic Coaching, which is a free service that introduces students to more effective learning and study strategies. Students work 1:1 with a Student Support Specialist to enhance time management and study habits as well as learn of important resources on campus. Academic Coaching utilizes an individualized approach helping students identify academic strengths and strategies that aid in learning. Students can find out more at https://www.rit.edu/studentlife/edge

Public Safety

Ensuring the safety and security of the RIT community and its environment requires a well-trained and fully committed professional team sensitive to the diverse needs in our community. Public Safety provides a wide variety of security services and prevention programs to the campus community. We encourage everyone to take responsibility for their safety by staying informed of these services and reporting suspicious activity. Although each individual is ultimately responsible for his or her own personal safety, learning and practicing basic safety precautions can enhance one's well-being. In responding to the needs and challenges in our community we encourage a comprehensive approach that embraces collaborative partnerships working in harmony to ensure safety on our campus. Public safety can be contacted at (585) 475-3333 in cases of emergency. Further information can be found on their website: http://www.rit.edu/fa/publicsafety/.

RIT Libraries

RIT Libraries offers a wide array of valuable resources to all students, including printed medical textbooks and online subscription services, such as UpToDate. The library does not allow any special privileges for students on clinical rotations; therefore, any fines accrued must be paid in a timely period. This means that if you take a book out for a research project at the beginning of the semester, and you did not return it until the end of the semester because you were "too busy", "on-call", or "forgot" and could not make it to the library, you alone are responsible for the fine expense. Degrees are not awarded until all unpaid balances/fines are paid in full. https://www.rit.edu/library/

Transportation and Parking

During the professional phase of the program, the student can expect to be off campus a portion of the time. The student is responsible for transportation during these years. Because of this, a vehicle is recommended for the professional phase of the program, and certainly during the fifth year. Parking fees may be incurred as students begin clinical training in hospitals. Car-pooling is recommended, when applicable. Additionally, the student is responsible for parking costs for on-campus activities during the clinical year. RIT parking rates are subject to change and can be viewed at: https://www.rit.edu/parking/

Information Technology

All students must be proficient with various forms of basic computer software and technologies. Students needing assistance in these areas are referred to the RIT Service Center.

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VIII. Summary of Costs (A3.11f)

These calculations are current estimates but are subject to change. These figures will focus mainly on the professional phase of the program, since these are the years of additional general expenses.

PA Program costs and fees: https://cdn.rit.edu/web/sites/default/files/inline-files/Summary%20of%20Costs%20PA%20Program%2026-27.pdf

Summary of costs (professional phase): https://cdn.rit.edu/web/sites/default/files/inline-files/Summary%20of%20Costs%20Professional%20Phase%2026-27%20.pdf

IX. Technical Standards for Candidates and Students for the Physician Assistant Program (A3.12e)

All candidates and students for the Physician Assistant (PA) program must possess certain capabilities and skills, with or without reasonable accommodation. These include the intellectual ability to learn, integrate, analyze, and synthesize data. They must have functional use of the senses of vision, hearing, and equilibrium. Their exteroceptive (touch, pain, temperature) and proprioceptive (position, pressure, movement, stereognosis, and vibratory) senses must be sufficiently intact to enable them to carry out all activities required for a complete PA education. Candidates must have motor function capabilities to meet the demands of PA education and the demands of total patient care. The candidate for the PA program must possess the following capabilities and skills:

I. Observation: The ability to observe is required for demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiological cultures, microscopic studies of microorganisms and tissue in normal and pathologic states. Candidates and students must be able to observe patients accurately and completely, both at a distance and closely. This ability requires functional vision and somatic sensation and is enhanced by a sense of smell.
II. Communication: Candidates and students should be able to speak intelligibly, to hear sufficiently and to observe patients closely in order to elicit and transmit information, describe changes in mood, activity, and posture, and perceive non-verbal communications. The candidate must be able to communicate effectively and sensitively with patients including not only speech, but reading and writing. Communication in oral and written form with the health care team must be effective and efficient.
III. Motor & Sensory Functions: Candidates and students should have sufficient motor function to elicit information from patients by palpation, auscultation and percussion, as well as carry out diagnostic maneuvers. A candidate should have motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium, and sensation.
IV. Intellectual-Conceptual, Integrative, and Quantitative Abilities: Problem solving is a critical skill demanded of PAs and this requires all these abilities. Candidates and students must also be able to comprehend three dimensional relationships and the spatial relationships of structures.
V. Behavioral and Social Skills: Candidates and students must have the emotional health to fully use their intellectual ability, exercise good judgment, and complete all responsibilities attendant to the diagnosis and care of patients.

The practice of medicine requires physician assistant candidates and students be able to develop mature, sensitive, and effective relationships with patients and colleagues. To provide high quality patient care, physician assistant candidates and students must possess characteristics of adaptability, flexibility, and be able to function in the face of uncertainty. The healthcare environment requires candidates and students be able to tolerate physical and emotional stress and continue to function effectively and efficiently. He/she must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values. Candidates and students must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.

Candidates for admission to the PA program are encouraged to ask questions about the program's technical standards for clarification and to determine whether they can meet the requirements with or without reasonable accommodation. Any information and inquiries about disabilities are handled in a confidential manner, to the extent possible within the accommodation process, and should be directed to the RIT Disability Services Office.

The Physician Assistant program faculty recognizes its responsibility to present candidates and students for the PA degree that have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of high quality patient care. The responsibility for these technical standards is primarily placed on the PA Program Interview Committee to select entering PA students who will be the candidates for the PA degree.

https://medschool.duke.edu/education/health-professions-education-programs/physician-assistant-program/admissions/duke-school

X. Code of Ethics of the Physician Assistant Profession

* Reprinted with permission from The American Academy of Physician Assistants

The American Academy of Physician Assistants (AAPA) recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible health care services. The following principles delineate the standards governing the conduct of physician assistants in their professional interactions with patients, colleagues, other health professionals and the general public.

Realizing that no code can encompass all ethical responsibilities of the physician assistant, this enumeration of obligations in the Code of Ethics is not comprehensive and does not constitute a denial of the existence of other obligations, equally imperative, though not specifically mentioned.

Statement of Values of the PA Profession (updated 2024)

aapa.org/download/56983/?tmstv=1707772453

- PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- PAs recognize and promote the value of diversity.
- PAs treat equally all persons who seek their care.

- PAs hold in confidence the information shared in the course of practicing medicine.
- PAs assess their personal capabilities and limitations, striving always to improve their medical practice.
- PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine. PAs assess their personal capabilities and limitations, striving always to improve their practice of medicine.
- PAs work with other members of the health care team to provide compassionate and effective care of patients.
- PAs use their knowledge and experience to contribute to a healthy community and the improvement of public health.
- PAs respect their professional relationship with all members of the healthcare team.
- PAs share and expand clinical and professional knowledge with PAs and PA students.

RIT PA PROGRAM STUDENT TIME OFF REQUEST FORM

SECTION 1: STUDENT INFORMATION

	Student Input
Student Name	
Email Address	
Date of Request	

SECTION 2: REQUEST DETAILS

	Request Information
Date(s) of Requested Absence	
Total Number of Days/Hours	
Course(s) Affected (list all)	
Course Instructor(s)	

Reason for Request (Select One):

[ ] Personal Illness

[ ] Personal or Family Emergency

[ ] Religious Observance

[ ] NCAA Team Event Participation

[ ] Inclement Weather / Unforeseen Circumstances

[ ] Other Pre-Approved Situations (Specify below)

Explanation / Supporting Details:

Provide any necessary context or documentation details below:

SECTION 3: ACADEMIC & EXAM POLICY ACKNOWLEDGMENT

Check each box to acknowledge program policy:

[ ] **No Blackout Conflicts:** I confirm this request does **not** conflict with scheduled OSCEs, final exams, or summative evaluations.

[ ] **Exam Make-Up Agreement:** If an exam falls during this proposed absence, I agree to complete it **prior to the absence** or **within one business day of return**, as determined by the course instructor.

[ ] **Make-Up Time Requirement:** I understand that any missed instructional or lab time may be required to be made up at the discretion and schedule of the course instructor.

[ ] **Conditional Approval:** I acknowledge that submission of this form does **not** guarantee approval.

Student Signature: _____ Date: _____

SECTION 4: INSTRUCTOR & PROGRAM APPROVAL

1. Course Instructor Review

Action: [ ] Approved [ ] Denied

Exam Make-Up Plan (if applicable): _____

Required Make-Up Hours/Assignments: _____

Instructor Signature: _____ Date: _____

Action: [ ] Approved [ ] Denied

Exam Make-Up Plan (if applicable): _____

Required Make-Up Hours/Assignments: _____

Instructor Signature: _____ Date: _____

Action: [ ] Approved [ ] Denied

Exam Make-Up Plan (if applicable): _____

Required Make-Up Hours/Assignments: _____

Instructor Signature: _____ **Date:** _____

Action: [ ] Approved [ ] Denied

Exam Make-Up Plan (if applicable): _____

Required Make-Up Hours/Assignments: _____

Instructor Signature: _____ **Date:** _____

2. Program Director Review

Action: [ ] Approved [ ] Denied

Comments/Conditions: _____

Program Director Signature: _____ **Date:** _____

AGREE and ABIDE FORM

ROCHESTER INSTITUTE OF TECHNOLOGY
PHYSICIAN ASSISTANT PROGRAM
COLLEGE OF HEALTH SCIENCES AND TECHNOLOGY

POLICY AND PROCEDURAL GUIDELINES

This manual outlines policies and procedures for students enrolled in the Rochester Institute of Technology Physician Assistant (PA) program. Students should familiarize themselves with all content and initiate a discussion with the Program Director with any questions or concerns that may arise. Ultimately it is the student's responsibility to seek answers to any questions or concerns regarding the following material. This manual may be periodically updated or amended. Should this occur, the student will be notified. This student agreement form must be signed and returned to the program Staff Assistant as soon as possible.

STUDENT AGREEMENT

I have read the policies, rules, and regulations for the Rochester Institute of Technology Physician Assistant program contained in the 2025-2026 Physician Assistant Program Student Policies and Procedures Manual.

I agree to abide and follow procedures and guidelines outlined by the University and the PA program, including the PA program and RIT Honor Code and the PA program Technical Standards.
I understand that ethical conduct is one of the most important attributes of a competent healthcare professional. I further understand that sharing or disseminating protected materials, such as quizzes/exams, written papers or assignments, C-print, or verbally sharing exam material in the form of questions, answers, or content is considered a violation of academic policy, the PA Honor Code, and may deprive my future patients of the quality health care they deserve.
During examinations, assessments and/or assignments; I will not use any outside source of information, including but not limited to, books, computers, tablets, websites, calculators, journals, or help from another person via phone or in person, unless approved, in advance, by the instructor.
I understand if a student is found guilty of some form of academic dishonesty, the student could be given a failing grade for that piece of work and/or the course. Any such actions may lead to disciplinary action and be grounds for automatic dismissal from the PA program.
It is the responsibility of each student to schedule meetings with their academic advisor at least once during each academic term. Students are strongly encouraged to seek counsel from program faculty in any situation regarding academic struggle or difficulty. Meetings with academic advisors will enable the student to avoid unnecessary course work and/or delays in completion of the program.

_____ _____
Student Name (Printed) Student Signature

_____ _____
Class Year Date Signed