



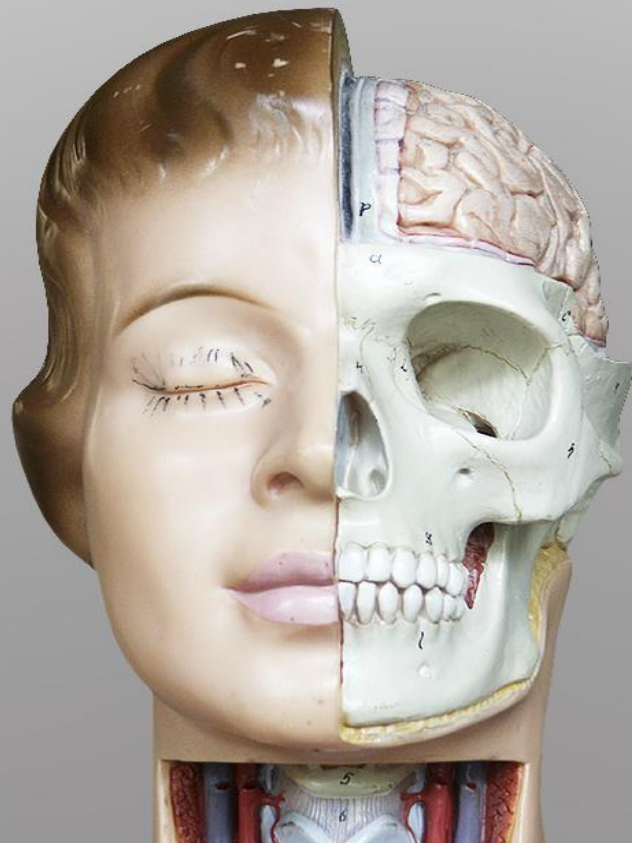
## Physician Assistant Program Student Manual (Revised 01/2023)

The PA Program Student Manual contains general program guidelines, policies and information regarding resources that are applicable to all MPAS students.

Faculty will go over the Manual during Program Orientation in January, but it is the student's responsibility to read the Manual in its entirety. Electronic copies are posted on Canvas, the SJB Website, and EVALUE.

Minor revisions to the Manual may be necessary during the academic year. Students will be notified of those revisions and revised copies of the Manual will be posted as mentioned above and will act as the current edition, superseding all previous editions

Accredited by ARC-PA



## ERRATUM

### PA Student Handbook page 93, Immunizations - Erratum

In the January 2023 edition of the PA Student Handbook page 93 (now page 94) the immunization policy was incorrectly cited in the section titled Immunizations. The error has been rectified in the print, and also on the online and print PDF and HTML copies.

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## WELCOME CLASS OF 2025

**San Juan Bautista School of Medicine Master of Physician Assistant Studies Program (the PA Program)** congratulates you on your acceptance into the class of 2025 and into the first accredited PA program in Puerto Rico! We are excited that you have decided to take this next step toward achieving your educational and career goals with us.

Your acceptance into the PA Program gives you an opportunity to acquire an excellent medical education, leading to a profession that is held to ambitious standards and levels of competencies. You will be asked to dedicate the next 28 months to an intensely structured learning program. This program is designed to build upon both the academic and clinical backgrounds you have previously developed prior to being accepted into our program. You will learn all the necessary attributes to succeed in a profession which provides high-quality health care in various disciplines of medicine. We are committed to your success, and we will guide you in your studies as you take on the role of becoming an advocate and leader in the Physician Assistant profession. Each of you have a monumental role in representing and introducing the role of a **Medico Asistente** (title given to the profession in Puerto Rico under the Law 71 of August 5, 2017) to the medical community in Puerto Rico!

The purpose of the **Physician Assistant Student Manual (the Manual)** is to function as a reference for the policies and procedures of the Institution and the PA Program. Applying this information throughout your education will help you navigate the PA Program successfully; however, please understand that changes in structure and policies may occur. If this should happen, you will be provided with the updated information as it is available.

The Institution has developed regulations that establish the foundation for academic performance and policies across the campus. The PA Program has developed additional regulations to which all PA students must adhere to ensure respect and professionalism when interacting with patient and their families as well as other healthcare professionals. Additionally, the PA Program has adopted specific technical standards that were developed by the **Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)**.

As a student in the PA Program, you are expected to comply with each of these regulations, standards and policies. The ARC-PA is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards. All aspects of the Program are evaluated on an ongoing basis and appropriate changes are made to maintain compliance with the ARC-PA standards.

The Program's goals are to educate and train skilled health care professionals who provide quality health care while keeping patient safety at the forefront. We offer a robust curriculum that prepares PA graduates to successfully enter the health care profession. One of the many important skills you need to develop to be an effective PA is the ability to communicate with your patients, their families, and the health care team. We provide you with opportunities to

develop these skills through written and oral exercises.

Cultivating your empathy, humility, and cultural competence is an ongoing lifelong lesson. You will be given opportunities to build these skills through clinical case scenarios, role-playing, collaborating with standardized patients and being exposed to a diverse patient population during your clinical rotations in various settings. You will continue to build on your cognitive, professional, and technical skills throughout your time with us and well after you graduate.

The journey will challenge you physically and emotionally and will push you to your limits. You will discover your strengths and weaknesses. The faculty and staff understand these challenges and are there to guide and support you in any way we can. You enter the Program with a solid science foundation, health care experiences, and many other abilities. You also bring with you the life experiences that will help you cope with the extremely rigorous and demanding work that lies ahead of you in these next 28 months. This may be more than adequate, but there will be times you are truly tested. Therefore, I want to stress on one important thing... if needed, reach out for help and support as soon as possible. Often, a quick chat with one of us can be all it takes. At other times, it may be more involved. No matter the circumstance, the faculty and staff are here to support you on this journey. If we are unable to help, we will direct you to someone who can. Your success is ours and we are in it with you for the long haul.

As an integral part of the health care team, we as PAs have an enormous responsibility to our patients, their families, and our colleagues. As a program, we in turn have been given the responsibility to make certain that we educate and graduate PAs who are competent as new graduates and do no harm when they enter the workforce.

We take this extremely seriously. The Program will provide you with the guidance, skills, and tools you require to succeed. Finally, it is up to you to make sure you live up to the responsibilities and standards of the profession as we break new ground in Puerto Rico.

This Student Manual is one of the many resources available to guide you through your PA education. Please take the time to read its contents thoroughly so you are aware of the program and professional expectations and responsibilities as well as all that is available to you at SJB.

**Welcome to the  
SJBSM MPAS Program and Puerto Rico!**

## ACCREDITATION STATUS

At its **2021 September** meeting, the **Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)** placed the **San Juan Bautista School of Medicine Physician Assistant Program** sponsored by **San Juan Bautista School of Medicine** on **Accreditation-Probation** status until its next review in **2023 September**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance.

Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at

<http://www.arc-pa.org/accreditation-history-san-juan-bautista-som>



*Accreditation Review Commission on Education  
for the Physician Assistant, Inc.*

### **Middle States Commission on Higher Education (MSCHE)**

The Program has been approved by the Middle States Commission on Higher Education as of 2020.



### ***Oficina de Registro y Licenciamiento de instituciones de Educación (ORLIE)***

The Puerto Rico Council on Education authorized the San Juan Bautista School of Medicine to offer a Master of Physician Assistant Studies (MPAS) as of 2020.



Departamento de Estado  
Oficina de Registro y Licenciamiento  
de Instituciones de Educación

## INCLUSIVITY

### Non-discrimination statement

San Juan Bautista School of Medicine (SJBSM) does not discriminate in admission or access to, or treatment or employment in, any program or activity based on age, creed, gender identity, national or ethnic origin, race, sex, sexual orientation, religion, disability, or color. For inquiries concerning accommodations, the application of regulations prohibiting discrimination and other related procedures contact:

Accessibility Services  
Yaidy L. Cruz, M.Ed.  
Student Program Coordinator  
Luis A. Ferre Highway Exit 21  
Turabo Gardens, Caguas PR 00726  
1 (787) 743-3038 Ext. 233, 212

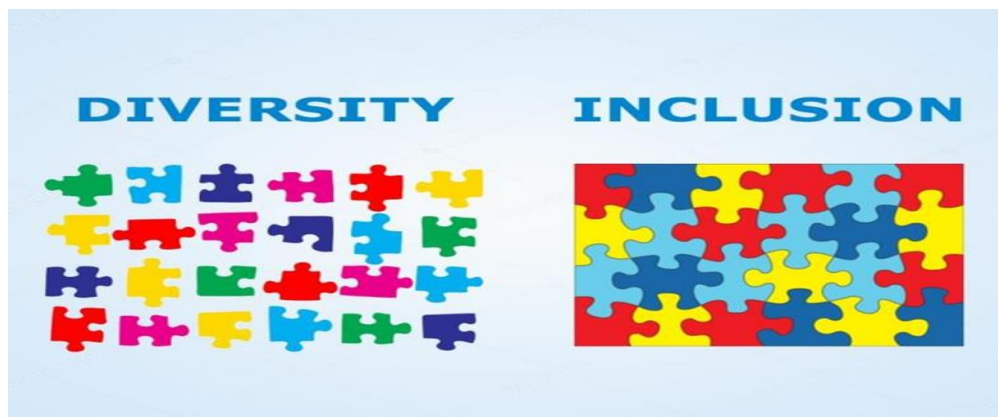
Title IX  
Yolanda Miranda, Psy.D.  
Associate Dean Student Affairs  
Luis A. Ferre Highway Exit 21  
Turabo Gardens, Caguas PR 00726  
1 (787) 743-3038 Ext. 255, 256

### Diversity and Inclusion Statement

We embrace diversity in its broadest forms, encompassing and exploring the dimensions of not only racial and ethnic diversity, but also sex, gender, gender identity, sexual orientation, religion, disability, and socioeconomic background. A fundamental goal of SJBSM is fostering a climate where all members of the faculty, student body, and staff experience a true sense of belonging, respect, and a feeling that they matter. It is only with a commitment to diversity that the mission and vision of SJBSM can be realized.

### Diversity Statement

SJBSM shall provide equal access to and opportunity in its programs, facilities, and employment and seeks to attain a diverse learning environment through the recruitment, enrollment, hiring, and retention/graduation of students, faculty, and staff that reflects our current world.



## SJBSM COVID-19 NOTIFICATION

San Juan Bautista School of Medicine (SJBSM) is actively committed to creating awareness about COVID-19 and promoting a safe environment for all. We are sharing basic information provided by the Centers for Disease Control and Prevention (CDC) regarding the nature of COVID-19 as well as safety measures to consider daily and when traveling. We encourage students and personnel to abide by CDC regulations and the Puerto Rico Health Department to be safe, provide clear information to others, and help identify patients at risk.

In its commitment to ensuring a safe environment for faculty, administrative staff and students, SJBSM has set forth a prevention plan that requires all members of the SJBSM community to comply with. The prevention and protection measures during the COVID-10 pandemic are as follows:

- General prevention measures:
  - Avoid close contact with sick people.
  - Cover your nose and mouth with a tissue when you cough or sneeze, and then discard it in the appropriate container. Another strategy to observe is covering your mouth and nose with your forearm when coughing.
  - Avoid kissing people with catarrhal symptoms or sick appearance.
  - Avoid touching your eyes, nose, or mouth.
  - Wash your hands with soap and water for about 20 seconds or use hand sanitizers frequently.
  - Clean and disinfect objects or surfaces that are frequently touched in your work or study area.
  - Stay home if you are sick, except to seek medical attention.
  - Do not travel to countries with active outbreaks of COVID-19 (Advisory Level 4), according to emergency notifications for Travel.State.Gov.
  - Stay informed through the Centers for Disease Control (CDC), the Puerto Rico Department of Health, and the SJBSM official webpage for updates.
  - Students at clinical sites must contact their immediate supervisors and request a copy of the site's COVID protocol.
  
- Prevention measures for members who have visited countries with active outbreaks of COVID-19:
  - The student or member of the university community should not attend in class lectures, in person labs, centers of practices, hospitals, work area, etc.
  - You must remain in quarantine in your home as instructed by the institutional policy: [https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2020-01\\_San\\_Juan\\_Bautista\\_School\\_of\\_Medicine\\_Institutional\\_Policies\\_and\\_procedures\\_COVID-19.pdf](https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2020-01_San_Juan_Bautista_School_of_Medicine_Institutional_Policies_and_procedures_COVID-19.pdf)
  - **You should communicate by email, by phone or in some safe way with your instructor if you are a student, or clinical preceptor if you are on rotations, as well as the Program Director (PD).**



- If you have symptoms of fever, dry cough and/or respiratory distress, you should seek medical attention, following health protocols established by the Puerto Rico Department of Health.
- Prevention measures for members who develop signs and symptoms associated with COVID-19:
  - Proceed to the nearest Emergency Room and follow the protocol established by the Puerto Rico Department of Health.
  - Students must present medical certification and will receive a modified study plan, based on individual need and circumstance.
  - A copy of COVID positive tests must be submitted to the Deanship of Student Affairs in compliance with the Department of Health.
  - Faculty and/or administrative staff who must quarantine must present medical certification and time out will be adjudicated as medical leave. A copy of COVID positive tests must be submitted to Human Resources in compliance with the Department of Health.
- Prevention measures for traveling include:
  - Trips to countries that are under Alert Levels 3 and 4 are unauthorized due to COVID-19, according to the State Department of the United States of America.
  - Trips to countries that are under a lower alert level are not recommended in accordance with the State Department and each case will be evaluated individually.
  - **All students must inform the Director (PD) immediately if they have traveled to any of the countries under an Alert Level 3 or 4.** In such cases, you are required to deliver a medical certificate that establishes you can return to in person class or clinical rotations.
  - A record of all travels will be kept and shared with the Puerto Rico Department of Health as requested.
- Prevention measures for extracurricular activities:
  - Extracurricular activities will be cancelled, postponed, and or the attendance will be limited depending on further bulletins. SJBSM will inform of the changes that apply.

Reference: Departamento de Salud: <https://www.salud.gov.pr/>

**NOTE: SJBM requires students to have COVID-19 vaccine in compliance with CDC recommendations for health care providers, but recognizes the exemptions stated by the Puerto Rico health Department. Not having COVID vaccine may affect clinical rotations. For more details, refer to Executive Order 2021-01 at:**

### About Us



### Our Institution

The San Juan Bautista School of Medicine (SJBSM) was founded in 1978 with the mission to advance the health of the community by focusing on community medicine and the need for having more physicians serving vulnerable and medically underserved populations. The school was first located in San Juan, the capital of Puerto Rico, which was originally named San Juan Bautista by the Spaniards. On June 22, 1979, it was authorized by the Puerto Rico Council on Education to offer studies leading to the M.D. degree; in 2010, the institution's educational license was amended to include the Master in Public Health (MPH) program and a Bachelor in Science of Nursing (BSN) program. **In 2020 the Puerto Rico Council on Education (now known as ORLIE) reviewed the institutions license and emended it authorizing SJBSM to grant a Master of Physician Assistant Studies.**

The school is a private, non-profit institution, incorporated as such with the Commonwealth of Puerto Rico. A Board of Trustees governs the SJBSM and ensures that the institution fully complies with its mission and vision. The Board is composed of six elected members, and delegates to the President/Dean all actions pertaining to the appointment of deans, faculty, and administrative personnel.

The SJBSM has continued to develop through the years. In 1998, it moved its facilities to the city of Caguas, one of the most important urban centers in Puerto Rico, with a population of 150,000. The city is in the East-Central region of the island, 18 miles south of San Juan, the capital of Puerto Rico. Due to its privileged location, the city is easily accessible through ports and airport facilities, thus permitting fast and convenient transport. This location facilitates commercial, individual and tourist expansion activities.

Public Law 136 (July 17, 2006) created the Central Regional Academic Medical Centers (CRAMC) in Puerto Rico. CRAMCs are organized to support accredited medical schools in providing clinical experiences to students and assure compliance with the corresponding accreditation standards. CRAMC's facilitate hands-on clinical training in settings with diverse patient populations with varied medical conditions. At the same time, CRAMC's and their surrounding communities and medically underserved have access to quality healthcare services delivered at the academic medical center. SJBSM and the Mennonite Health System (MHS) have joined efforts to restructure and further develop CRAMC's services and facilities, ensuring the availability of teaching sites for clerkships.

A great deal has changed in the 40+ years since the SJBSM was founded, however, the commitment to serve the community and the medically underserved has not changed.

## MISSION AND GOALS

### **SJBSM Mission**

We are committed to educating a culturally and linguistically diverse generation of physicians and other health professionals. Graduates will have the knowledge, skills, values, and competence to pursue career options in medicine, public health, and nursing, deliver high quality care services, and conduct clinical research. The school's special interest is centered on community health, conducting research on translational community medicine, and on graduating physicians and other health professionals who are responsive to the health needs of underserved and medically vulnerable populations.

### **SJBSM Vision**

To hold a leadership position among the surveyors of quality education in community medicine and primary care to support and strengthen the efforts of state and local government in improving the health conditions and access to care to urban and rural communities.

### **SJBSM PA Program Mission**

The mission of the San Juan Bautista School of Medicine Master of Physician Assistant Studies Program is to educate and graduate capable students to meet the challenges of providing primary health care services as members of the health care team. Our graduates will have the necessary knowledge and skills needed to practice in a variety of clinical and specialty settings. Our Program strives to excel in educating, training, and graduating competent, compassionate, and dedicated Physician Assistants who will serve the health care needs of all people, without exception. Our graduates will have the necessary knowledge and problem-solving skills required for life-long learning, which will enable them to become excellent providers, clinical researchers, valuable members of the health care team, and leaders of our profession.

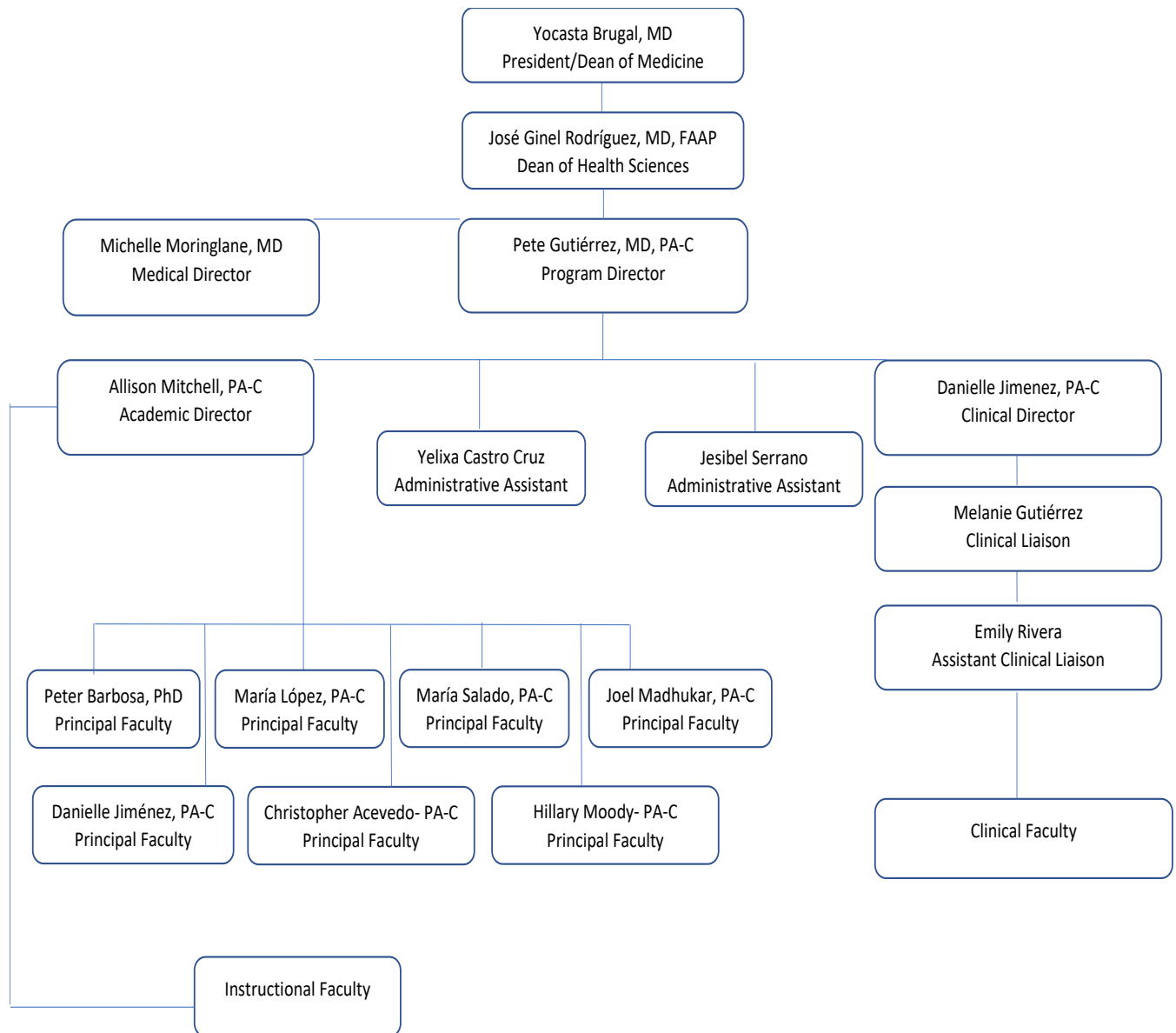
### **SJBSM PA Program Goals**

- Select qualified applicants from diverse backgrounds who will effectively interact with other members of the health care team
- Provide an evidence-based education that fosters life-long learning and scholarly research
- Deliver culturally competent training that will empower students to provide patient-centered care to diverse populations
- Engage all students in community outreach and foster volunteer service to the medically underserved
- Provide students with the essential knowledge and skills to pass the PANCE and deliver high quality health care to the community

## PA PROGRAM FACULTY AND STAFF INFORMATION

Communication between students and faculty is essential for professional development and intellectual growth. Whenever a problem arises, you should contact the Program office as soon as possible. Students must immediately inform the Program of any change in address and/or telephone number to maintain proper channels of communication.

### San Juan Bautista School of Medicine Physician Assistant Program Organizational Structure



## PA PROGRAM CURRICULUM

### **Schedule**

The Physician Assistant program at SJBMS is a twenty-eight (28) month professional curriculum composed of 7 (seven) 15-week semesters organized into a didactic phase, a clinical phase, and a culminating semester.

The academic calendar will be provided to students upon enrollment, and the course /clinical rotation schedules at the beginning of each academic period. Students are expected to be available to the Program between the hours of 8:00 AM and 8:00 PM, Monday through Friday (except official holidays), during each semester and regardless of the academic schedule. Classes will not be scheduled during the lunch hour, between 12:00 to 1:00 PM. Some academic activities may be scheduled over weekends. The published schedule will have those dates included.

### **Didactic Phase**

The didactic phase consists of a lock-step curriculum divided into three (3) consecutive semesters spanning twelve (12) months. Courses are typically scheduled Monday through Friday between the hours of 8 am - 8 pm. Class times may vary, based on the availability of instructors. Classes and exams may also be scheduled on weekends, whenever required.

### **Clinical Phase**

The clinical phase of the Program is divided into three consecutive semesters consisting of three Supervised Clinical Practice Experiences (SCPEs), also known as rotations, in each semester. Students will be assigned to a total of nine rotations; eight core/required and one mandatory elective rotation.

SCPEs take place in hospitals, clinics, or private settings. Each rotation will last approximately five weeks and requires students to be present for a minimum of 32 hours per week and no less than 200 hours over the course of the rotation. Travel is required to attend some of the clinical rotations and entails a full-time commitment.

### **Culminating Semester**

All students will be required to take a culminating semester course. Students that qualify will be offered an opportunity to participate in a supplemental clinical rotation during the culminating semester.

Additionally, the culminating semester will include board preparation coursework, the Health Care Delivery Systems course, the Master's Capstone course, the Clinical Skills Summative Evaluation course, and the Community Service course.

## Didactic Phase Sequence of Courses

### Semester 1

In the first semester of the didactic phase, students will receive an extensive basic science education in Anatomy, Physiology, Microbiology and Clinical Molecular Mechanisms of Disease (biochemistry). Students will be taught key healthcare interviewing techniques, develop counseling skills, become familiar with psychosocial aspects of various diseases and responses to stress, and become sensitized to cultural diversity. Integrated in this semester are introductory aspects of pharmacology, health policy, professional practice, and information literacy. The courses in this semester form a foundation which will be reinforced and expanded during the subsequent, didactic phase semesters.

Course #	Course Name	Cr
MPA 3101	Clinical Physiology	4
MPA 3102	Clinical Pharmacology I	1
MPA 3103	Advanced Medical Microbiology/Immunology	3
MPA 3104	Psychosocial, Cultural, and PA Professional Practice Issues in Healthcare	3
MPA 3105	Health History and Physical Diagnosis Skills I	3
MPA 3105L	Physical Diagnosis Skills Lab I	1
MPA 3106	Clinical Molecular Mechanism of Disease	2
MPA 3107	Advanced Clinical Human Anatomy Lecture	3
MPA 3107L	Advanced Clinical Human Anatomy Lab	1
Total		21

### Semester 2

During the second didactic semester, students will sequentially develop their history and physical diagnosis skills and by the end of the Physical Diagnosis sequence, students will demonstrate clinical competence via practical and written exams. Additional courses will strengthen their medical knowledge in pharmacology and pathophysiology, and in the medical sciences of pediatrics, and surgery. The Clinical Medicine courses will focus on each specialty in medicine and other fundamentals.

Course #	Course Name	Cr
MPA 3201	Clinical Pharmacology II	3
MPA 3202	Clinical Pathophysiology	2
MPA 3204	Health History and Physical Diagnosis Skills Lecture II	2
MPA 3204L	Physical Diagnosis Skills Lab II	1

<b>MPA 3206</b>	Pediatric Medicine	2
<b>MPA 3207</b>	Surgery I (General Surgery)	1
<b>MPA 3208</b>	Clinical Medicine I (Cardiology, Pulmonary,Hematology)	4
<b>MPA 3209</b>	Clinical Medicine II (Dermatology, Rheumatology,Ophthalmology)	3
Total		18

### Semester 3

During the third didactic semester, students will continue to perform a focused medical history, conduct both comprehensive and focused physical exams, and present data in both written and oral forms during the Correlative Medicine course. The end of the semester culminates in the evaluation of the student's performance of a full physical examination as well as an end of the didactic year Objective Structured Clinical Examination (OSCE). Students will also expand their medical knowledge in surgery, geriatrics, emergency medicine and continued Clinical Medicine specialties. Students will continue to acquire specific technical skills in medical procedures, such as venipuncture, IV placement, and nasogastric tube placement, among others. Labs are also utilized for instruction in suturing. Finally, students will be oriented to medical research, literature review as well as Health Science Epidemiology and Biostatistics.

<b>Course #</b>	<b>Course Name</b>	<b>Cr</b>
<b>MPA 3203</b>	Essential Diagnostic Modalities and Clinical Procedures	2
<b>MPA 3205</b>	Obstetrics/Gynecology and Women's Health	2
<b>MPA 3301</b>	Surgery II (General Surgery and Orthopedic and Otolaryngologic Surgery)	3
<b>MPA 3302</b>	Geriatric Medicine	1
<b>MPA 3303</b>	Essentials in Emergency Medicine	1
<b>MPA 3304</b>	Clinical Medicine III (Gastroenterology, Neurology, Psychiatry, Nephrology)	4
<b>MPA 3305</b>	Clinical Medicine IV (Endocrinology, Infectious Disease, Correlative Medicine)	2
<b>MPA 3306</b>	Health Science Epidemiology and Biostatistics	2
<b>MPA 3307</b>	Medical Research Methods and Literature Review	3
Total		20

## Clinical Phase Sequence of Courses

Upon successful completion of the didactic phase, students are required to complete the clinical phase of the Program in a variety of professional settings located within the Commonwealth of Puerto Rico. **For electives only**, there is an option to complete this elective rotation on the US mainland per request and approval.

The Clinical phase extends over 12 months and includes 3 semesters (4, 5 and 6). The students will apply their knowledge and skills by participating in supervised clinical practice experiences (SCPEs), commonly known as clinical rotations. In addition to general medical rotations, the students will be exposed to a variety of medical specialty rotations.

Students are assigned to a total of nine clinical rotations which consist of eight required/core rotations and one elective rotation during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks. The Clinical phase extends over 12 months and includes 3 semesters (4, 5 and 6). The students will apply their knowledge and skills by participating in supervised clinical practice experiences (SCPEs), commonly known as clinical rotations. In addition to general medical rotations, the students will be exposed to a variety of medical specialty rotations.

A variety of clinical rotation settings ensures that students will amass a wide range of learning experiences. Working directly with patients, under professional supervision, students will learn to evaluate and treat medical problems in required clinical rotations that include Emergency Medicine, Family Medicine, Internal Medicine, Surgery, Pediatrics, Women's Health, Long-term Care/Geriatrics (if available), Behavioral Health, and one Elective of their choosing. In addition, there are 2 self-directed web-based courses to complete during the clinical phase on Medical Ethics and Healthcare Policy and Evidence-Based Medicine.

All rotations take place in hospitals, clinics, or private practices and entail a full-time commitment during regular working hours. Students may be required to be on-call and may be required to work overnight or weekend shifts, as necessitated by their respective rotation.

### Clinical Phase Sequence

#### Semester 4

<b>MPAC 4401 – 4408</b>	Rotation 1 (Core)	5
<b>MPAC 4401 – 4408</b>	Rotation 2 (Core)	5
<b>MPAC 4401 – 4408</b>	Rotation 3 (Core)	5
<b>Total</b>		<b>15</b>



**Semester 5**

<b>MPAC 4401 – 4409</b>	Rotation 4 (core or elective)	5
<b>MPAC 4401 – 4409</b>	Rotation 5 (core or elective)	5
<b>MPAC 4401 – 4409</b>	Rotation 6 (core or elective)	5
<b>MPA 4301</b>	Medical Ethics and Health care Policy	3
<b>Total</b>		<b>18</b>

**Semester 6**

<b>MPAC 4401 – 4409</b>	Rotation 7 (core or elective)	5
<b>MPAC 4401 – 4409</b>	Rotation 8 (core or elective)	5
<b>MPAC 4401 – 4409</b>	Rotation 9 (core or elective)	5
<b>MPA 4304</b>	Evidence-based Medicine	3
<b>Total</b>		<b>18</b>

## Culminating Semester Sequence of Courses

Students will enter the culminating semester after successful completion of the clinical year. Students must complete a total of forty-five (45) weeks of documented rotations prior to entering the culminating semester. At the end of each rotation, students return for end of rotation exams and *Mini Summative Assessment Tool*. This is known as *Clinical Callbacks*. Each student will also be evaluated in a comprehensive manner by both written and practical cumulative examinations. This is to ensure students meet established program standards regarding knowledge and technical skills competency.

During the culminating semester, (semester 7) students will be involved in several culminating courses which will prepare them for the PA National Certification Examination (PANCE), as well as prepare them for clinical practice as certified physician assistants (PA-C). During the culminating semester, **students will be required to return to campus periodically** for lectures, clinical skills training, case and article presentations, clinical projects, remediation, formative exams, summative evaluations, etc.

At the beginning of the culminating semester, students will be required to take the MPA 4402 Culminating Semester Elective. MPA 4402 has two tracks. In Track 1, students in good academic standing will have the opportunity to enter a second 5-week elective clinical rotation to gain additional clinical experience in an area or specialty of potential future employment (offered on-island only). In Track 2, students who are on conditional academic standing or remediation will have additional academic support to complete outstanding requirements in patient care and in clinical experiences. The 5-week course will use various instructional techniques to enhance the student's medical knowledge, ability to synthesize medical information to demonstrate critical- thinking, communication, and problem-solving skills. Additionally, students will learn the structure of a research project, scientific prose and professional writing style that is appropriate for biomedical fields in composing their Master's Capstone. In MPA 4405, each student must complete an independent study that involves community service to individuals afflicted by physical and/or mental health problems, their families, and friends.

### Semester 7

<b>MPA 4401</b>	Health Care Delivery Systems	3
<b>MPA 4402</b>	Culminating Semester Elective	5
<b>MPA 4403</b>	Clinical Skills/Summative Evaluation	1
<b>MPA 4404</b>	Master's Capstone	3
<b>MPA 4405</b>	Community Service	1
<b>Total</b>		<b>13</b>

### **Required Core Discipline Rotations\***

MPAC 4201 Emergence Medicine

MPAC 4202 Family Medicine

MPAC 4203 Internal Medicine

MPAC 4204 Surgery

MPAC 4205 Pediatrics

MPAC 4206 OB/GYN

MPAC 4207 Long Term Care

MPAC 4208 Behavioral Health

MPAC 4209 Elective Rotation

**\*All core rotations are worth 5 credits**

Students will complete Medical Ethics (MPA 4301), Evidence Based Medicine (MPA 4304) in the clinical year. Students will complete Health Care Delivery Systems (MPA 4401), Clinical Skills/Summative Evaluation (MPA 4403), Master's Capstone Project (MPA 4404), and Community Service (MPA 4405) in the culminating semester. Each student may choose 1 elective and if in good academic standing, 1 culminating semester elective.

### **Specialized Training**

The Infection Control Course, mandated for all health care providers, will be given during the first year of the Program. To comply with state and federal regulations, HIPAA training will also be given during the first semester.

All students must be certified in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) before attending clinical rotations in the second year. Students will be given instruction in all these courses during the third semester. All students are required to attend these activities regardless of their BLS/ACLS certification status.

## ACADEMIC STANDARDS

### Standard Grading System

The following grading system is used by the SJBSM PA Program:

Scores	Letter Grade
89.5 - 100	A
79.5 - 89.4	B
74.5 - 79.4	C
Below 74.5	F

### General Rules

- Satisfactory completion of all courses and/or components in the PA Program requires a minimum score of 75%, unless otherwise stipulated. **Scores less than 75% are considered as failing.**
- The Student Progress Committee (SPC) will evaluate the students' academic records after each semester to determine progression into the next semester.
- An End of Didactic Year Assessment, which includes an End of Didactic Year Examination and an OSCE, is part of MPA 3305 (Clinical Medicine IV), during the third semester. These assessments are used to determine the students' readiness to progress into the clinical year. If a student does not successfully complete these components, they may be offered a course remediation, which may affect their progression into the Clinical Phase of the program.
- The Program reserves the right to determine the students' status based on their academic performance and their professional conduct.

## Didactic Phase Academic Standards and Regulations

### General Rules

- Satisfactory completion of lecture courses requires a **minimum passing score of 75%**
- Satisfactory completion of skills labs (i.e., Physical Diagnosis Skill Labs (MPA 3105L, MPA 3204L and MPA 4403), requires a **minimum passing score of 85%**
- For modular / multi component courses, all course components must be successfully passed to obtain a passing grade for the course. These courses are:
  - Clinical Pharmacology I and II
  - Health History and Physical Diagnosis I and II
  - Physical Diagnosis Labs I and II
  - Surgery I and II

- An overall average of 80% must be maintained at the end of the semester to be considered in Good Academic Standing
- Students who fail to maintain any of the standards stated above shall be referred to the SPC, which will recommend the appropriate course of action to the PD

### **Exam Review Procedure**

Students may review their exams within two weeks of the scores being posted by making an appointment with the didactic administrative assistant, their academic advisor or the academic director who will go over the review process in detail at that time. Certain exams, like summative exams, **are not** available for review regardless of their score.

Examination review procedures are as follows:

- Contestations are ONLY allowed for students who have failed the exam in question
- An exam question contestation form needs to be completed to contest a question. Emails and informal discussion with faculty is not enough to contest an exam question. The form will be available from the didactic administrative assistant during the exam review as well as on CANVAS
- Students will be given access ONLY to INCORRECT examination questions via the exam software being utilized.
- Students will be allotted fifteen minutes' review time per exam.
- Students may not remove an exam from the assigned room during review (for paper exams) and may not take a screenshot, photo or save a copy of the exam during a zoom review.
- Students may not be in possession of cell phones, electronic devices of any kind or form of writing implement.

### **Exam Remediation**

Exam Remediation involves the remediation of a failed exam. A student is only eligible to remediate an exam if they obtained a minimum score of 65% in the original exam. A score lower than 65% is not eligible for remediation. Students eligible for an exam remediation must obtain a minimum score of 80% or higher on the remediation exam. If the remediation is successful, then the highest grade adjudicated for the remediated exam will be a 75%.

A student may remediate one exam per 1-3 credit course and two exams for a course greater than 3 credits. The maximum number of exam remediation's that may be offered are:

- One (1) exam remediation in the core sciences in the 1<sup>st</sup> semester
- Two (2) exam remediation's in each of the 2<sup>nd</sup> and 3<sup>rd</sup> semesters in the didactic year

## Multi Component Remediation

There are several courses in the didactic curriculum which are multi-component and require a passing score in each component to pass the entire course. The following courses are multi-component

- Clinical Pharmacology I and II
  - Health History and Physical Diagnosis I and II
  - Physical Diagnosis Labs I and II
  - Surgery I and II
- 
- When a student fails a component of a multi-component course, they will be given a makeup exam if eligible; the highest score they can attain for the component is a 75%.
  - **History and Physical Examination I** and **History and Physical Examination II**, as well as their corresponding **Labs I and II**, are multi-component courses which offer comprehensive make-up examinations in the **laboratory examination components** only, as explained in detail in the course syllabus. Each laboratory exam must be passed with a score of 85% or higher.
  - Students are also required to meet professionalism requirements. Examples of these are professional attire, demeanor with patients and attitude.
  - A failing score in either the lecture or lab components of multi-component courses will result in the failure of **BOTH** lecture and lab courses.

## Course Comprehensive Make-Up Exams

If the student's overall course score is not 75% by the end of a semester (a failing grade), a **comprehensive course exam** or **equivalent remediation** may be offered to the student. The minimal score for passing the comprehensive course exam is an 85%. The maximum score that will be received in the course is a 75%.

- Eligibility for a course comprehensive make-up exam is not automatic and is at the discretion of the SPC and the PD.
- No student is permitted to take more than **TWO** comprehensive make-up exams each semester.
- Failure of a make-up exam will result in a failure for the entire course.
- Students can only take ONE comprehensive make-up exam in the Core Sciences (if offered) and if the student meets the requirements set forth by the Program. Core Sciences include Anatomy, Physiology, Microbiology, and Clinical Molecular Mechanisms of Disease.
- The SPC, and the PD, will evaluate students' academic status in accordance to regulations and policies.
- Students with a status of Conditional Academic Standing (CAS), Academic Deceleration/Remediation are **not eligible** for a course comprehensive make-up exam unless determined by the SPC.
- When a student fails the comprehensive course exam, the course grade will be recorded as failed. In such cases, the student will be referred to the SPC for further adjudication.

- When a student passes a comprehensive course exam, he/she will progress to the next semester under *Academic Warning*, following a review by the SPC.
- The **failure of one course** in the didactic phase will result in an automatic referral to the SPC with a recommendation for deceleration (see deceleration definition). Deceleration will also subject the student to further educational costs.
- The **failure of two courses** will result in an immediate referral to the Student Evaluation and Promotion Committee (SEPC) by the SPC and PD with a recommendation for dismissal from the program.
- Any unprofessional or unethical behavior in the classroom may result in dismissal from the Program, regardless of academic standing. (Please refer to section titled Professionalism).
- Both, the SPC and the SEPC will consider any factors which the student believes to have affected his/her performance when arriving at a decision.

### **Course Remediation / Deceleration**

*Course Remediation* is a process defined by the PA Program where a student fails a course and is automatically referred to the SPC for adjudication. The overall goal is to identify a struggling student's weaknesses and promote successful progression through the didactic or clinical phases of the Program. In such cases, the student will be decelerated. **Deceleration will automatically place the student as a member of the next graduating class and may delay their graduation date.**

- *Course Remediation* addresses a student's deficiency of knowledge and/or skill.
- Eligibility is based on our *Course Remediation Criteria*, which is listed below.
- The student's weak areas will be identified, and an individualized academic remediation plan will be developed.
- Students will be expected to participate in mandatory remediation sessions, auditing and retaking the failed course.
- Student may also be required to audit courses which are identified by the SPC as crucial to retake.
- *Course Remediation* is mandatory and failure to fully participate may result in failure of the remediation and dismissal from the program.
- *Course Remediation* will result in a delayed graduation.
- No MPA course will be allowed to be repeated more than once and the highest course score obtainable when made up is a 75%.
- If the process is completed successfully, the student will be incorporated into the next graduating class.

Students will enter a *Course Remediation* based on the following early identification criteria:

- Multiple exam and quiz failures
- Overall average below 80%
- Failure of one course or rotation
- Faculty recommendation

### **Considerations for Course Remediation / Deceleration**

The following considerations must be met to be eligible for deceleration/remediation:

- The student has only one course failure
- The SPC determines that the student's deficiencies are rectifiable without dismissal
- Students on *Conditional Academic Standing (CAS)* will not be afforded the opportunity of an *Academic Deceleration* or *Academic Remediation Program/Project* unless determined by the SPC committee and/or the PD

### **IT IS THE FINAL DECISION OF THE SPC AND/OR THE PROGRAM DIRECTOR TO DETERMINE THE STUDENT'S ACADEMIC DECELERATION/REMEDICATION OPTIONS**

#### **Additional Tuition for Failed Courses**

The student may be responsible for additional tuition expense at the current per-credit charge for any course that is repeated.

Any student undertaking an academic remediation project in the form of a comprehensive exam, and who has chosen to register for the following semester of study, should be aware of the possible financial consequence if he/she fails such a project and must withdraw from the upcoming semester.

#### **Auditing Courses**

Any student who is decelerated will be required to audit specifically assigned courses. The SPC will make recommendation for additional classes that the student will be required to audit regardless of prior successful completion.

Student loan deferments may be affected along with financial aid resources. Students will be considered for auditing on a case-by-case basis and are required to be registered for these courses at a zero credit/cost status. <https://www.sanjuanbautista.edu/admissions/financial-aid>

#### **Preclinical Remediation**

*Preclinical Remediation* is recommended when a student meets the criteria shown below. In such cases, the student may be required to participate in a five-week mandatory remediation program. If the students do not satisfy remediation they may be decelerated or dismissed from the Program. Additional information and course syllabi are available in Canvas.

Any or all the following criteria may be used to determine the need for remediation prior to entering the clinical year but is not limited to:

- Students with an overall average below 80%
- Failure of one course, which was successfully remediated
- Failure of the *End of Didactic Examination*
- Requirement of 2 or more *Exam Remediations*
- *Leave of Absence (LOA)* or *Conditional Academic Standing (CAS)*
- Recommendation of the SPC



## Clinical Phase Academic Standards and Regulations

### **Clinical Year Placement Affiliation Agreements Policy**

Students will be assigned to clinical rotation sites with licensed health care preceptors provided by the PA Program. Clinical site placement is determined by a variety of factors including, but not limited to, availability, geographical proximity and student strengths and weaknesses.

Students will be requested to submit preferred site locations to the Clinical Director for consideration during the didactic year. This preferred site request is used to gauge the student's interests in certain medical disciplines and locations and does not guarantee placement at that site. The decision for clinical site assignments is up to the discretion of the Clinical Site Director. There will be no changes in the clinical rotation schedule unless approved by the Clinical Director.

**During clinical clerkships, students are not to be utilized as substitutes for clinical or administrative staff** (ARC-PA Standard A3.06). The maintenance of good relationships with many clinical affiliates requires regular assignments of students. Therefore, students may be assigned to any site, including those requiring travel over toll bridges/roads.

**Students are not required to provide clinical rotation sites.** However, a student may express interest in a new clinical location that has not been previously utilized by the PA Program. Students may request the opportunity to attend new rotation sites. The proposed new rotation site must meet the Program expectations. These expectations will be reviewed during the clinical phase orientation.

The Clinical Director must vet the site to ensure that it meets program standards, and it must be approved by the PD.

All Student Requested Clinical Site (SRCS) rotation paperwork must be discussed with the Clinical Director before any paperwork is submitted to allow vetting, approval, and processing of the proposed rotation site.

SRCS including overseas rotations will not be afforded to students who are on *Conditional Academic Standing* (CAS) or Professional Probation.

The process for approval of elective rotations in the mainland will be conducted as follows:

- All suggestions for non-affiliated rotations must be in written form and presented to the PD/Clinical Director
- Upon approval, students must provide a "letter of intent" by the prospective preceptor indicating that he/she is willing to precept the student in a discipline
- The site will then be reviewed and evaluated for educational suitability by the PD/Clinical Director
- Once approved by the PD/Clinical Director, an affiliation agreement and preceptor

packet a remailed to the suggested rotation

- The rotation approval is complete once a signed copy of the agreement is mailed back to the PA Program

SRCS rotations will only be permitted as an elective rotation. Students MUST return to the main campus for Callback. Students on *Conditional Academic Standing (CAS)* or *Professional Probation* will NOT be permitted an SRCS rotation. If a student is placed on any type of probationary status during the clinical year, the SRCS rotation will be cancelled and changed to an affiliated site. This may result in a delayed beginning in the next clinical rotation.

### **Rotation Assignment Procedure**

Before clinical rotations begin, the Clinical Director and Clinical Administrative Assistants follow a step-by-step procedure to assist students who are entering the Clinical year. This step-by-step process is as follows:

- Prior to the clinical year, an orientation session is given by the Clinical Director
- Students will visit E-VALUE® to receive specific information regarding rotation sites, preceptor lists and required paperwork
- Students are required to fill out and submit all required paperwork through E-VALUE® for their prospective rotations before rotations begin. The following clinical documents must be uploaded to E-VALUE® by students:
  - Physician report
  - Medical certificate including tuberculin test, VDRL blood test, chest X-ray and evidence of being vaccinated against the diseases that are required at the time of registration, according to the requirements of each student under 21 years of age and third year students. Law 25 of September 25, 1983 Must be renewed annually.
  - Negative Criminal Background Check (CBC) Must be renewed annually. Students will need local driver's license to apply for CBC in Puerto Rico. For instructions on acquiring PR driver's license refer to <https://www.cesco.pr.gov/>
  - Law 300 certificate Must be renewed annually.
  - PVAC Immunization report
  - Influenza vaccine Must be renewed annually.
  - Tithers for Hepatitis B, Chickenpox and MMR
  - COVID-19 vaccine. Students who do not comply with this requirement must present evidence of exemption and complete the Liability Waiver. Not having COVID vaccine may affect clinical rotations.
  - HIPPA, OSHA, Mask Fit Must be renewed annually.
  - CPR certifications Must be renewed bi-annually.
- Failure to complete required paperwork for a clinical site may result in rejection of the student at the clinical site and a withdrawal from the rotation.

If no substitute affiliation is readily available, the student will be responsible to complete that rotation at the end of the clinical phase. Students may be responsible for any bursarial charges that may incur.

### **Reporting to Rotation Sites**

On the first day of rotation all students are to report to their respective preceptor or designee. All students are to follow the proper security clearance as directed by the policies and procedures of the rotation site. If the rotation site deems it necessary that students submit paperwork prior to the start of the rotation, it is incumbent upon the student to allow enough time for the processing of all paperwork. The student is responsible for facilitating their own paperwork to the clinical sites.

Students may be asked to report to a site before the start of the rotation for processing. In such a case the student will be required to make up any missed time from the current rotation he/she is attending.

## **Clinical Year General Rules**

### **Introduction**

While on rotation, students are representatives of the PA Program and SJBSM. Students are expected to maintain a level of professionalism that is associated with the Physician Assistant profession and act in accordance with Program and SJBSM policies. Supervised Clinical Practice Experiences (SCPEs) must be attended on a regular and punctual basis.

### **Attendance**

Attendance on clinical rotations is MANDATORY. Clinical rotations begin on Monday, unless otherwise stated by the Program or Holiday schedule. If a student is absent, the Clinical Director, the Clinical Administrative Assistant and the Clinical Site must be notified as soon as possible, via phone. Medical documentation MUST be submitted. Excessive absences may result in disciplinary action. Failure to notify the school or the rotation site of an absence may result in disciplinary action. All time away from clinical rotations must be made up to the satisfaction of the Clinical Preceptor and Clinical Director.

Failure to notify the Program and/or preceptor of absences or failure to make up the missed time may result in a deduction in the professionalism score for the rotation. Persistence of such behavior may result in disciplinary action. Time may be made up during vacations and weekends or at the end of the clinical year with Clinical Director approval. Missed time must be completed before a certificate of completion or a degree will be awarded. Students must provide written documentation of the time made up and must be signed by the preceptor.

A preceptor is required to be present while a student is on a rotation, therefore if a student misses time from a rotation due to preceptor absence, the student must notify the Clinical Director to discuss the situation and ensure the required contact hours are met particularly if there should be a protracted absence.

It is expected that students will observe the following:

### **Absences**

- All unanticipated absences due to illness, accident or other unexpected events may be considered excused only if reported to the supervising physician(s)/preceptors as early as possible and to the PA Program staff by 9:00 am on day of absence.
- Appropriate documentation should be submitted to the Clinical Coordinator when the student returns to school.
- Absences requested for medical appointments for students or dependents will be considered as a valid excuse ONLY if a request is made in writing in advance of the appointment.
- Students absent from a rotation for medical appointments must present a note from the medical provider confirming the appointment.

Due to the intense nature of the curriculum, students are strongly encouraged to schedule appointments for evenings or weekend hours to avoid class conflicts.

### **Unexcused Absences**

- Any discovered or reported absence which does not fall into the above categories will not be considered a valid excuse and will be recorded in the student's file.
- Any unexcused absence requires written explanation within 48 hours regarding the circumstances of the absence to the PD.
- A single unexcused absence may result in a Professional Warning or may result in Professional Probation at the discretion of the PD.
- Two unexcused absences will result in an SPC meeting to determine sanctions and will result in Professional Probation.
- Continued unexcused absences may be grounds for dismissal from the Program at the discretion of the SPC.
- Absences on the first or last day of a rotation, the day of a scheduled exam, the day before a scheduled exam or the day before or after a scheduled break, vacation, or weekend are considered unexcused unless prior written approval has been granted. If such an absence is the result of a sudden unavoidable circumstance the Clinical Coordinator should be notified as soon as possible and provided with a written explanation for the absence.

If the student is unable to provide documentation to excuse their absence the day/class before a scheduled exam, the exam taken will be considered a make-up exam and the highest score adjudicated will be a 75%.

### **Lateness/Early Departure**

- It is disruptive and disrespectful to arrive late or leave early from rotation. Excessive lateness or unexcused early departures may result in reduction of the professional component of the rotation score or may be grounds for sanctions such as being placed

on Professional Probation and eventual dismissal.

- Students are expected to leave the rotation when released by the preceptor.
- Students are not permitted to leave the rotation based on transportation schedule.
- Each rotation requires students be present a minimum of 40 hours per week. If you are released early be advised that you must make up the hours to the satisfaction of the preceptor.

## Clinical Year Policies

### Patient's Rights and Confidentiality of Medical Records

- All data gathered about the patient and their illness, including all items within a patient's medical history, is privileged information.
- Students WILL NOT discuss a patient's records in a manner or situation that would reveal any information about that patient, or his/her records, to persons whom are not involved in his/her health care.
- Charts or contents, (i.e., lab reports, etc.), are not to be removed from the hospital or clinical setting. If photocopies of work are to be submitted to the PA program for evaluation, all specific references to the patient (i.e., name, address, and identification number) **MUST BE PHYSICALLY REMOVED PER HIPAA REGULATIONS.**
- Reference, at any time, to a patient in a dehumanizing or insensitive manner **IS NOT PROFESSIONAL AND WILL NOT BE TOLERATED.** Such infraction will be reviewed by the PD and the SPC and is justification for recommendation of placement on Professional Probation or program dismissal.

### Physician Supervisor Review and Countersignature

On each clinical rotation, it is the student's responsibility to ensure that all his or her patients are also seen by the supervising physician or preceptor. The supervising physician or preceptor should also review all student notes written in medical records and countersign these documents.

Countersignatures should be obtained immediately on outpatient rotations, and as soon as possible but within 24 hours on all inpatient rotations.

### UNDER NO CIRCUMSTANCES

- Will a student initiate a medical order for any patient on any rotation without immediate physician consultation and countersignature.
- Will a student sign, call in or send electronic prescriptions. The only signature which should appear on a written or electronic prescription is that of the supervising physician or licensed Physician Assistant.
- Will a student substitute for clinical or administrative staff during rotations.

These guidelines must be strictly adhered to, for the student's protection and the protection of the patients seen by the student. Students must refrain from such activities and report them immediately to the Clinical Director in the event it may be requested to do so.

## Clinical Year Academic Regulations

### General Rules

- Students who are required to take remediation prior to entering the clinical year will be evaluated by the SPC after remediating to determine if the student will be eligible to progress into the clinical year. This evaluation may result in either: continuation of their CAS, deceleration, remediation, or dismissal from the Program.
- Students on *Conditional Academic Standing* (CAS) from the didactic year will be evaluated by the SPC prior to entering the clinical year to determine if the student will be eligible to continue to the clinical year.
- Upon completion of the didactic year and at the discretion of the SPC, a student may be removed from CAS if they have met the stipulations defined by the SPC.
- A change in academic standing during the clinical year will subject the student to a review by the SPC, which in turn will subject the student to a course of action that could include a course of remediation, deceleration, or dismissal from the Program. The exact course of action will be determined by the SPC following a careful review of each individual student on a case-by-case basis.
- Satisfactory completion of clinical rotations requires a minimum score of 75%.
- All components of a clinical rotation course must be successfully passed to obtain a passing score for the course except the Mini Summary Assessment Tool (MSAT). Please note that this tool will count towards the final rotation score and is used for remediation criteria.
- Performance on the Mini Summary Assessment Tool (MSAT) will be utilized for targeted remediation (enrichment) to ensure that the student possesses the requisite knowledge for graduation, entry into clinical practice and passing the PANCE. Performance on the MSAT will NOT cause a student to fail a rotation or be placed on Academic Warning or Conditional Academic Standing (CAS) status, however it may impact future need for remediation (focused improvement).
- Clinical rotation (course) scores are calculated based on the following:
  - End-of-rotation (EOR) examination or EOR project
  - Preceptor's evaluation
  - Mini Summary Assessment Tool (MSAT)
  - Professionalism and timely submission of required rotation documents at the end of each rotation
- The minimum passing preceptor score is an 80%.
- Failing the preceptor evaluation will cause the student to be referred to the SPC for adjudication, which could result in failure of the rotation, dismissal, or repeat of the rotation, if eligible. Repeated rotations are at the student's own expense.

- If a student fails a clinical year rotation/course and is in Good Academic Standing, if eligible, the student will be allowed a remediation project.
- A student in Good Academic Standing who fails a single rotation due to a failing preceptor evaluation will be called before the SPC to decide if the student is a remediation candidate and may be placed on Conditional Academic Standing (CAS) or professional warning/probation. They may be required to retake the failed rotation at a time determined by the Clinical Director. This may include additional financial responsibility for the student and may delay the graduation date.
- If a student fails a second rotation based on a failing preceptor evaluation, the student will be evaluated by the SPC and may be referred by the PD to the Student Evaluation and Promotion Committee (SEPC) for dismissal from the Program.
- No MPA rotation/course will be allowed to be repeated more than once and the highest course score obtainable when made up is a 75%.
- If a student fails a course or rotation and is NOT in Good Academic Standing, the student will be called before the SPC to discuss their academic alternatives which will include deceleration, remediation, or dismissal from the Program
- Students who are NOT in Good Academic Standing and do not successfully complete MPA 4403 (Clinical Skills Summative Evaluation Course) must present themselves before the SPC where the student may be referred to the Student Evaluation and Promotion Committee with a recommendation for deceleration, remediation, or dismissal
- Any unprofessional or unethical behavior in the clinical setting may result in dismissal regardless of academic standing

### **Clinical Course Evaluations and Rotations Grades**

Each clinical rotation must be passed with a score of 75% or higher to receive credit for the rotation. Ongoing formative evaluation of student learning takes place frequently during the didactic and clinical phases of the Program. Various modalities of evaluation are utilized to assess a student's acquisition of knowledge, problem-solving skills, clinical competencies, and professional development.

During the clinical phase of the Program, students are evaluated on their oral and written communication skills, interpersonal skills, medical knowledge, correlative abilities, technical skills, and performance in the PA role. Students are evaluated by their preceptor, the Clinical Coordination faculty, and through written examination. Students are evaluated on their clinical readiness via OSCEs, practical exams, and clinical summative exams. Research skills are evaluated via the Master's curriculum, which includes the Master's Capstone Project. Successful completion of each component is required for graduation.

### **Clinical Grading Rubric**

Clinical grades are based on the following four parameters:

- Fifty percent (**50%**) is based on:
  - Core Rotations: an end-of-rotation computer-based examination. A score of 75% is required, except in the case of PAEA EOR exams where the passing score is determined based on the national average

- Elective: an end-of-rotation case presentation/pre-approved project demonstrating advance knowledge of the elective rotation discipline (All elective rotation requirements will be outlined on E-VALUE®)
- Culminating Semester Elective: an end-of-rotation group patient education video project on a specific public health topic (All elective rotation requirements will be outlined on E-VALUE®)
- Thirty-five percent (**35%**) is based on the preceptor's evaluation. A preceptor score less than 80% on a rotation may result in failure of the rotation
- Ten percent (**10%**) is based on the Mini Summary Assessment Tool (MSAT) which will be used to identify student areas of deficiency for targeted remediation (focused improvement) and PANCE preparation
- Five percent (**5%**) is based on professionalism and timely submission of required rotation documents at the end of each rotation

Note: Each student will be required to take an elective rotation during the clinical year. Please note that a student who is not in Good Academic Standing may have their elective rotation changed at the discretion of the Program.

To successfully complete a clinical rotation, the student must receive a passing score in both the end-of-rotation exam and the preceptor score. Poor scores on MSAT or Professionalism will lower a student's rotation score. If a student fails to complete or satisfy the elective rotation project, it may result in failure of the elective rotation and an SPC referral may be invoked to determine the outcome.

Failure to timely submit rotation documents may affect professional status in the Program and require a meeting before the SPC.

## Clinical Year Components

### **Preceptor Evaluations**

Students are scored by their respective preceptor based on criteria that reflects clinical performance. The criteria are based on the Competencies for the Physician Assistant. Preceptors are encouraged to discuss evaluations with students delineating the student's strengths and weaknesses. Students will also present a mid-rotation evaluation to the preceptor after the second week on the rotation. This evaluation tool is for the student to ascertain knowledge and evaluate his or her own performance. It is an opportunity for the student to correct deficiencies as illustrated by the preceptor.

Clinical evaluations by PA faculty and preceptors deemed unprofessional, regarding student-patient-staff relationships, is reason for censure by the SPC, irrespective of the student's academic performance.

Students are evaluated according to observed behavioral and attitudinal criteria felt to be



important to their professional development. These criteria include but are not limited to personal honesty, reliability, integrity, punctuality, attendance, initiative, ability to accept criticism, interest in work, relations to coworkers and other health care personnel and patients.

Students must obtain an overall score of 80% or better to pass the Preceptor Evaluation component. Failure to achieve a score of 80% or better may result in a failure of the course/rotation in its entirety and being called before the SPC.

### **Mini Summary Assessment Tools (MSAT)**

These tools will be administered on ExamSoft and consist of 60 questions. System and task breakdown will align with the PANCE examination. As part of the 60 total questions, there will be 15 questions on specific assigned pharmacology topics. Immediately following the MSAT, the students will receive their results and full discussion will be provided with the class and a faculty member. As noted above, this assessment will be administered on rotations 1-9 and will account for 10% of the respective rotation grade. The MSAT assessments will NOT cause a student to fail a rotation or be placed on Academic Warning or Conditional Academic Standing (CAS) status.

### **Professionalism**

These additional requirements make up the remaining 5% of the rotation grade:

- Failure to comply with timely submission of clinical patient logging, written documentation, and pharmaceutical agents listing with accompanied ICD 10 codes
- Tardiness or absences from clinical rotation or call backs will result in a reduction of the Professionalism component of the rotation grade
- Unprofessional behavior during Callbacks will result in a reduction of the Professionalism component of the rotation grade

### **EVALUE® Component**

Each student is required to electronically submit patient encounters to E-VALUE®. Each student is responsible for 75 patient encounters. These and other rotation documents are a 5% component of the rotation grade as noted in the Clinical Grading Rubric. Students are required to log the following data:

- Age and gender
- Race
- Clinical information
- Clinical setting
- ICD and CPT codes
- Medications
- Level of participation
- Procedures performed
- DSM V (if applicable)
- Social Issues

### **Written Documentation Component**

Each semester students are required to provide documentation of their clinical encounters. Every semester each student must hand in 1 (one) electronic medical record (EMR) for a total of three (3) EMR submissions for their clinical year. Every semester each student is required to submit three (3) notes: a standard SOAP note, and a specific rotation required note. For example, Emergency Medicine requires a procedural note, OB/GYN requires a delivery note and a SOAP note, or a procedure note if no delivery was done during the rotation. Surgery requires a pre/op and post/op note and Psych/Behavioral Health requires a Mini-Mental Status Exam within the SOAP note.

If the student's written documentation is scored as unsatisfactory, they will be required to resubmit another EMR or SOAP note. Students can continue in their Clinical Year while they correct their written submissions to the satisfaction of their Callback Advisor.

### **ALL HIPAA GUIDELINES MUST BE FOLLOWED WHEN SUBMITTING SESSION DOCUMENTS NO PATIENT IDENTIFYING DATA SHOULD BE INCLUDED IN THESE SUBMISSIONS**

SOAP notes must be for each rotation. If no EMR is available, it is permissible to hand-write or type an additional SOAP note from a rotation during that semester. Students must hand-write or type their SOAP notes. Check-off sheets are not permissible.

### **Pharmacology**

Students are responsible for entering pharmaceuticals as they encounter them while on rotation. These drugs are to be logged on the provided drug cards and uploaded to EVALUE. The student is responsible for logging a minimum of 10 pharmaceuticals per rotation. No more than 2 drugs per patient may be listed. Drugs may not be repeated. Pharmaceuticals MUST be paired with ICD 10 codes. Pharmaceutical submissions will be reviewed by your Callback advisor.

### **Procedure Log**

Students are given a Procedure Log to carry with them while attending rotations. Preceptors will sign off (initial) when a listed procedure is performed by the student. Entries are made each time a student can perform a listed procedure until the student accumulates three (3) entries (on three (3) different patients). The student will upload a copy of the Procedure Log to EVALUE by the day before Callback after each rotation. The Procedure Log is then reviewed on EVALUE by the Clinical Advisor. Students will not be penalized if the opportunities to do the listed procedures were not afforded; however, the student must have the required procedures completed by the end of the Clinical Year. Students will be counseled and subject to disciplinary action if they fail to submit the log for review, if the student fails to maintain an accurate record, or if opportunities did exist, but the student chose not to participate. Students will ALSO be required to log all procedures via the EVALUE tracking system. In addition, the ORIGINAL signed procedure card is submitted to the student's Callback advisor at the end of the clinical year and remains a permanent part of the student's record.

The following is a list of required procedures:

- Venipuncture
- IV insertion
- Blood Culture
- ABG
- Fingerstick
- PPD/SC/IM injection
- Nasogastric Tube Insertion
- EKG
- Foley Catheter Insertion
- Pelvic Examination
- PAP Smear
- Rectal Examination
- Dressing Change
- Throat Culture
- Suturing/Stapling
- Splinting/Casting

Students may have the opportunity to perform the following procedures on clinical rotations:

- Chest Tube Insertion
- Endotracheal Intubation
- Central Line Placement
- Wound Debridement
- Uncomplicated Newborn Delivery
- Removal of Foreign Body from Eye
- Ear Irrigation
- Pulmonary Function Tests

This is not a complete list of all procedures that the student may have the opportunity to do. Such procedures may be indicated in the space marked 'other.'

### **Student Clinical Surveys – End of Rotation**

The following forms will be found in the Appendix of this Manual:

- End of Rotation Evaluation of Site
- Clinical Preceptor Instructional Faculty Evaluation All students are required to electronically submit the above evaluations. This is done via the EVALUE tracking system. All data is reviewed and evaluated for quality purposes by the Program faculty. Students must include rotation information on page 1 of the survey. Feedback generated by the students is also given to Preceptors on a yearly basis. Pending completion of EVALUE requirements, the students will start rotations at the beginning of the next cycle.

### End of Rotation Sessions

Students are required to return to the Program for two days at the end of each clinical rotation. During this time, students will take a rotation specific examination, MSAT exam, participate in case presentations, perform practical examinations, discuss common medications, attend lectures, etc.

Attendance at callbacks is mandatory. Failure to comply with this requirement will result in a deduction of the professionalism component of your rotation grade. Behavior at callback is taken into consideration as part of the professionalism component of the rotation grade including but not limited to cell phone use during call back lectures, presentations, lateness, and dress code violations.

Additional mandatory attendance days may be scheduled throughout the clinical year, for Interprofessional Development, Clinical Examinations, Simulation Experiences, remediation, etc.

### Clinical Year Remediations

- Only students who fail **non-PAEA end of rotation exams** are permitted to review their performance. This is to be done during the first week after end of rotations sessions. Make-up exams will be scheduled during the 2<sup>nd</sup> week of the next rotation.
- No writing implements, cell phones, papers, books, PDAs, or any other electronic devices other than a program approved device or iPad may be used while reviewing exams.
- The student will have 15 minutes to review the exam. The exam **MUST** remain in the office.
- **Only students who receive a score of a 65% or better will be permitted to remediate questions to the clinical faculty.** It is the student's responsibility to find documentation supporting his/her answer using references that are up-to-date and evidenced-based publications. Internet searches and referencing other medical practitioners is not acceptable
- An exam question remediation form needs to be completed to remediate a question. Emails and informal discussion with faculty is not enough to remediate an exam question. (Form available in PA administrative office). Only non PAEA end of rotation exam questions can be remediated
- The final decision on all questions will be up to the clinical faculty. All decisions are final.

### Comprehensive Rotation Make Up Exams

- The maximum number of comprehensive rotation make-up exams / projects that may be afforded to a student in Good Academic Standing during the entire clinical phase is two (2).

- If a student in Good Academic Standing fails one (1) end-of-rotation exam component of the total rotation score, the student may be afforded the opportunity to take a comprehensive rotation make-up exam. The make-up exam will be ten (10) calendar days after the failure. If the student passes the comprehensive rotation make-up exam / remediation project, they will progress to the next rotation and will be placed on *Academic Warning* following a review by the SPC.
- If a student fails the comprehensive rotation make-up exam, they will be called before the SPC and receive a failing score for the rotation and be placed on *Academic Warning*.
- The highest score adjudicated for a comprehensive rotation make-up exam/course remediation project is 75% which will then be averaged with original failing score.
- If after the two scores are averaged and the student's final rotation score is below a 75% and the student passes the make-up, the highest score the student can obtain for the final rotation score is a 75%
- After successfully completing a make-up examination or equivalent project for an end of rotation examination, the make-up EOR exam score and original EOR exam score average will be calculated with the other components of the rotation score to determine the FINAL grade on the rotation. A student who fails a second EOR exam, may be afforded the opportunity to take a make-up exam. If the student passes the make-up exam/course remediation project, he/she will progress to the next rotation. The student will then be called before the SPC and will be placed on *Academic Warning*. If the student fails the make-up exam/course remediation project OR has any additional coursework failures while on *Academic Warning*, this will lead to the student being called before the Student Evaluation and Promotion Committee and may be decelerated or dismissed from the Program

### **Failure of a Rotation**

If a student fails a single rotation, he/she will be called before the SPC to determine his/her suitability for the Program. The student will have to retake the failed rotation, thereby extending his/her clinical year. The student will be responsible for any additional tuition/rotation expenses.

Failure of two rotations by a student will result in dismissal from the Program. If a special circumstance is identified, eligibility for remediation will be considered based on academic, clinical, and professional competencies.

### **Course / Rotation Remediation**

*Course or Rotation Remediation* is a process defined by the PA Program where a student fails a course or rotation and is automatically referred to the SPC for adjudication. Deceleration will automatically place the student as a member of the next graduating class and may delay their graduation date. *Course Remediation* addresses a student's deficiency of knowledge and/or skill. Eligibility is based on our *Course Remediation Criteria*, which is listed below. The student's weak areas will be identified, and an individualized academic remediation plan will be developed. Students will be expected to participate in mandatory remediation sessions, auditing and retaking the failed

course or rotation. Student may also be required to audit courses which are identified by the SPC as crucial to retake. *Course Remediation* is mandatory and failure to fully participate may result in failure of the remediation and dismissal from the program. *Course or Rotation Remediation* will result in a delayed graduation. If the process is completed successfully, the student will be incorporated into the next graduating class (in the case of *Course Remediation*) or graduate from the program (in the case of *Rotation Remediation*).

The overall goal is to identify a struggling student's weaknesses and promote successful progression through the didactic or clinical phases of the Program.

Students will enter a *Course Remediation* based on the following early identification criteria:

- Multiple exam and quiz failures
- Overall average below 80%
- Failure of one course or rotation
- Faculty recommendation
- The **failure of one clinical rotation** will result in an automatic referral to the SPC, with a recommendation to retake that clinical rotation at the end of the clinical year. This all depends on the reason for the failure and the student's overall academic and clinical performance at the time of the failure.
- The **failure of two courses or two clinical rotations** will result in an immediate referral to the Student Evaluation and Promotion Committee by the SPC and PD with a recommendation for dismissal from the program.
- Any unprofessional or unethical behavior in the classroom or clinical setting may result in dismissal from the Program, regardless of academic standing.
- The SPC and the Student Evaluation and Promotion Committee (SEPC) will consider any factors which the student believes to have affected his/her performance in arriving at a decision.
- Make-up rotations may incur in additional bursarial charges (tuition and fees) depending on when they occur at the end of the clinical year with delay in the graduation date.

## Culminating Semester Academic Standards and Regulations

Upon successful completion of the didactic phase, students are required to complete the clinical phase of the Program. Students are assigned to a total of nine clinical rotations which consist of eight required/core rotations and one elective rotation. Lasting 12 months, the clinical curriculum is divided into three consecutive semesters (semesters 4-6) during which students are provided with supervised clinical practice experiences through nine rotations, each lasting five weeks. Students will enter the culminating semester after successful completion of the clinical year and will be required to take a culminating semester elective which takes place at the beginning of the semester (semester 7). All rotations take place in hospitals, clinics, or private practices and entail a full-time commitment during regular working hours. Students may be required to be on-call and may be required to work overnight or weekend shifts, as necessitated by their respective rotation.

During the culminating semester, **students will be required to return to campus periodically** for lectures, clinical skills training, case and article presentations, clinical projects, remediation, formative exams, summative evaluations, etc.

The culminating semester consists of a Culminating Elective Rotation (MPA 4402), Community Service (MPA 4405), Clinical Skills/Summative Evaluation (MPA 4403), Health Care Delivery Systems (MPA 4401), and PA Master's Capstone Project (MPA 4404).

Each student will also be evaluated in a comprehensive manner by both written and practical cumulative examinations in MPA 4403 Clinical Skills/Summative Evaluation. This is to ensure students meet established program standards regarding knowledge and technical competency. Students must meet all program requirements to graduate.

### Culminating Semester Rules and Regulations

- Satisfactory completion of Culminating Semester courses in the PA Program requires a minimum passing grade of 75%.
- **An overall average of 80% must be maintained to be considered in Good Academic Standing**
- All previously stated clinical rules apply to the Culminating Elective Rotation; however, there will be no EOR examination. The final score is determined by the Preceptor evaluation and a group video project. All culminating elective rotation requirements are listed on EVALUE®
- All previously stated clinical rules apply to all clinical rotations (excluding the advanced elective) that occur in the Culminating Semester, or occur out of sequence due to a LOA, remediation project, or completion of a previously failed rotation
- Students who are in Good Academic Standing and do not successfully complete all components of MPA 4403 will be placed in *Remediation*
- Students who are NOT in Good Academic Standing and do not successfully complete all components of MPA 4403 will be called before the APC where the student may either

be decelerated, remediated, or dismissed

- Any unprofessional or unethical behavior in the classroom or clinical setting may result in dismissal from the Program regardless of academic standing

### **MPA 4403 – Clinical Skills/Summative Evaluation (1 credit)**

In addition to completing the required components outlined above students will also be evaluated in a comprehensive manner by both written and practical cumulative examinations in MPA 4403 Clinical Skills/Summative Evaluation. This is to ensure students meet established program standards regarding knowledge and technical competency. MPA 4403 is a one-credit, PASS/FAIL course that includes the following components:

- Summative Evaluation Exam
- Clinical Skills testing or OSCEs
- Knowledge Checks based on NCCPA content areas
- Board Review

This course must be successfully completed to graduate. A detailed description of each component is outlined below.

### **Community Service (MPA 4405)**

MPA 4405 is a requirement for graduation. The student will complete 25 hours of service at a community agency or organization serving individuals with physical and/or mental problems. Students are not allowed to perform Community Service concomitantly at the site at which they are rotating. Paid work is NOT acceptable. Any community service done prior to starting the Program will NOT be accepted. Each student will have to submit a typed proposal for approval to the coordinator of the course PRIOR to starting the community service project. The proposal must be submitted by the end of the first clinical semester (semester 5). A completed project entails a 3-4-page written paper addressing the issues outlined in the objectives for MPA 4405 as well as a signed attendance form (by your contact person) verifying you have completed a minimum of 25 hours. The attendance form should be handed in with the completed paper. Upon evaluation of the paper, the student will receive a **PASS/FAIL** for MPA 4405. Please note that the Community Service Project is due during the culminating semester.

### **Exam Component**

Students are required to take a cumulative written or computer-generated examination during the culminating semester. The Summative Evaluation Exam is considered a “mock board exam,” which is composed of multiple-choice questions derived from material covered over the course of the Program. Specific preparation by the student for this examination could include a review of all didactic and clinical year learning objectives as well as utilizing NCCPA Board preparation books and NEJM Knowledge plus questions.

### **Clinical Skills/OSCE Component**

Students are required to perform a Clinical Skills Test or OSCE (Objective Structured Clinical Exam) during the culminating semester. Students will be presented with case scenarios and are expected to appropriately examine a simulated patient. Students play the role of both examiner



and patient and should be prepared for both. It is advisable to bring all Physical Diagnosis equipment. The student will receive feedback on his/her performance. Each OSCE has a required number of tasks to complete. To pass the OSCE component, a student must complete the required number of tasks for that OSCE. Students who do not satisfy this component are given an opportunity to retake the OSCE. Clinical remediation may be recommended at the discretion of the Clinical Coordinator.

### **Board Review Component**

Prior to graduation, each student is required to attend a multiday Board Review course which is structured around the NCCPA Blueprints. Attendance is mandatory.

### **Pre-PANCE Preparation**

After successfully completing all the PA Program requirements, students are afforded the opportunity to take the Physician Assistant National Certification Exam (PANCE) through the National Commission Certification Physician Assistant organization (NCCPA). Passing this exam rewards PAs with national certification. The PA Program strives to prepare our students to take this exam through the following steps:

#### **STEP 1: Self -Assessment Test**

After successful completion of rotation 9 in the last clinical semester, students will take a comprehensive MCQ examination. As a self-assessment tool, the student will review these results in detail with their Clinical Coordinator to focus their PANCE preparation during the culminating semester.

#### **STEP 2: Board Preparation Program (Focused Improvement – during Culminating Semester)**

This will consist of a study program designed to include topic assignments and examinations. The minimum score required to pass each topic assignment and examination aligns with the NCCPA scores that are available to the Program. This program is included in the tuition and will not incur any additional expenses to the student. Successful completion of this Board Prep Program, along with all Clinical Year Requirements is needed for program completion and graduation. This program is irrespective of formal remediation upon completion of the clinical year. Students may be required to participate in BOTH programs. Failure to successfully complete the Board Prep (Focused Improvement) Program will place the student into automatic remediation. (See Remediation below)

Students that meet one or more of the following criteria will participate in focused improvement as described above:

- Cumulative score below 80% after the 6<sup>th</sup> rotation
- Three (3) or more MSAT examinations below 750 - (or an overall average that is less than 1 standard deviation from the class mean)
- Any student on Conditional Academic Standing (CAS)
- Failure of more than 1 EOR (or an overall average that is less than 1 standard

- deviation from the class mean)
- Clinical Faculty/Advisor recommendation

### **STEP 3: Summative Examination Exam (A component of MPA 4403, Clinical Skills/Summative Evaluation)**

Students are required to take a cumulative computer-generated examination at the end of MPA 4403 during the culminating semester. The examination is a component of the course MPA 4403, Clinical Skills/Summative Evaluation. The Summative exam is considered a mock certification exam which is a compilation of multiple-choice questions derived from material covered over the course of the Program. Specific preparation by the student for this examination could include a review of all didactic and clinical year learning objectives as well as utilizing NCCPA Board preparation books and NEJM Knowledge Plus and Kaplan questions.

#### **Grading Structure for the Summative Exam**

There will be no score adjustments or review of the exam. The exam is based on the NCCPA blueprints ([www.nccpa.net](http://www.nccpa.net)). Students who do not pass the summative exam may be placed in the Remediation Cycle.

#### **Failure of the Summative Exam**

If the Summative exam is the 1st failure of the Clinical Year, the student will be placed on Academic Warning and may be eligible for a makeup exam.

Successful passage of the Summative exam make-up does not guarantee a student will be released to take the PANCE. Faculty will evaluate the student's overall performance in the Program to determine PANCE readiness.

If the student does not pass the makeup exam, this will be considered a 2nd failure. The student will receive an 'F' for the course and will be placed in a mandatory remediation cycle.

Once remediation is complete, the student will be given another Summative Exam makeup.

Should a student already on *Conditional Academic Standing* (CAS) at the time of the summative exam failure, the student is not eligible for a make-up exam, and will be referred to the SPC. The SPC will determine the students' status and eligibility for repeating the course or eligibility for a make-up exam and the student will be placed in a mandatory remediation.

The SPC will determine the academic plan for the student. Students who do not pass MPA 4403, Clinical Skills/Summative Evaluation, may not receive their original graduation date and will receive the next scheduled graduation date and may incur bursarial charges.

At the end of the remediation cycle, all students MUST pass the summative exam. The passing score for the make-up summative exam is determined by a passing score of 75% that may be changed at the discretion of the Program based on continuing program self-analysis.

#### **STEP 4: Mandatory Remediation**

Remediation is a program designed to strengthen students' test taking skills to better prepare students for a successful outcome on the PANCE. Students that meet any of the following criteria may qualify for remediation:

- Failure of MPA 4403 (Board Prep Program and/or Focused Improvement)
- Failure of the Summative Evaluation Exam
- Cumulative score below 80% at completion of rotation 9
- Failure of more than 1 EOR-(or an overall average that is less than 1 standard deviation from the class mean)
- Three (3) or more MSAT examinations below 750 - (or an overall average that is less than 1 standard deviation from the class mean)
- Any student on Conditional Academic Standing (CAS)
- Clinical Faculty/Advisor recommendation
- Any decelerated student due to poor academic performance
- Multiple EOR scores below 75%
- Students that take a LOA for one rotation or more

The Program consists of a series of targeted NCCPA Blueprint Task area presentations/problem-based learning in a group setting on campus and computerized, timed exams. The duration of remediation is deemed by the SPC committee and is determined by demonstration of topic proficiency. The final step of remediation requires the student to take a comprehensive exam either on paper or computerized. To successfully complete remediation the student must achieve a score of 75% on each of the remediation exams. Additionally, students who have failed the course MPA 4403, Clinical Skills/Summative Evaluation, will take the make-up Summative Evaluation Exam at the end of remediation. Students that are placed in the remediation cycle will not be cleared through the NCCPA portal until such time that a student successfully completes remediation, or the faculty feels that the student has been prepared to have a successful outcome on the PANCE.

#### **Clinical Remediation**

Students must not only meet all academic competencies, but also professional competencies. If the faculty deems a student substandard clinically, as evidenced directly or through preceptor feedback, then the student will be placed on **CLINICAL PROVISIONAL STANDING** and will be subject to remediation with clinical skills. This determination is made based on Preceptor feedback and student's performance on OSCE's and may not require a student to have failed either. The remediation may include but is not limited to history taking, physical exam skills,

formulating an assessment and implementation of a treatment plan, and performance of additional OSCEs. This may also include such skills as performing clinical procedures. Successful completion of Clinical Remediation will lift the provisional standing.

Clinical remediation may also be warranted based on performance of a student in their EOR or MSAT exams. Students who fail an EOR or an MSAT will be candidates for clinical remediation. The student who enters remediation in the clinical phase will remain in remediation until the completion of the culminating semester.

### **PANCE Readiness**

Students who have progressed through the Program will be cleared for the PANCE upon graduation when the following requirements are met:

- Successful completion of all didactic, clinical and Master's components of program
- Successful completion of MPA 4403
- Successful completion of Self-Assessment test
- Successful completion of Remediation Program, if applicable

## ADVISEMENT, ACADEMIC EVALUATION AND GRADING

### **Academic Advisement**

The PA Program faculty stands ready to advise students regarding any academic difficulties or personal problems. Within the first 4 weeks of the Program, students will be assigned an academic faculty advisor who will advise the student throughout the didactic and clinical year. A handout of assigned advisors will be distributed to the student. The advisor will meet with the students at least once each semester. Students may approach their advisor at any time. On occasion, a student may be called in by someone other than his or her advisor for academic or professional advisement. On the other hand, a student may wish to speak to a faculty member other than the assigned advisor, which is also an option. The Program supports an open-door policy for student advisement. The advisors will have up-to-date information regarding student performance on examinations. Should a student fail an examination, the remediation advisor may contact the student to schedule an exam review to identify problem areas in test taking or study habits.

The instructional faculty is available before and after class, and by appointment. It is advisable for students to seek assistance from instructors as a given course proceeds rather than wait until examination time. Unless an instructor gives out his/her telephone number or email address, it is inappropriate to call or email an instructor to seek advice. If a student must reach an instructor, the Academic Director will serve as an intermediary.

The duties of the academic faculty advisor include but are not limited to:

- Monitoring the student's academic progress
- Solving problems encountered in courses
- Monitoring professional development and informing students of professional rules and regulations
- Referring a student to support services or the Program Director for further assistance
- Informing students about the rules governing academic performance and progression

### **Professional Advisement**

The development of professional attributes in a physician assistant student is as important as academic achievement. Each student will be evaluated for professional performance while in the Program. Faculty advisors can be a very integral part in the development of a student's professional demeanor. The faculty advisor will monitor a student's professional performance in the following areas:

- Professional appearance
- Interaction with faculty and staff
- Professional demeanor in the classroom and while on their clinical rotations
- Attendance and tardiness record for the didactic and clinical sessions
- Respect for your fellow students

- Communications, including emails, with faculty and staff
- Ethical behavior during examinations and classroom or clinical time

### **Evaluation of Student Learning**

In the classroom during the first year, students are evaluated by written exams, case presentations, graded lab work and practical examinations. Evaluations may also be based on class participation, class projects and presentations, and attendance.

It is the prerogative of the instructor to select the specific method of evaluation which he/she will use. This information will be provided to the student in the course syllabus.

While on clinical rotations during the second year, students are evaluated on their oral and written communication skills, interpersonal skills, medical knowledge, correlative abilities, technical skills, and PA role performance. Students are evaluated by their preceptor, the clinical coordination faculty and by written examination.

### **Submission/Posting of Grades**

The PA Program requires grades to be submitted from the instructor to the PA office within two weeks of the administration of an exam or submission of a paper. Scores are released via the Canvas platform.

### **Examinations**

Examinations will be administered with as much advance notice as possible. Date changes will be made by the faculty when necessary and a minimum of one week's notice will be given when possible. In the event of an unexpected school closure on a day when an exam is scheduled, it will be rescheduled at the earliest possible time when classes resume, unless notified of any lecture/exam schedule changed by the Academic Director via email. During a closure, students should return to class ready for lectures/exams previously scheduled for the day the school re-opens. This may result in scheduling more than one exam for a day. Changes in the schedule will be posted as soon as possible.

During examinations, assigned seating may be used at the discretion of the proctor. Once an exam begins, no student will be permitted to exit/re-enter the exam room under any circumstances until their exam is completed. No exceptions. If your cellular phone goes off during an exam, your exam will be ended immediately. If a paper examination is administered, if there are no answers filled in on the Scantron, you will receive a zero (0) for your grade. Please refer to the exam taking policy posted on the Student Resources page on CANVAS for exam updated exam taking regulations.

When students have completed an exam, they are not permitted to congregate in the hallway outside the classrooms. Students may be permitted back into the classroom once all examinees are finished.

Course instructors designate the amount of time students must complete an examination they have submitted. It is a general rule that students will get 1.2 minutes a question unless otherwise directed by the instructor (example: 50 question exam x 1.2 minutes per question = 60 minutes). Information regarding exam length and format are usually made available by the instructor or program faculty in advance of the examination.

Late arriving students may be excluded from the exam room once the exam has begun. Such students will report to a faculty member and, if granted permission may proceed to take the exam. The student will only have whatever exam time is remaining on the clock to complete it. A late student will not be granted permission to take the exam if one or more classmates have completed the exam and left the room. If permission is then granted, the exam will be considered a make-up exam and the highest score a student can achieve will be a 75%. Students ARE NOT permitted to keep their examinations once the examination is given.

Absence from an exam may result in a failing score for that exam. A written explanation of an absence from an examination must be submitted by the student to the PD and course instructor within 48 hours.

The Program has the right to refuse to offer a make-up exam to any student who is absent/late for an exam, when the exam is scheduled on either of the following:

- The last day of classes before a vacation, scheduled break, or weekend
- The day classes resume after a vacation, scheduled break, or weekend

It is the responsibility of the student to schedule travel time not to interfere with the school schedule. The Academic Director is available to discuss the school calendar if advanced planning is required.

### **Policy for Exam Security During an Evacuation**

When the fire alarm sounds, it is imperative for the safety and security of the faculty, staff, and students that everyone evacuate the building in an orderly manner as quickly as possible and as per the instructions of the fire wardens. If a class is taking an exam when the fire alarm sounds, the procedure to be followed is delineated below.

Upon hearing the alarm, the faculty member or proctor will ask students to hand in their exams and answer sheets and line up at the assigned stairwell. The instructor/proctor will make note of the exam time already elapsed. From that point forward, students will be on an honor system. They will not talk about the exam with fellow students, nor will they use electronic devices to look up exam-related information. Upon exiting the building, students must find the instructor/proctor and wait together until it is safe to re-enter the building. If the exam is computerized, students will evacuate the building and upon return they will end their exam, and the exam will be rescheduled/re-administered.

Depending on the amount of time remaining for the exam, and on the amount of time of evacuation of the building, and on the subsequent availability of the classroom, the instructor will determine:

- If the exam will resume immediately upon re-entry and be extended to satisfy the original time allotted
- If the interrupted exam will be disqualified, and a new exam will be given later
- If the interrupted exam can be scored as is, but on a prorated basis

The instructor will expeditiously notify the students of the decision. At that point, the students will be released from the honor system.

Any student found exchanging information or procuring information about the exam during the period of evacuation will be in violation of the School of Health Sciences Academic Integrity Policy and will be subject to disciplinary action as described in the Policy.



## SATISFACTORY ACADEMIC PROGRESS POLICY

### SATISFACTORY ACADEMIC PROGRESS POLICY (Executive Order 99-03)

In compliance with Federal Student Aid Program Title IV and the U.S. Department of Education requirements for eligibility for federal student financial aid, the San Juan Bautista School of Medicine has established a Satisfactory Academic Progress Policy (SAP). This policy applies to all students enrolled in our institution, regardless of the program and the funds used to pay institutional fees. The federal student aid program of Title IV requires that each student receiving aid funds meet the criteria established in the SAP.

The SAP of SJBSM has seven (7) important elements:

#### Element #1: Completed Credits and Minimum Grade Point Average

The first factor to consider in the evaluation is the number of completed credits, compared with the number of credits attempted by each student. Annually the San Juan Bautista School of Medicine will determine the satisfactory academic progress of each student, in which the student must meet the required credits established by year of study. SJBSM considers as attempted credits all completed courses, failed courses, repeated courses, withdrawals, and incomplete courses when the satisfactory academic progress of each student is evaluated.

For the SJBSM PA Program, the following standards apply:

Year of Study	Minimum Percentage of Completed Credits	Minimum Grade Point (and Score) Average
1	Students must complete all courses per academic year	3.00
2	Students must complete all courses per academic year	3.00
3	Students must complete all courses per academic year	3.00

#### Element #2: Maximum Time Frame in Credits

A student is expected to complete the academic program in a maximum time frame of 1.5 times the length of the program in credits, and it breaks down for each program as follow:

#### PA PROGRAM

123 credits x 1.5 = 184.5 credits (maximum time frame) in three and a half (3.5) years

### Element #3: Maximum Chronological Time

To establish the maximum chronological time allowed within this policy, the possibility of a leave of absence of one year or a change of program has been considered. Students that participate of Title IV Program will only be covered for five years.

PA Program	Maximum Chronological Time to Complete Program
Twenty-Eight Month Regular Program	Maximum Time of Three and a Half Years

### Element #4: Probation and Dismissal

If a student does not comply with SAP policies, in terms of approved credits and minimum grade point average (Element #1) or does not complete the program by the maximum time frame established (Element #2) or does not complete the program by the maximum chronological time established (Element #3), the student will be referred to the SPC who will determine if the student is to be placed in probation or dismissed from the institution. The SCP will refer dismissals to the Student Evaluation and Promotion Committee (SEPC) who will notify the student of the final decision. Students may appeal the decision as established in the Executive Order 2016-01: Due Process Policy.

When evaluations are submitted, if a student is identified to be at risk of not meeting the SAP at the end of the year, then the student will be placed on a **financial aid warning**. The status of financial aid warning will be valid for one payment period only. Students who at the end of the academic year fail to meet SAP requirements will lose their eligibility for financial aid. Students may appeal the decision of ineligibility based on injury, illness, death of a relative, and/or any other special circumstance. To do so, the student must submit a letter to the Financial Aid Director stating how these events altered his/her capacity to meet the satisfactory progress policies and specifying the changes that have occurred that will allow him/her to fully comply with the requirements in the next academic period. Evidence of the changes and events must be made available for the appeal. If the school approves the petition, the student will be granted a financial aid probation status for one payment period. During this time, the student will be eligible for financial aid. The student will retain his/her eligibility only when actions have been taken to fulfill the satisfactory progress policies.

### Element #5: Veterans

The elements that establish the maximum time frame and the maximum chronological time to complete each program do not apply to veterans' aid beneficiaries. These students must complete the program during the regular time established in the curricular scheme. They will not be able to continue receiving financial aid for those credits that exceed the regular curricular scheme and time frame.

**Element #6: Enrollment Status Classification**

The number of credits enrolled in the program will determine the definition for a student to be considered as a full-time or partial-time student. Policy is as follows:

**PA PROGRAM**

Type of student	Number of credits
Full-time	One (1) or more

**Element #7: Changes to the Academic Program or Requirements**

Any changes made to the academic program or to the requirements for program completion will apply only to those students admitted on or after the effective date of the curricular program changes.

The SPC has established standards for academic performance in the PA Program. A student whose academic performance falls below the minimum acceptable standards may be placed on Academic Probation (AP), Conditional Academic Standing (CAS) or dismissed from the Program. If placed on CAS, the duration and conditions will be determined by the SPC and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the student’s education in the Program.

One of the parameters used to determine a student’s preparedness to enter the clinical phase will be the overall average, excluding master courses MPA 4401, MPA 3306, MPA 3307, MPA 4301, MPA 4404 and MPA 4304 (see below).

## ACADEMIC STANDINGS

### Good Academic Standing

SJBSM is required to evaluate three components of a student's academic record:

- Qualitative measure - cumulative grade point average
- Quantitative measure - pace of completion
- Maximum timeframe, to determine if a student has achieved **Good Academic Standing** and is making satisfactory progress toward graduation

A student must maintain a PA Program curriculum cumulative average of 80% to be in **Good Academic Standing**.

### Qualitative Measure of Student Performance

A student must maintain a Minimum Cumulative Average Score (MCAS) of 80% and will be measured at the end of each semester applicable to the Program in which the student is enrolled. If a student's cumulative average is below the minimum required, he or she is ineligible to receive federal, state, and institutional financial aid funds unless placed on financial aid warning or probation and may be dismissed from the Program.

### Quantitative Measure of Student Performance

A student must progress through his or her program of study at a pace that will ensure completion within the established maximum timeframe permitted. A student's pace of completion is determined by dividing the total number of credit hours the student has successfully completed in his or her program of study by the total number of credit hours the student has attempted in his or her program of study. Successfully completed coursework includes all credit-bearing courses with scores between 75% and 100%, and 'P' grades. All periods of enrollment in the student's program of study will be included regardless of whether the student received financial aid. A student must successfully complete the designated cumulative minimum percentage of all attempted credits at the end of each semester, depending on the cumulative credits attempted at SJBSM in his or her program and accepted transfer credits, to be considered progressing satisfactorily toward the completion of their program of study.

Please note although a student's final calculations of the average include the master's courses, calculation of average, with regards to meeting the criteria for **Good Academic Standing** (>79.4%), does not include the following graduate coursework/scores:

- MPA 3307 Medical Research Methods and Literature Review
- MPA 3306 Health Science Epidemiology and Biostatistics
- MPA 4301 Medical Ethics and Health Care Policy
- MPA 4401 Health Care Delivery Systems
- MPA 4304 Evidenced Based Medicine
- MPA 4404 Master's Capstone

A student's overall score in relation to **Good Academic Standing** is calculated using all other didactic and clinical coursework.

### **Academic Warning (AW)**

Students are expected to receive passing scores in all their coursework and maintain the required program overall average of 80%. **AW** is a status designated by SPC to students in previously **Good Academic Standing** who receive a single failing score or who fail to maintain the required average score. The performance of students who are on **AW** will be reviewed every semester.

- Students on **AW** must meet with their advisors to discuss remediation options to prevent additional failures.
- Conversely, academic advisors will assess a student's need for focused improvement and request advisement sessions.
- **Students on AW are eligible for comprehensive make-up exams** unless specifically outlined in the **Academic Rules and Regulation Section** of this Manual.

### **Conditional Academic Standing (CAS)**

**CAS** indicates a student is on probationary status due to academic insufficiencies determined by course failure, inadequate average score, or the discretion of the SPC.

- Any student placed on **CAS** will be advised of that action in writing by the SPC Chairperson. The deficiencies will be clearly outlined, and the student will be required to attest to his or her knowledge of the deficiencies noted. In addition, the student will be advised as to what course of action will be available to him or her to remedy those deficiencies.
- Students placed on **CAS** are **not eligible for comprehensive make-up exams** for the retaking of a failed course or component. In the event of a course failure, the student will be called before the SPC to determine if probationary leave or dismissal is appropriate.
- Students placed on **CAS** are **not eligible to receive Title IV funds**. In such cases, the student must contact the Financial Aid Director and request a *Financial Aid Probation*.
- Students in the Didactic year who are placed on **CAS** will remain on **CAS** for at least two (2) subsequent semesters.
- Students being placed on **CAS** starting after the second and third semester of the Academic Year will proceed into the Clinical Year on **CAS** for the number of semesters as stated above
- Students in the clinical year who are placed on **CAS** may remain on **CAS** for the duration of the clinical year upon the discretion of the SPC. Unique circumstances are evaluated by the SPC at the end of each semester

### **Professional Warning/Probation (PW/P)**

Violations of professional conduct as stated in the PA Student Manual may result in **PWP/P** depending on the violation. **Professional Probation (PP)** is an ongoing status designated by the SPC when a student violates one of the conditions set forth in the **Sections on Professional Conduct** in the PA Program Student Manual or any conduct deemed unprofessional by the SPC.

Students placed on **PW/P are not eligible to receive Title IV funds**. In such cases, the student must contact the Financial Aid Director and request a *Financial Aid Probation*.

A student placed on **PP** will be notified in writing by the SPC. Specific conditions of **PP** may include Program suspension or disciplinary action as outlined in the PA Student Manual. Any further infraction, be it academic or professional, may be grounds for dismissal from the Program. However, professional misconduct alone may be grounds for dismissal from the Program if deemed so appropriate by the SPC and the PD.

### **PROFESSIONAL PROBATION STATUS MAY AFFECT FINANCIAL AID AND FUTURE LICENSING APPLICATIONS**

#### **Academic Deceleration**

Academic Deceleration is a loss of a student from their entering cohort (class) due to academic insufficiencies or leave of absence but remains in matriculation in a different cohort (class). All decelerated candidates are held to the standards of the cohort they are joining. Academic Deceleration is an option for the SPC to consider which may include but is not limited to retaking the failed course the next time it is offered. Deceleration may include auditing courses you already passed. Deceleration also requires that the decelerated student audit and pass the Essential Diagnostic Modalities and Clinical Procedures course, as well as the End to Didactic Examination.

#### **Deceleration Requirements**

If it is decided that the student will be decelerated due to a failed course, the score the student must obtain in the retaking of the failed course will be 75% or higher, unless otherwise stated. Failure to do so will result in a course failure; hence, dismissal from the Program. The maximum score that a student will receive is 75%.

The student may be required to audit courses which he/she has already passed. To retake a failed course, the student will be required to register for the repeat course, which will result in additional student financial obligations.

Students may be asked to audit courses for which they have received a passing score less than 80%. Decelerated students will enter the new cohort on Academic Warning unless otherwise specified by the SPC and/or PD. Physical Diagnosis I and II (with labs) will **always** be audited in their entirety whenever a student is placed on probationary leave or offered deceleration regardless of their previous grade in these courses.

### **Considerations for Deceleration/Remediation**

The following considerations must be met to be eligible for deceleration/remediation:

- The student has only one course failure
- The SPC determines that the student's deficiencies are rectifiable without dismissal
- Students on *Conditional Academic Standing (CAS)* will not be afforded the opportunity of an *Academic Deceleration* or *Academic Remediation Program/Project* unless determined by the SPC committee and/or the PD

**IT IS THE FINAL DECISION OF THE SPC AND/OR THE PROGRAM DIRECTOR  
TO DETERMINE THE STUDENT'S ACADEMIC DECELERATION/REMEDICATION OPTIONS**

### **Additional Tuition for Failed Courses**

The student may be responsible for additional tuition expense at the current per-credit charge for any course that is repeated.

Any student undertaking an academic remediation project in the form of a comprehensive exam, and who has chosen to register for the following semester of study, should be aware of the possible financial consequence if he/she fails such a project and must withdraw from the upcoming semester.

### **Auditing Courses**

Any student who is decelerated will be required to audit their specifically assigned courses. The SPC will make recommendation for additional classes that the student will be required to audit regardless of prior successful completion.

Student loan deferments may be affected along with financial aid resources. Students will be considered for auditing on a case-by-case basis and are required to be registered for these courses at a zero credit/cost status. <https://www.sanjuanbautista.edu/admissions/financial-aid>

## APPEAL PROCEDURES

### Appeals for CAS or PP

The student may appeal the decision of the SPC regarding CAS or PP. To do so, a letter must be written to the PA Program Director within seven (7) calendar days of the SPC decision. The letter must clearly outline the reason for the appeal, provide supporting documentation, and contain the students' name and ID number. Acceptable supporting documentation consists of a letter/note from a health care provider on letterhead and/or a death certificate where applicable.

An appeal hearing will only be granted if the following stipulations are met:

- The student must demonstrate that there is reason to believe they have been treated unfairly
- The student must demonstrate that the SPC decision was capricious
- The student must outline any extenuating circumstances that were not given adequate consideration

Please note, extenuating circumstances are circumstances that are exceptional, unforeseen, and are out the course of everyday experience, which may include:

- Significant illness, accident, or injury to the student
- Death or serious illness of a close family member or dependent
- Family crisis of significant magnitude which directly affects the student's ability to succeed

The following are not, under normal circumstances, considered extenuating:

- Minor illness
- Use of common over the counter medications
- Stress or panic attacks caused by examinations, or the rigors of academic demands that do not affect general life activity, for which no prior application for reasonable accommodations have been made
- Domestic events
- Consequence of paid employment
- A longstanding hardship which has been previously well-managed and/or is not communicated to the Program

The PA Program does not allow accommodations of any kind to be applied retroactively in either the didactic or clinical year. Please see accommodation requests for details on application/request for reasonable accommodations.

The list of extenuating and non-extenuating circumstances represents recognized examples of each. However, the circumstances surrounding each students' request for appeal is uniquely evaluated. All submissions for consideration of extenuating circumstances should be accompanied by contemporaneous supporting documents from a third party which must



confirm the existence of the extenuating circumstance and state how the reported matter has affected the student concerned.

Once the request is received, the PD will notify the student:

- If the appeal request was accepted and a date/time for the hearing
- If the appeal was rejected with a brief explanation of reasons

This notification will occur by the PD or his/her designee, within **ten (10) calendar** days of receiving therequest.

During the didactic year, if a student appeals the decision of the SPC the following will occur:

- The student will continue into the next semester/phase
- Students are permitted to continue attending class during the appeals process
- Any student who is in the process of appeal in the third semester of the didactic year cannot begin the clinical year until a decision is determined regarding the completion of the didactic year

During the clinical year, if a student appeals the decision of the SPC the following will occur:

- If a student is on a clinical rotation during the appeals process, the student is permitted to attend rotation until a final decision is rendered

### **Appeals for Dismissal**

In event that a student is notified of a decision of dismissal, the student may appeal as follows:

- The student will receive in writing an official notification from the Evaluation and Promotion Committee indicating the dismissal
- Students may appeal the decision in writing within ten (10) calendar days of having been notified
- The letter of appeal must be sent to the President/Dean
- An Ad-Hoc committee will be appointed by the President/Dean to evaluate the appeal and submit its recommendations to the President
- The President/Dean will inform the student of the decision
- Students may appeal the decision for a second time, in writing within ten (10) calendar days of having been notified
- The President will emit a final decision, which is not appealable

## LEAVE OF ABSENCE AND WITHDRAWAL POLICY

### Leave of Absence and Course Withdrawals (Executive Order 2017-02)

#### Medical/Personal Leave of Absence

Students must be in Good Academic Standing (greater than or equal to 80%) to be eligible for a Leave of Absence (LOA). Any LOA request must be submitted in writing to the Associate Dean of Student Affairs who will follow the SJBSM Leave of Absence policy. Failure to follow the LOA Policy including reentry procedure will result in forfeiture of the seat in the PA Program and will require a student to reapply to the Program. The student will be financially responsible for all outstanding tuition.

All required documents must be submitted to the Deanship of Student Affairs. Failure to submit the appropriate documents will result in denial of the LOA.

Note: Students should not assume that filing a Leave of Absence application implies that the request has been granted. They must receive official approval from the SJBSM LOA Committee and appropriate paperwork must be submitted to the Registrar. Students may be required to audit courses that preceded the semester in which they requested the leave.

Consultation with the Financial Aid Office, Registrar, and the Bursar's office prior to initiating a leave of absence is recommended. Questions regarding financial liability should be explored before submitting paperwork.

#### Military Leave of Absence

The PA Program is committed to supporting students involved with the military. Students called to active duty will be considered on military leave and should immediately notify the Program of this occurrence so arrangements can be discussed.

It is recommended that any military obligations be deferred if possible. If not possible, arrangements must be made to make up any time lost and to ensure the student is prepared to successfully reenter the Program.

#### Course Withdrawal/Retention

SJBSM acknowledges the need to address students' retention to ensure a positive experience for all. Effective student retention is embedded with the culture of our School as an effort to improve higher educational experiences for all, increase graduation rates, and improve annual retention rates.

#### Withdrawals

PA Students may request to withdraw from the Program with letter or email of written intent to the PD. Students who are absent from class for five days or greater of unexcused absence, are considered as withdrawn, independent of whether a signed letter or email of intent is received. The students' written request will be considered forfeiture of their position in the PA

Program. A notification will be sent to the Deanship of Student Affairs for adjudication (see next paragraph).

When considering a withdrawal from SJBSM, students must present a formal request directed to the Associate Dean of Student Affairs, explaining the reasons that sustain their decision. If the student is determined to withdraw, they will be referred to the Registrar's Office, where they may complete the request. The student must obtain correspondence signatures from the Program Director, Counselor, Bursar's Office, Financial Aid, Associate Dean of Students Affairs, Library Director, Dean of Administration and Human Resources, Academic Dean and Registrar.

Withdrawal will be considered effective on the date the application is completed and received in the Registrar's Office. Students who withdraw from the school shall fulfill all financial and administrative obligations with the school, including returning all borrowed library resources, ID, and Parking cards; and complete their academic records.

#### **Tuition Liability for Withdrawal**

Students wishing to withdraw from the school must contact the Office of the Registrar. On approved application and when withdrawing from all classes, Executive Order 99-02 will be applied.

Please note that when a student in receipt of Title IV funds withdraws from school, a federal recalculation takes place. You may obtain a copy of these regulations from the Financial Aid office.

If the student has not paid full tuition and fees for the term in which the withdrawal takes place, he or she must pay the proportionate amount noted above before leaving the College.

## PROFESSIONAL STANDARDS

### **Professional Organizations**

Students are required to be registered as student members in the Puerto Rico Association of Physician Assistants (PRAPA) and the American Association of Physician Assistants (AAPA). Students are encouraged to keep abreast of and of the happenings in the Student Academy of the American Academy of Physician Assistants (SAAAPA) and the Student Chapter in PRAPA. Students are encouraged to become student leaders or join committees in the student chapters in these organizations. Many publications are available to AAPA members free of charge (i.e., JAAPA, PA Journal, Clinician Review).

Students play a key role in helping the profession stay current and progressive. These organizations provide a basis for students' professional growth through various in-services, meetings and conferences that are available at reduced rates with membership.

The students should establish a PA Student Leadership consisting of a President, Vice President, Secretary, Treasurer, and several committee chairs. You are encouraged to participate and become active in the PA Student Leadership. This provides a background of valuable experience for involvement and professional enrichment.

### **Professional Conduct Guidelines**

Students are professional trainees and representatives of SJBSM. Students will encounter patients, their families, and a variety of health care professionals during their education. The faculty monitors the professional development of all students as well as their academic development. In addition, students are expected to conform to the AAPA Code of Ethics and the SJBSM Student Manual, to maintain patient confidentiality, safety, and dignity always.

Students that are chosen as class representatives must maintain professional conduct. Any violation of professional conduct that results in a Professional Warning or probation will cause the student to be removed from his/her position as class leader.

Students must demonstrate a range of skills and abilities, such as, maturity, reliability, good judgment, a sense of responsibility and morality, sensitivity and compassion for individual needs, the ability to synthesize and apply knowledge, and evidence that they can become safe and effective physician assistants. PA students must clearly identify themselves as PA students.

### **Communications**

The PA program staff is invested in each student's educational success. Professional development and intellectual growth are goals that each student can attain with the guidance of staff and faculty. To this end, program staff and students both have a responsibility to communicate regularly with each other. Whenever a problem arises for a student, he/she should contact a staff member as soon as possible. The Program will communicate with the students using their SJBSM e-mail. Students must immediately inform the Program of any change in address and/or telephone number to maintain proper channels of communication.

Please give the main number of the Program to your family. Any urgent message will be relayed to students in class.

### **Social Media**

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

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

Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts or use of profanity on postings is prohibited. It is inappropriate to use social media sites as a venue for venting

- Think before posting, as your reputation can be permanently affected by the Internet and email archives
- Social networking is permanently timed and tracked. Therefore, to respect work commitments, social networking during class, program activities, and clinical time is prohibited
- HIPAA laws apply to ALL social networking, so it is the utmost priority to protect patient privacy by not sharing information including photographs, text, video, or audio
- Protect your own privacy as to not let outsiders see your personal information
- If you state a connection to SJBSM, you must identify yourself, your role in the Program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the SJBSM PA Program
- All laws governing copyright and fair use of copyrighted material must be followed.
- Consult your faculty advisor or the PD if you have any questions regarding the appropriateness of social networking use

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and will be subject to sanctions.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the SJBSM PA Program through social networks. Refer all questions regarding program information, policies, and procedures to the PD.

Students shall not engage in communication with instructors or faculty via any form of social media.

### **Recording Lectures or Activities**

Permission to record lectures (audio or video) is solely at the discretion of the instructor, unless a SJBSM approved accommodation exists. Otherwise, prior approval must be obtained. The instructor's approval is on a voluntary basis and as such a privilege which may be withdrawn at any time. Recording of group discussions needs the approval of the entire class, as sensitive material may be part of the discussion. If recording devices are approved, it is the student's responsibility to stop the recording device during class breaks as to not inadvertently record other classmate's private discussions with the instructor. **Recorded lectures are NOT to be posted on social media or the internet. For your protection, your recordings shall not be shared with other students or individuals.**

### **Classroom Etiquette**

All electronic devices except for your program approved computer/device should be muted or turned off while in the classroom (vibration mode is not acceptable). The use of smart phones in the classroom for personal purposes is considered disruptive and will not be tolerated. Please advise acquaintances and family members to contact the Program office for urgent or emergent situations. If your cell phone rings during lecture, you may be asked to leave the room and not return for the duration of the lecture. If the above policy cannot be adhered to, the PA Program reserves the right to implement an alternative procedure to manage the inappropriate use of cell phones or any electronic devices during instruction.

Laptops and other electronic devices brought to the classroom are intended for class activities only. All students are required to bring their computer or digital device to all classes. The use of a laptop or other electronic device during class for non-classroom purposes is not appropriate.

Walking in and out of the classroom during class and talking during lecture are considered disruptive and not conducive to an effective learning environment. The exception to this policy is if the student has a medical condition or disability that causes the student to leave the classroom before the lecture ends.

It is up to the instructor's discretion to allow questions to be addressed during the delivery of the lecture. While instructor preferences may vary, it is advised to raise your hand and wait to be called upon.

Students who display poor classroom etiquette may be referred to the PA Program's Student Progress Committee (SPC) for determination of actions required for correction.

### **Attendance**

**Attendance to lectures is mandatory** and is necessary to fully engage in the educational experience. Lectures are designed in a sequential, body system approach that specifically enhances the student's learning and retention. Attendance to skill labs, fieldwork, clinical rotations, and assessments is required and designed to provide students the opportunity to acquire the clinical skills necessary to practice medicine. Therefore, attendance to all

programmatic activities is deemed to be a fundamental aspect of the PA educational process. While attending course on zoom the students must have their cameras turned on throughout the entire lecture, failure to do so may result in an unexcused absent.

Students are allowed a total of 24 hours of unexcused absences per semester. Due to the intense nature of the curriculum, students are strongly encouraged to schedule routine appointments for evening or weekend hours to avoid conflicts with the schedule. This release is meant to be used for personal and routine medical/dental appointments. **Requests for excuses for routine appointments will not be accepted after the 24 hours have been used.** Absences due to acute and emergent medical conditions may be excused with a legitimate, written, and signed letter by a health care provider. Students requiring three (3) or more days of consecutive excused absences (totaling more than 24 hours) must email the PD immediately.

Unanticipated absences due to illness, accident or other unexpected events may be considered excused only if reported directly by the student via phone or email to the PA Program Director as soon as possible.

Reporting of absences by proxy is unacceptable unless there is an extenuating circumstance (i.e., the student is unable to speak, make a phone call, or send an email).

#### **Unexcused Absences (after the 24 hours' release)**

Any discovered or reported absence which does not fall into the above categories will be considered unexcused and will be recorded in the student's file. Any unexcused absence requires written explanation within 24 hours regarding the circumstances of the absence to the Academic/Clinical Coordinator, depending on which phase of the Program the student is enrolled in.

At the discretion of the PD, a single unexcused absence will result in a Professional Warning. Two (2) unexcused absences will result in an SPC meeting to determine all possible disciplinary actions and may result in Professional Probation. Continued unexcused absences may be grounds for dismissal from the Program at the discretion of the PD.

Absences on the first or last day of a rotation, course, lecture series, day of scheduled exam, day before a scheduled exam or after or before a scheduled break, vacation, or weekend are considered unexcused unless prior written approval has been granted. If such an absence is the result of a sudden unavoidable circumstance, the Academic Director should be notified as soon as possible and provided with a written explanation for the absence.

If the student is unable to provide documentation to excuse their absence a day prior to a scheduled exam, the exam taken will be considered a make-up exam and the highest score achieved will be a 75%.

### **Lateness/Early Departure**

It is disruptive and disrespectful to come in late or leave early from academic activities. Excessive lateness or unexcused early departures will be grounds for referral to the SPC.

### **Institutional Dress Code**

Quality patient care depends on more than just the acquisition of the required knowledge and skills. Professional appearance is also necessary to impart the patient with the feeling that we are practicing professionals who are delivering quality health care. Students at SJBSM are expected to dress appropriately as future professionals in the health sciences field, in accordance with the dress code established by the Institution. When selecting the clothes to wear, students should always try to project a neat and professional look. Students who are unsuitably dressed will not be allowed on the premises of the Institution. The poor appearance of one student is often generalized to the entire group or profession.

The following attire is not considered appropriate and therefore will be **unacceptable on school premises during lectures and while visiting different offices on official business:**

- Extra short skirts (half of thigh)
- Pronounced necklines
- Extra short shirts or blouses
- Short Bermuda type pants (both male and female students)
- Very worn, torn and/or stained jeans
- Beach sandals, flip flops, or similar type shoe attire
- Stiletto heels and open toed shoes
- Sleeveless shirts (male students)
- Transparent shirts
- Hats or caps
- Worn out and/or dirty shoes, sport shoes, or sneakers
- Students should dress appropriately during laboratory sessions. The following code must be observed:
  - Designated scrub and dressing gown will be used during laboratories sessions
  - Closed leather shoes (must also cover heel)
  - No sandals, slippers, and/or similar type shoe attire, no stiletto heels
  - Lab coats shall not be worn outside the laboratory spaces



## SAN JUAN BAUTISTA SCHOOL OF MEDICINE STUDENT HONOR CODE

This Honor Code delineates the standards that San Juan Bautista School of Medicine deems essential to ensure its students' suitability for the practice of health care. By signing the SJBSM Honor Code, the student agrees to abide by all components. By acting with honesty, integrity, fairness, and respect for others we foster a community built on trust and enable the free exchange of ideas. Behavior that deviates from these principles jeopardizes this achievement and, in some circumstances, patient safety. The Honor Code exists in conjunction with other institutional regulations and policies. Violations of the Honor Code may lead to disciplinary action. The SJBSM Student Honor Code includes a commitment for:

### **Non-discrimination**

It is unethical for a student to refuse to participate in the care of a person based on that person's race, religion, ethnicity, socioeconomic status, gender, age, or sexual orientation. It is also unethical to refuse to participate in the care of a patient solely because of medical risk, or perceived risk, to the student. It is not, however, unethical for the pregnant student to refuse to participate in activities that pose a significant risk to her fetus.

### **Confidentiality**

The patient's right to confidentiality is a fundamental tenet of health care. The discussion of problems or diagnoses of a patient by professional staff/medical students in public violates patient confidentiality and is unethical.

### **Professional Demeanor**

The student should be thoughtful and professional when interacting with colleagues, patients, and their families. Unprofessional behavior includes the use of offensive language, gestures, or remarks with sexual overtones. Students should maintain a neat and clean appearance, and dress in attire that is accepted as professional by the patient population served. Under pressure of fatigue, professional stress, or personal problems, students should strive to maintain composure or to remove themselves from the situation when appropriate. The student should seek supportive services when appropriate.

### **Misrepresentation**

A student should accurately represent himself or herself as a student to patients and others on the medical teams or elsewhere. Students should never introduce or portray themselves as professional health providers as this is clearly a misrepresentation of the student's position, knowledge, and authority.

### **Honesty**

Students are expected to demonstrate honesty and integrity in all aspects of their education and in their interactions with patients, staff, faculty, and colleagues. They may not cheat, plagiarize, or assist others in the commission of these acts. The student must assure the accuracy and completeness of his or her part of the medical record and must make a good-faith effort to provide the best possible patient care. Students must be willing to admit errors and

not knowingly mislead others or promote himself or herself at the patient's expense.

### **Consultation**

Students should seek consultation and supervision whenever their participation in the care of a patient maybe inadequate because of lack of knowledge and/or experience.

### **Conflict of Interests**

When a conflict of interest arises, the welfare of the patient must always be the priority. A student may challenge or refuse to comply with a directive if its implementation would be antithetical to his or her own ethical principles when such action does not compromise patient welfare. Gifts, hospitality, or subsidies offered by medical equipment, pharmaceutical, or other manufacturers or distributors should not be accepted if acceptance would influence the objectivity of clinical judgment.

### **Sexual Misconduct**

The student will not engage in romantic, sexual, or other nonprofessional relationships with a patient, even at the apparent request of a patient, while the student is involved with the patient's care. The student is not expected to tolerate inappropriate sexual behavior on the part of SJBSM's administrative personnel, faculty, fellow students, medical personnel and/or patients. Refer to section on Complaint Procedures for information regarding the due process to present complaints regarding sexual misconduct.

### **Impairment**

The student will not use alcohol or drugs in a manner that could compromise patient care. It is the responsibility of every student to protect the public from an impaired colleague and to reach out to a colleague whose capability is impaired. The student is obligated to report persons of the health care team whose behavior exhibits impairment or lack of professional conduct or competence, or who engage in fraud or deception.

### **Criticism of Colleagues**

Professional relations among all members of the SJBSM community should be marked with civility. Thus, scholarly contributions should be acknowledged, slanderous comments and acts should be avoided, and each person should recognize and facilitate the contributions of others to the community. The student will deal with members of the health team and all others in a cooperative and considerate manner. Concerns about the conduct of other members of the health care team should be reported through appropriate supervisory and regulatory channels.

### **Research**

The basic principle underlying all research is honesty. Scientists have a responsibility to provide research results of high quality; to gather facts meticulously, to keep impeccable records of work done; to interpret results realistically, not forcing them into preconceived molds or models; and to report new knowledge through appropriate channels. Co-authors of research reports must be well enough acquainted with the work of their coworkers that they can personally vouch for the integrity of the study and validity of the findings and must have been

active in the research itself. Plagiarism is unethical. To consciously incorporate the words of others, either verbatim, or through paraphrasing, without appropriate acknowledgment is unacceptable in scientific literature.

### **Evaluation**

Students should seek personnel feedback and actively participate in the process of evaluating their teachers. Students are expected to respond to constructive criticism by appropriate modification of their behavior.

When evaluating faculty performance, students are obliged to provide prompt, constructive comments. Evaluations may not include disparaging remarks, offensive language, or personal attacks, and should maintain the same considerate, professional tone expected of faculty when they evaluate student performance.

### **Teaching**

Students of the SJBSM community are expected to teach what they know of the science, art, and ethics of health care to patients and other members of the medical community. This implies a responsibility to share knowledge and information with colleagues and patients. Under no circumstance will a student be required to assume the role of a faculty member, and be responsible for teaching fellow students.

### **Responsibility to the profession**

Students are expected to behave in such a fashion as to bring honor upon the profession. Violation of any of these expectations, whether at the school or elsewhere, will be grounds for a disciplinary action.

### **Academic and Professional Integrity**

PA students must adhere to the standards for academic, professional, and ethical practice established by the profession as well as the SJBSM. These standards include but are not limited to academic integrity, patient confidentiality, documentation, billing practices, professional conduct in patient settings, etc.

SJBSM is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

SJBSM views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate disciplinary actions, up to and including expulsion from the PA Program and Institution. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

SJBSM's policy on academic integrity is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment
- No student has an inappropriate advantage over others
- The academic and ethical development of students is fostered
- The SJBSM can maintain its reputation for integrity in teaching, research, and community service

Failure to uphold the principles of academic integrity threatens not only the reputation of SJBSM, but also the value of each degree awarded by the institution. All members of the SJBSM community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The SJBSM administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

### **Academic Integrity**

The following are violations of academic integrity and are prohibited by the PA Program. Students, faculty, and other members of the Program who are in violation of one of the offenses listed below or similar such offenses or who assist in the commission of such offenses may be subject to sanctions.

### **Plagiarism**

Plagiarism is defined as the unauthorized use of the writings, ideas, and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one's own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

Plagiarism takes many forms. **Flagrant forms, or intentional plagiarism,** include, but are not limited to: purchasing or copying a paper from the Internet or from a fellow student or anyone else, whether or not that paper has been published; copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; copying clinical notes/materials without personally performing the patient examination.

Plagiarized sources may include not only print material but also computer programs, video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at SJBSM and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions, or ideas of another without proper citation.

Students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

### **Unintentional Plagiarism**

Plagiarism is not only the failure to cite but the failure to cite sources properly. If a source is cited but in an inadequate way, the student(s) may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, show exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Program will seek to recognize and differentiate its penalties between **intentional plagiarism** (as defined above) and **unintentional plagiarism** (failure to cite sources properly). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may be penalized with only a sanction.

### **Cheating**

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating. Examples of cheating on examinations and other fieldwork assignments include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments including H&P's, SOAP notes, and written submissions
- Using materials or devices not specifically authorized during any form of a test or examination
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers
- Sitting in for someone else or permitting someone to sit in for you on any form of test or examination
- Working on any form of test or examination beyond the allotted time; hiding, stealing, or destroying materials needed by other students
- Altering and resubmitting for re-grading any assignment, test, or examination
- Copying from another individual's examination or providing information to another student during an examination
- Soliciting, obtaining, possessing, or providing to another person an examination prior to the administration of the examination
- Sharing exam questions with current or prospective students
- Replication of test questions for dissemination from memory

Examples of unauthorized assistance include:

- Giving or receiving assistance or information in any manner, including person-to-person, notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission)
- Copying from another individual's exam

**Failure to comply with all test procedures will be considered a violation of the Academic Integrity Policy.**

### **Inappropriate Professional Behavior**

The Program students are expected to conduct themselves in a manner consistent with the function of an institution of higher learning and with their role as future health care professionals. Students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct.

Characteristics key to the development of a health care provider include, but are not limited to:

- Ethical conduct and honesty
- Integrity
- Ability to recognize one's limitations and accept constructive criticism
- Concern for oneself, others, and the rights of privacy
- Appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families
- Responsibility to duty
- An appearance inconsistent with a clinical professional
- Punctual attendance at all scheduled activities and adherence to deadlines set by the faculty and preceptors
- Inappropriate professional behavior includes unprofessional conduct in patient settings, simulations, professional meetings, and the classroom setting. Any PA student who demonstrates inappropriate professional behavior will be considered in violation of the ethical code set forth by the PA program.

## DISCIPLINARY SANCTIONS FOR UNPROFESSIONAL CONDUCT

In accordance with the conduct required of a member of the PA profession by AAPA, PRAPA and SJBSM, improper conduct of students with corresponding disciplinary sanctions and penalties to be imposed have been established. None of the disciplinary sanctions and penalties established shall be understood as a limitation to the authority of the President/Dean of the San Juan Bautista School of Medicine, who may adopt and apply other disciplinary sanctions and penalties considered necessary in accordance with the improper conduct. If the improper conduct is emitted in a clinical setting and/or hospital, the disciplinary sanctions and penalties will be adopted in accordance with the regulations of the institution where committed and/or with school policies.

### **Violations**

Violations are considered either minor or major offenses, based on the nature and severity of the incidents.

### **Minor Offenses**

Minor offenses involve violation of a school policy. Some examples of minor offenses may include but are not limited to violation of class conduct, minor alcohol policy violations, violation of dress code, excessive noise or quiet hour violations, minor damage to property, violation of fire safety rules and procedures, and or smoking on campus.

### **Major Offenses**

Major offenses involve violation of an institutional standard or policy which may justify the imposition of a sanction such as probation, suspension, or expulsion. Some examples of major complaints may include but are not limited to: violation of the institutional standards; behavior potentially harmful to other people (including assault, harassment, use of fireworks, violation of fire safety rules, etc.); disrespectful conduct that leads to the embarrassment or indignities to other persons; lack of honesty such as cheating and/or plagiarism; vandalism to property; unauthorized possession of firearms; illegal appropriation; multiple or repeated violation of institutional policies; major alcohol violations; and possession or sale of illegal substances.

### **List of Violations**

Students found in violation of any of the items listed below may be subject to disciplinary action. The list below should not be considered all-inclusive.

- The commission of any act constituting a public offense and/or misdemeanor by the laws of the Commonwealth of Puerto Rico or any place, state, or country
- Violations of the General Student Regulations, institutional policies, and/or any rule adopted by the Board of Trustees or the administration of San Juan Bautista School of Medicine, which has been duly circulated among the students
- Violation of the regulations of hospitals and other training institutions
- Conduct that verifies lack of honesty in relation to academic work, such as plagiarism, cheating or fraudulent acquisition of examinations or any action themselves to that end



- Assuming without previous authorization, the representation of San Juan Bautista School of Medicine, the General Student Council or any other student organization properly recognized
- Publication or diffusion, inside or outside the school premises, at hospitals or training centers, of defamatory, libelous, obscene, or devoid of veracity material and/or confidential patient information protected by HIPAA
- Knowingly presenting a worthless check, forging a payment, or failure to make satisfactory arrangement for the settling of accounts with the school
- Alteration or falsification of the qualifications, records, exams, and other documents
- Alteration to peace or participation in acts that urge to violence or obstruction of official school activities
- Malicious damage to school, hospitals, training centers, or the fellow students' property
- Theft and/or illegal diversion of property belonging to the school, hospitals, training centers, or of fellow students
- Removal or subtraction of a patient's medical record from clinical and/or hospital record departments
- The possession, use, and/or distribution of alcohol or controlled substances within the premises of the school, their dependencies, hospitals, training centers or any other place where an institutional activity is being developed
- Disrespectful treatment of faculty, officials, or non-educational personnel including but not limited to:
  - Persistent actions or communications which create a hostile environment
  - Threatening, attempting, or committing physical harm
  - Abusive, intimidating, and/or threatening language
- Discriminatory actions based on sex, race, color, ethnicity, sexual orientation, age, marital status, political or religious affiliation, and/or disability
- Disrespectful treatment of fellow students including but not limited to:
  - Persistent actions or communications which create a hostile environment
  - Threatening, attempting, or committing physical harm
  - Abusive, intimidating, and/or threatening language
- Discriminatory actions based on sex, race, color, ethnicity, sexual orientation, age, marital status, political or religious affiliation, and/or disability
- Disrespectful treatment or examinations to patient without supervision
- In the case of sexual harassment, the dispositions of the Executive Order promulgated to this effect and/or any other institutional policy that shelter victims of this behavior will be applied
- Interruption, interference and/or disruption of regular schoolwork, or holding unauthorized events
- Failure to observe attendance regulations such as being late, being absent without a reasonable excuse, leaving didactic activities without authorization
- Failure to respond and/or comply with a citation by any school authority
- Improper use of electronic devices such as cell phones, laptops, recording and/or filming devices, during didactic activities

- Attending classes and/or hospitals without the required professional attire and/or required ID card

## **DISCIPLINARY SANCTIONS**

The following disciplinary sanctions may be imposed to students who have committed any conduct considered a violation to school policies:

### **Warning**

A written admonition (Professional Warning) to the student that he/she is violating the ethical standards of SJBSM in accordance with the institution's policies and regulations; and that continuation or repetition of the conduct may be cause for further disciplinary action.

### **Reprimand**

A written notice of a violation of the ethical standards of SJBSM in accordance with the institution's policies and regulations. A reprimand may include the possibility of more severe disciplinary sanctions in the event of future infractions.

### **Disciplinary / Professional Probation**

Formal written notice of violation of the Student Code of Conduct which includes exclusion from participation in specified activities or locations for a period not to exceed one (1) calendar year. Further violation of the Student Code of Conduct will result in more severe sanctions.

### **Restitution**

Formal action to require the reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

### **Removal from Classes/Facilities**

Exclusion of a student by a faculty member from a class and/or facility for the day of the offense and/or the next class meeting or day. A faculty member removing a student from class shall make a written report to the Associate Dean of Student Affairs and/or corresponding Dean, to discuss the cause for the removal.

Before a student is removed from the classroom the faculty member should:

- Give or make reasonable efforts to give the student an oral or written notice of the reasons for the proposed removal
- Immediately following the removal from class, the faculty member shall document the removal and notify the Associate Dean of Student Affairs, the corresponding Dean, and/or the Year Coordinator

### **Suspension**

Action to exclude the student from all institutional programs and activities for a definite period. This action shall be posted in the student's record. Suspension for more than ten days may have an impact on a student's financial aid eligibility or financial aid award.

### **Expulsion / Dismissal**

Termination of student status indefinitely. A student may be expelled when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety of the students or others.

### **DISCIPLINARY ACTION PROCESS**

All complaints regarding improper conduct will be referred to the SPC who will conduct a preliminary investigation to determine the nature and severity of the incident. If deemed necessary, the PD may recommend a formal investigation. In such cases, the student will be referred to the Deanship of Student Affairs for further investigation and adjudication.

SJBSM may impose an adverse action on students found to have engaged in improper conduct that may result in an alteration of student's status and/or graduation from the institution. Students may appeal said sanctions in accordance with the procedures defined in Executive Order 2016-01, Due Process Policy, which can be found in the following weblink:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/201601%20Due%20Process%20Policy.pdf>

The student's disciplinary record shall be maintained during all his/her years of study at the school. The acts and offenses constituting infringement of regulations and policies established will accumulate for the same term.

## GENERAL MATRICULATION POLICIES

### PHYSICIAN ASSISTANT PROFESSION

In the United States, PAs are medical professionals who diagnose illness, develop, and manage treatment plans, prescribe medications, and often serve as a patient's principal health care provider. With thousands of hours of medical training, PAs are versatile and collaborative. PAs practice in every state and in every medical setting and specialty, improving health care access and quality.

PAs are qualified by graduation from an accredited physician assistant program and certified by the National Commission on Certification of Physician Assistants (NCCPA). The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high-quality health care. Within the physician-PA relationship, PAs exercise autonomy in medical decision making and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes of the graduate PA. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues.

Additional information about the profession can be found in the following weblinks, related to the four PA professional organizations:

- American Academy of Physician Assistants (AAPA) - <https://www.aapa.org/>
- Physician Assistant Education Association (PAEA) - <https://paeaonline.org/>
- National Commission on Certification of Physician Assistants (NCCPA) - <https://www.nccpa.net/>
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) - <http://www.arc-pa.org/>

In the United States, PAs are responsible for the following duties:

- Eliciting a detailed and accurate medical history, performing a complete physical examination, and recording all pertinent data and development of a treatment plan.
- Utilize critical thinking skills in patient evaluation with analytical interpretation of health care information including pertinent labs and diagnostic data.
- Performing therapeutic procedures, including injections, immunizations, wound care, suturing, incision and drainage of superficial infections, insertion of nasogastric and bladder catheters, cast application and providing follow-up care for simple fractures.
- Counseling patients regarding physical and mental health, as well as providing patient

information on diet, health promotion, disease prevention, normal growth and development, and family planning.

- Assisting the physician in inpatient settings by performing patient rounds, recording patients' progress notes, and determining and implementing therapeutic treatment plans.
- Generate appropriate referrals to specialists, therapists, social workers, other members of the health care team and provide information on community resources where indicated.
- Facilitating the appropriate referral of patients and maintaining awareness of existing health delivery systems and social welfare resources.
- Demonstrate professional behavior in all encounters to the highest ethical and legal standards.
- Formulate an appropriate therapeutic management plan that uses evidence-based medicine and problem based-learning for patient care across the lifespan for emergent, acute, chronic, and ongoing conditions.

## Expected PA Competencies and Skills

### Competencies for the Physician Assistant Profession

(Adopted 2012 by ARC-PA, NCCPA, and PAEA Adopted 2013 by AAP)

Weblink: [https://www.nccpa.net/PAC/Competencies\\_references.aspx](https://www.nccpa.net/PAC/Competencies_references.aspx).

Between 2003-2004, the NCCPA led an effort with three other national PA organizations (ARC-PA, AAPA, and PAEA) to define PA competencies in response to similar efforts conducted within other health care professions and the growing demand for accountability and assessment in clinical practice. The resultant document, Competencies for the Physician Assistant Profession, provided a foundation from which physician assistant organizations and individual physician assistants could chart a course for advancing the competencies of the PA profession. This document was updated in 2012 and approved in its current form by the same four organizations.

This documents the foundation from which each of those four organizations and individual PAs can acquire and maintain throughout their careers. This document serves as a map for the individual PA student that is committed to completing the educational process needed to enter the PA profession.

The professional competencies for PA students include the effective and appropriate application of medical knowledge, communication skills, patient care, professionalism, as well as an unwavering commitment to continuous learning, professional growth, and the physician-PA team. The following are the adopted expected competencies for PA Students and Graduates:

## **Medical Knowledge**

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations.

PAs are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

## **Interpersonal and Communications 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 information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system.

PAs are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective communication skills to elicit and provide information
- adapt communication style and messages to the context of the interaction
- collaborate effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

## **Patient Care**

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable.

PAs are expected to:

- collaborate effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

### **Professionalism**

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.

PAs are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

### **Practice-based Learning and Improvement**

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices.

PAs are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

### **System-based Practice**

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part.

PAs are expected to:

- effectively interact with diverse types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities and apply the concepts of population health to patient care



### Introduction

The PA Program is dedicated to the education of students who will develop into exceptional practitioners, strive to become competent and caring providers, and demonstrate the ability to learn, integrate, analyze, and synthesize information and data. The physician assistant student will be in possession of the knowledge and skills required to adapt to an ever-changing professional environment. The physician assistant student must have the capabilities to perform in a variety of clinical settings while providing a wide spectrum of patient care.

This requires that every student have enough capabilities and abilities in the following areas:

- Communication
- Observation
- Motor/Tactile Function
- Intellectual, Conceptual, Integrative and Quantitative Abilities
- Professionalism

These technical standards are required for admission and must be maintained during a student's progress through the PA Program. Successful participation in and completion of the PA Program requires students to have certain mental and physical abilities, with or without reasonable accommodations. SJBSM complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding applicants and students with disabilities. Detailed information about the Act can be found in the following weblink:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2006-03.pdf>

### Technical Standards

PAs deliver health care in a variety of settings to diverse patient populations. The role of the PA demands intelligence, sound judgment, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. PAs and PA students must be able to collect and analyze data, integrate results of diagnostic studies with current treatment standards and solve problems all while providing patient care. Required mental and physical abilities fall into five major categories: sensory, communication, motor, intellectual, and behavioral/social.

#### Sensory

PA students must have enough visual and auditory ability to observe in lecture-learner, laboratory, and patient care settings. Sensory skills required in the performance of complete physical examinations utilizing inspection, percussion, palpation, and auscultation include adequate vision, hearing, smell, and tactile sensation. All senses must be enough to observe a patient's condition and elicit information through the history and physical examination.

### **Motor**

Enough physical stamina is required to complete the rigorous didactic and clinical portions of the Program. The didactic phase of the Program requires extended sitting, in contrast to the clinical phase which requires extended standing and moving about various clinical facilities. PA students must be able, with or without accommodation, to elicit information from patients and perform a physical examination. In addition, they must be able to perform therapeutic and diagnostic procedures in addition to negotiating various health care environments, such as outpatient facilities, laboratories, and hospitals. Students must have enough motor function to execute movements that are essential to provide general and emergency care to patients. Some examples of emergency care required of physician assistants is cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, the handling of surgical instruments and the performance of basic obstetric maneuvers. Additionally, the ability to use the electronic medical record as well as take the national physician assistant certification examination which does not offer paper testing necessitate that students are able, with or without reasonable accommodations, to use computers and other electronic devices.

### **Communication**

PA students must be able to read, understand, write, and speak English for effective and efficient classroom and laboratory communication. PA students must be able to record and communicate information in a timely, effective, and sensitive manner to patients and other members of the health care team. Effective communication needs to be clear and unambiguous. Communication includes face to face contact, reading, legible writing and completion of electronic medical records in a timely manner. While eliciting information from patients, the student must be able to identify and describe changes in mood, activity and posture and perceive nonverbal communication.

### **Intellectual**

PA students must be able to sustain attention, calculate, reason, analyze, assimilate, and recall technically detailed and complex information. Correlating information and problem solving to arrive at a reasonable clinical conclusion in a timely fashion is a basic tenet of clinical practice. Students must be able to learn through a variety of teaching modalities including classroom instruction, small group, and collaborative activities, simulated and clinical environments. With rapidly expanding avenues of clinical information, the ability to extract valid, useful, and relevant information from the medical literature is also required to formulate accurate diagnoses and treatment plans. In addition, students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

### **Behavioral and Social Attributes**

PA students must be able to relate and perform professionally in all aspects of PA training and in the clinical environment with patients and other members of the health care team. Students must possess emotional health and maturity for full utilization of intellectual abilities. They need to exercise good judgement, empathy, integrity, and honesty in all academic settings and possess enough interpersonal skills to develop mature, effective, compassionate, and respectful

relationships with peers, patients, patient families and caregivers and all members of the health care team. Students must be able to tolerate physically taxing workloads, changing environments and rotating schedules. They must display flexibility and learn to function in the face of uncertainties inherent in the practice of medicine. Students should take responsibility for their own learning and recognize insufficiencies in knowledge or skills and seek assistance as they strive for excellence. Students are expected to accept suggestions and criticisms and respond by appropriate modification of behavior.

## Admissions

The Admissions Committee uses a holistic process to ensure the applicant pool and student body is broadly diverse to enable the school to achieve its mission, vision, goals and student profile statements approved by the council of Deans. When considering applicants for admission, the Admissions Committee reviews all appropriate information including academic, personal, experiential, and demographic data in the selection process.

## Registration

Prior to registration, students will be verified if they qualify for enrollment to the corresponding academic period. The Registrar will send out a communication indicating the instructions for registration. On the corresponding date of enrollment, students will be required to present:

- Evidence of a health insurance plan. In the event that the student does not have one, they will be enrolled with the school's health insurance plan. **No student may enroll without a health insurance plan.**
- Physician report
- Medical certificate including tuberculin test, VDRL blood test, chest X-ray and evidence of being vaccinated against the diseases that are required at the time of registration, according to the requirements of each student under 21 years of age and third year students. Law 25 of September 25, 1983 Must be renewed annually.
- Negative Criminal Background Check (CBC). First year students submit report via CASPA. Must be renewed annually. Second and third year students must request CBC report from PR Police Department at <https://servicios.pr.gov/cap/>. This report requires evidence of PR driver's license. For information refer to: <https://docs.pr.gov/files/cesco/Documentos%20Esenciales/DTOP-DIS-257%20Solicitud%20para%20Certificado%20de%20Licencia%20para%20Conducir%20Vehiculos%20de%20Motor%20POR%20RECIPROCIDAD%20%20Rev.%2004nov2019.pdf>
- Law 300 certificate. First year students submit report via CASPA. Second and third must request local report. Must be renewed annually.
- PVAC Immunization report
- Influenza vaccine Must be renewed annually.
- Tithers for Hepatitis B, Chickenpox and MMR
- COVID-19 vaccine. Students who do not comply with this requirement must present evidence of exemption and complete the Liability Waiver. Not having COVID vaccine may affect student's clinical rotations.

- HIPPA, OSHA, Mask Fit Must be renewed annually.
- Blood borne exposure
- CPR certifications Must be renewed bi-annually.

**Note: Driving License** - the Commonwealth of Puerto Rico under Law 43 known as the Vehicle and Traffic Law, requires that any person who will be residing in Puerto Rico for more than 120 days, apply for the local version. The Puerto Rico license is required to apply for the CBC. For information on how to comply with this requirement refer to: <https://www.cesco.pr.gov/>

After completing registration, student's will be referred to the Financial Aid Office so that they may complete their student grant/loan if they have not done it prior to their enrollment. The final stage of registration is the Bursar's Office to make corresponding enrollment payment.

### **Tuition**

It is the school's fiscal policy that any student taking one or more credits must pay full tuition for each term. Tuition/fees for the PA program are paid at the beginning of (3) out of the (3) semesters. Charges for students retaking clinical rotations in the PA Program will be based on a prorated basis from that year's tuition. **Tuition changes are posted on the PA Program website. Students are advised to check for updates regarding tuition and fees.**

## **Financial Aid and Refund Policies**

The purpose of the Financial Aid Office (FAO) is to aid qualified students in obtaining the financial resources they need to pay their cost of attendance. Students may be eligible for financial aid options, according to their academic study program. All students receive financial aid counseling upon admission to any of SJBSM's academic programs. Students who participated in any of the loan programs are required to attend an exit counseling once they complete their academic program, or prior to withdrawal. During their academic program, workshops are offered to provide counseling in debt management and loan repayment.

As a qualified student you may be eligible for the following financial aid programs, according to your academic program:

### **Federal Pell Grant**

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded only to undergraduate students who display exceptional financial need, and have not earned a bachelor's, graduate, or professional degree. Eligible students receive a specified amount each year under this program. The amount to be awarded will depend, not only on the student's financial need, but also on their cost of attendance, status as a full-time or part-time student, and if they plan to attend school for a full academic year or less.

The amount of funds a student may receive over his/her lifetime from the federal Pell Grant is limited by federal law to the equivalent of six years. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%.

### **Direct Loans**

The U.S. Department of Education's federal student loan program is the William D. Ford Federal Direct Loan (Direct Loan) Program. Under this program, the U.S. Department of Education is your lender. The available options under this program are:

- Direct Subsidized Loans - made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education.
- Direct Unsubsidized Loans - made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need. Graduate and professional students may be eligible to receive up to \$20,500 per academic year, according to the cost of attendance. Qualified medical students enrolled in an accredited program, may be eligible to receive a maximum of \$40,500 in Unsubsidized Loan per academic year.
- Graduate Plus Loan: This is a low fixed-interest loan for graduate and professional students to cover their cost of attendance. The Graduate Plus Loan requires a credit verification.

All loan programs have fixed interest rates and origination fees. As part of the application process, you must submit a master promissory note online, and complete an electronic entrance counseling at StudentLoans.gov.

### **Important consideration when taking out federal student loans**

Before you take out a loan, it's important to understand that a loan is a legal obligation that makes you responsible for repaying the amount you borrow with interest. Even though you don't have to begin repaying your federal student loan right away, you shouldn't wait to understand your responsibilities as a borrower. Be a responsible borrower.

- Keep track of how much you're borrowing. Think about how the amount of your loans will affect your future finances, and how much you can afford to repay. Your student loan payments should be only a small percentage of your salary after you graduate, so it's important not to borrow more than you need for your school-related expenses.
- Research starting salaries in your field. Ask your school for starting salaries of recent graduates in your field of study to get an idea of how much you are likely to earn after you graduate.
- Understand the terms of your loan and keep copies of your loan documents. When you sign your promissory note, you are agreeing to repay the loan according to the terms of the note even if you don't complete your education, can't get a job after you complete the program, or you didn't like the education you received.
- Make payments on time. You are required to make payments on time even if you don't receive a bill, repayment notice, or a reminder. You must pay the full amount required

by your repayment plan, as partial payments do not fulfill your obligation to repay your student loan on time.

- Keep in touch with your loan servicer. Notify your loan servicer when you graduate; withdraw from school; drop below half-time status; transfer to another school; or change your name, address, or Social Security number. You also should contact your servicer if you're having trouble making your scheduled loan payments. Your servicer has several options available to help you keep your loan in good standing.

### **Veterans educational and training benefits**

The Department of Veterans Affairs provides education and training opportunities for eligible dependents of veterans who are permanently and totally disabled due to a service-related condition, who died while on active duty or as a result of a service-related condition.

In accordance with Title 38 US Code 3679(e) Section 103 PL 115-407, effective August 1 of 2019 SJBSM has adopted the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. SJBSM will not:

- Prevent the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class
- Provide a written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). For more information contact our VA Officer Nildalee Meléndez at [nildaleemr@sanjuanbautista.edu](mailto:nildaleemr@sanjuanbautista.edu) or visit <https://benefits.va.gov/benefits/>

### **Vocational Rehabilitation Program**

This program seeks to help students with physical or mental disabilities, so that through various phases or stages they are able to develop their capabilities. The students must contact the regional office corresponding to the area where he/she lives.

### **National Health Services Corps Scholarship Program**

This program is available for medical students in the primary health care specialties and committed to serving part or all of their career in federally designated health professional shortage area. Learn more about this program at <https://nhsc.hrsa.gov>

## **Military Scholarship Programs**

SJBSM is a proud signer of the Department of Defense Voluntary Education Partnership Memorandum of Understanding (the DoD MOU). If you intend to use a DoD education benefit (Federal or State Tuition Assistance) you must start this process with your unit Educational Service Officer (ESO) or your military counselor.

Eligibility for the Tuition Assistance program depends on your branch of service. Students must contact the desired program for more information at:

- US Army: 1-800-USA-ARMY or [www.healthcare.goarmy.com](http://www.healthcare.goarmy.com)
- US Air Force: 1-800-423-USAF or [www.airforce.com](http://www.airforce.com)
- Navy: 1-800-usa-navy or [navy.com](http://navy.com)
- National Guard: 1-800-GO-GUARD or [www.1-800-go-guard.com/](http://www.1-800-go-guard.com/)
- SJB Veterans Affairs Certifying Official: [nildaleemr@sanjuanbautista.edu](mailto:nildaleemr@sanjuanbautista.edu)

## **Application Process for Financial Aid**

Students interested in applying for federal financial aid, must comply with the following requirements and process:

- Have financial need.
- Be an US Citizen or an Eligible Non-Citizen.
- Have a valid Social Security number.
- Enroll in an eligible program as a regular student working toward a degree.
- Meet satisfactory academic progress standards
- Register (or have registered) with the Selective Service if you are a male between the ages of 18 and 25
- Certify that they are not in default on a federal student loan and do not owe money on a federal student grant
- Student must not exceed the aggregate loan limit established by the Department of Education
- Comply with the Entrance Interview/Counseling.
- Provide all the documents and information required by the Financial Aid Office and Admissions Office no later than a week prior to enrollment.
- First time applicants at SJBSM must complete an Electronic Entrance Counseling, and a Master Promissory Note at [www.StudentLoan.gov](http://www.StudentLoan.gov).
- Complete the Free Application for Federal Student Aid (FAFSA) in order to be evaluated for eligibility for federal funds at [fafsa.gov](http://fafsa.gov).
  - Deadline for submission is April 15<sup>th</sup>
  - SJBSM School code is G31773.
  - Enter your name as it appears on your Social Security card.
  - Be sure to enter updated information (address, phone number, email, etc.).
  - You need an *FSA ID* to sign your FAFSA. To request an FSA ID, please access <http://www.pin.ed.gov>

### **Financial need**

Once you submit your FAFSA, the U. S. Department of Education will send an *Institutional Student Information Record (ISIR)* to the Financial Aid Office, which will be used for completing your financial need analysis. For undergraduate students, the Expected Family Income (EFC) will be considered. The EFC is the amount that the student should contribute toward to his/her cost of attendance. The financial need analysis consists of the following calculation:

$$\text{(Cost of attendance) minus (EFC) equals (Financial Need)}$$

The Financial Aid Office will take in consideration any other expected financial aid (external funds such as Vocational Rehabilitation, military scholarships, and any other grant or scholarship) when calculating the financial need. The Financial Aid Office has the authority to request any document to determine the eligibility of the student to receive federal funds.

**Note:** A student cannot receive financial assistance in excess of the determined Financial Need.

### **Award Notification**

The next step is the Financial Aid Award Notification. Once the financial need analysis is completed and eligibility is determined, the student will receive a notification letter, which will indicate the type/financial aid programs, amount, and the applications forms that must be completed.

### **Verification**

Verification is the process used to confirm that the data reported on your FAFSA is accurate. Students may be selected for verification: randomly because the information submitted by the student was incomplete, or that the data provided by the student is inconsistent. The Financial Aid Office will verify applications selected by the Department of Education (ED), except in cases of graduate students who are eligible for unsubsidized financial aid only.

FAFSA applications selected for verification by the ED will be verified in the following items (according to the verification code):

- Adjusted gross income
- Taxed paid
- Specific untaxed income items from tax return: untaxed IRA distribution, untaxed pensions, education credits, IRA deductions, tax exempt interest
- Number in family members in college
- Child support
- Other items required by the Department of Education

In such cases, students will be required to submit the following documents to the Financial Aid Office, within an established deadline for submission:

- Verification Worksheet (provided by the Financial Aid Office)
- Copy of corresponding tax return



- Copy of the corresponding W-2 form(s)
- Evidence of wages, salaries, tips, etc., reported on FAFSA
- Other required documents

If the student/parents are not required to file an Income Tax Return (IRS), they will be required to complete and sign a *Certification of Income*, provided by the Financial Aid Office, among other documentation.

**Note:** Financial aid will not be processed until the verification is completed

### **Satisfactory Academic Progress**

Federal regulations require that every student who receives federal financial aid maintain a satisfactory academic progress toward the achievement of a degree. Progress is measured by the student's cumulative grade point average, credits earned in relation to those attempted, and the length of the academic program. Please, refer to the Satisfactory Academic Progress Policy for additional information.

### **Title IV and Federal Programs Funds Reimbursement Policy** (Executive Order 99-02)

Federal student financial aid (Title IV and other federal funds) is awarded to students under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of federal funds that the student was originally scheduled to receive.

A student who withdraws after completing 60% of the payment period is entitled to retain all Title IV aid for that payment period. However, if the student withdraws prior to completing 60% of the payment period, unearned Title IV funds as determined by the federal policy must be returned to the corresponding programs. This is a mandatory policy in accordance with the changes of the 1998 Reauthorization Law to the Higher Education Act, as amended, and is in force for all withdrawals and dismisses that come about in or after October 7, 2000. Please see full policy and explanation with requirements at:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2001-01.pdf>

### **Refund Policy** (Executive Order 99-02)

The policy for returning funds to a Federal Title IV Program will apply to the students participating in federal Title IV program (Federal Pell Grants) and other federal programs who withdraw, are withdrawn, or are expelled from the San Juan Bautista School of Medicine after having started to attend classes but within sixty percent (60%) of the term (semester). This policy is mandatory pursuant to the changes from the Reauthorization Act of 1998 to the Higher Education Act, as amended, and is effective for all withdrawals or expulsion occurring on or after October 7, 2000. Please see full policy and explanation with requirements at:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/99-02.pdf>

### **Electronic Entrance Counseling and Master Promissory Note:**

Students must complete an *Electronic Counseling* and the *Master Promissory Note* for DL Loans at [StudentLoans.gov](http://StudentLoans.gov). Students are also required to complete an Electronic Exit Counseling before the student changes his/her status from the school (graduation, withdrawal, or dismissal). More information and instructions regarding this process will be provided to the student with the notification.

### **Students with loans from other schools**

Students with loans from other school(s), must contact his/her servicer(s) in order to request a *deferment* for the loan(s). To keep track of all your federal loans, access the National Student Loan Data System (NSLDS) at [nslds.ed.gov](http://nslds.ed.gov), the central database for federal student aid. You'll need to use your FSA ID to access your information.

#### Important links and numbers

- Fill out your FAFSA online: [www.fafsa.gov](http://www.fafsa.gov)
- FSA Information Center: 1-800-433-3243
- Get your FSA ID Credentials: [fsaid.ed.gov](http://fsaid.ed.gov)
- Registration with the Selective Service: <https://www.sss.gov>
- View your loans: <http://www.nslds.ed.gov/nslds>
- Manage your federal student loans: [StudentLoans.gov](http://StudentLoans.gov)

### **Scholarships**

Detailed financial aid information can be obtained from the Financial Aid Office.

Listed here are additional avenues of financial aid which are specific for PA students (availability of scholarships are subject to change, please view the appropriate websites for more information):

#### **Physician Assistant Scholarships**

The American Academy of Physician Assistants (AAPA) through the Physician Assistant Foundation (PAF) offers \$1,000.00 scholarships on an annual basis. The scholarship is based on financial need and dedication to the Physician Assistant profession. Applications are mailed to the PA Program, or you may write to:

#### **PAF Scholarships**

c/o AAPA

950 North Washington Street, Alexandria, VA 22314

Various organizations offer other scholarships to qualified candidates. Students will be notified of these opportunities and of specific application requirements at the appropriate time.

## Student Records

### **Educational Rights and Privacy (FERPA)**

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. SJBSM policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding, records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the office concerned. Complete information concerning this policy is available in the Office of the Registrar and in the following link:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2012-03.pdf>

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hardcopy or in electronic format, maintained by SJBSM or a party acting on behalf of SJBSM, which contain information related to a student. FERPA specifies some limited exceptions including certain personal memory aids and certain employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within a reasonable period, but not more than 45 days after the Institution receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The SJBSM official will notify the student of the time and place the records may be inspected. If the records are not maintained by the SJBSM official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed
- The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask SJBSM to amend a record that they believe is inaccurate. They should write the SJBSM official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate. If SJBSM decides not to amend the record as requested by the student, SJBSM will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing

- The right to provide signed and dated written consent before SJBSM discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A SJBSM official is a person employed by SJBSM in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff, a person or company with whom SJBSM has contracted (such as an attorney, auditor, or collection agent, a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is not considered harmful or an invasion of privacy if released. The following is considered 'Directory Information' at SJBSM and may be made available to the public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

- Name
- Address
- E-mail address
- Telephone listing
- Date and place of birth
- Photograph
- Major field of study
- Dates of enrollment
- Enrollment status
- Classification
- Honors and awards
- Degrees and dates of conferral
- Most recent prior educational agency or institution attended
- Student identification number

The right to file a complaint with the U.S. Department of Education concerning alleged failures by SJBSM to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office**  
 U.S. Department of Education, 400 Maryland Avenue SW  
 Washington, DC 20202-4605

### **Authorization for Disclosure**

Enrolled students may refuse to permit disclosure of Directory Information. To do so, written notification must be received by the Registrar prior to February 15th of each academic year. This request is valid only for the academic year in which it is made.

### **Emergency Closing Procedures and Emergency Notification System**

In the event of a natural disaster such as a hurricane, earthquake or any other emergencies, students will be alerted through the SJBSM Emergency System via text, phone call and email. Information related to the emergency and instructions regarding cancellations, delays and other pertinent information will be delivered through those means.

## **HEALTH AND SAFETY POLICIES**

### **Health Insurance (Executive Orders 2012-05 and 2013-03)**

To ensure proper health care for all SJBSM students, SJBSM provides strict regulations that commence on enrollment. From the submission of health documents such as health certificates; VDRL, CBC and Urinalysis test results, and an updated vaccine report; to evidence of proper health insurance coverage are among the requirements for all enrolled students. SJBSM has also included arrangements for medical care in case of emergencies, and other medical situations.

For details, students may refer to the following weblinks:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2012-05.pdf>

[https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2013-03\\_Student\\_Emergency\\_Health\\_Care\\_Service.pdf](https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2013-03_Student_Emergency_Health_Care_Service.pdf)

### **Emergency Medical Services**

It is mandatory for students to have medical insurance upon enrollment. Students must subscribe to the institutional health plan in the event that they do not have one of their own. Emergency medical services are available to students at the Mennonite Hospital, within the campus. Students are encouraged to arrange appointments for routine medical appointments that do not interfere with their classroom scheduled exams. Information about the Institutional Plan, can be found in the following link:

[https://www.sanjuanbautista.edu/images/pdf/ExecutiveOrders/2013-03\\_Student\\_Emergency\\_Health\\_Care\\_Services.pdf](https://www.sanjuanbautista.edu/images/pdf/ExecutiveOrders/2013-03_Student_Emergency_Health_Care_Services.pdf)

**SJBSM does not allow any faculty member to render any medical assessment of treatment or advise students on personal medical situations.**

### **Background Investigations (Executive Order 2012-02)**

Recognizing the need to enhance the safety and well-being of patients, peer students, faculty, and the whole institution; and in so doing, to bolster the public's continuing trust in health professions; and to ascertain the ability of students to maintain or eventually become licensed and/or certified in their professions, criminal background checks (CBC) will be performed on all

admitted applicants of SJBSM.

For details, students may refer to the following weblink:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2012-02.pdf>

#### **Immunizations** (Executive Order 2006-05)

As part of the Health and Safety Program, SJBSM requires that all students admitted to the institution, be immunized in accordance to CDC regulations against infectious diseases such as: Hepatitis B, MMR (measles, mumps and rubella), TDAP (Tetanus, Diphtheria, Pertussis) Polio, Varicella, Meningococcal, Flu (Influenza) and Covid. In addition to the corresponding vaccines, students must submit evidence of a health certificate that includes the results of a VDRL test, and a non-reactive Tuberculin skin test. Without submission of these forms, students may not enroll in the Program.

**Note:** Although SJBSM mandates students to be fully vaccinated in accordance to CDC regulations, the institution acknowledges the exemptions made by the Puerto Rico Health Department. In such cases students must (1) inform the admissions office prior enrollment, (2) complete the corresponding document explaining the motive of the exemption and, (3) submit notarized copy of document certifying the reason for declining immunization. In such circumstances, SJBSM will not be held responsible for the denial of access to clinical sites, preceptorships, community practices, and/or other activities regulated by third parties.

After enrollment and/or prior entering clinical years, students may be required to submit additional health screenings and immunizations. The students will upload these documents onto E-VALUE® where said documents and any additional clinical requirements will be reviewed prior to the student entering the clinical phase. All clinical documents posted on E-VALUE® will be available to clinical sites/preceptors.

For details, students may refer to the following Weblink:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2006-05.pdf>

#### **COVID Policy**

To ensure a safe environment for both employees and students upon the return to face to face activities after the Covid pandemic, SJBSM published the institutions policy regarding Covid vaccine and security measures. This policy may vary depending on future manifestations of Covid and CDC recommendations.

For details, students may refer to the following Weblink:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2021-01.pdf>

## Exposure Policy and Incidence Reporting

Policies regarding exposure and reporting can be found within the following Executive Orders:

<b>2006-10</b>	Recording and Reporting Occupational Injuries and Illness
<b>2006-08</b>	Managing the Exposure to Varicella in Students
<b>2006-11</b>	Program of Education and Training of Bloodborne Pathogens
<b>2013-02</b>	Management of Accidental Needlesticks or Exposure of Mucous Membranes to Blood or Body Fluids

Students should always adhere to OSHA guidelines for universal precautions. However, should any student be exposed to blood or body fluid must report the incident to the preceptor or instructor immediately following the exposure for instruction and advisement.

Exposure incidents can lead to infection from the Hepatitis B and C virus (HBV/HCV) or the Human Immunodeficiency virus (HIV) which causes AIDS. The most obvious exposure incident is a needle stick, but any specific eye, mouth, mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material is considered an exposure incident and should be reported immediately.

### **The student should stop any procedure that he/she is engaged in, should an exposure occur.**

If the preceptor is not available, the incident must be reported to the Chief of Service under which the student is studying. In any event, the PD or Clinical Coordinator is also to be notified immediately. The student must submit an account of the exposure on a report form provided by the Program and available to the student on E-VALUE®. Information to include date and time of exposure, any protective garments worn by the student, the type of exposure, anatomical location of exposure and condition of exposed skin or mucous membrane, witnesses to the exposure, and any other pertinent information. This account is to be signed and dated by the student and mailed or faxed to the PA program office.

The student will adhere to the exposure policies of the rotation site. The source should be assessed for HIV and Hepatitis B/C risk. It is the student's responsibility to follow up with their private physician/occupational medicine physician for follow-up care and HIV testing as indicated and is financially responsible for any follow-up care including prophylactic medication.

Any student with an exposure incident, which occurs during the didactic phase or outside of the affiliation, but within the school curriculum, should also follow the above protocol.

The student is responsible for notifying the PA program administration or faculty of any accident that occurs while the student is on campus or at an affiliated institution resulting in any potential injury or property damage. If a student is on an OOT rotation, he/she should follow the guidelines set forth by the respective institution for incident reporting and follow the Program guidelines for incident reporting.

### **Professional Liability**

Physician Assistant students are required to have individual malpractice/liability insurance. A fee of \$188.00 is collected each Fall and Spring by the Bursar, totaling \$376.00 annually. Our clinical affiliated institutions, which provide clinical practice, require this coverage.

### **Identification Cards**

SJBSM Student Identification Cards are made available through SJBSM on an annual basis. Pictures will be taken before orientation and ID cards will be distributed to all students. The card is required for entering the premises of the Institution, for all college library transactions and it entitles the bearer to discounts usually granted to college students. ID cards must always be displayed. The policy related to ID cards can be found in the following link:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2004-02.pdf>

### **Parking**

Your student ID cards allow access to the campus. Students' fees, upon matriculation, include payment for ID and Parking Cards. Replacement for loss of cards will cost \$10 for ID cards and \$30 for parking cards.

### **Access to the Campus**

Students must show a valid identification card to enter the SJBSM facilities. Visitors must sign-in at the main entrance and receive a temporary pass from the guard on duty to enter SJBSM facilities.

### **Security Services**

The Institution seeks to guarantee to the extent possible, a safe work and study environment which fosters the most adequate and efficient use of university funds. The Institution wishes all its employees and students to live in a healthy environment under applicable laws and regulations. The primary objective is to provide the Institution's community with a mechanism for preventing and addressing personal safety.

The SJBSM has a security services contract for its campus. The guard on duty will address any situation threatening security and the situation reported. If necessary, the guard will contact local police authorities for the appropriate immediate action. The guard will also submit a report of any events to the Dean of Administration, who oversees the security and safety program of the Institution. Students and employees are initially oriented, and annually thereafter, regarding criminal acts and safety issues on the SJBSM campus. Everyone is made aware of their responsibilities for their own safety and that of their peers.

Additional information on the security and safety policy, specifically related to the right to be informed and alerted of criminal activity on the campus, can be found in the following link:

[https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2011-08\\_-\\_Insitutional\\_Policy\\_Regarding\\_the\\_Right\\_to\\_Be\\_Informed\\_to\\_Alert\\_Regarding\\_Criminal\\_Activity.pdf](https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2011-08_-_Insitutional_Policy_Regarding_the_Right_to_Be_Informed_to_Alert_Regarding_Criminal_Activity.pdf)



### **Student Work Policy** (Executive Order 2011-06)

Considering the effects of fatigue and sleep deprivation on a student's learning and clinical activities, as well as their own and their patient's health and safety, SJBSM has established specific policies that are aimed at guaranteeing a balanced workload for students enrolled in the Program. Violation of these regulations shall be reported to the Academic or Clinical Coordinator, who will discuss the violation with the corresponding Dean.

Additional information about this policy can be found in the following weblink:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2011-06.pdf>

Due to the formidable challenge the PA Program presents, both in the didactic and clinical phases, we highly recommend that students do not work while enrolled in the PA Program. The success of each candidate is often related to their ability to focus solely on their commitment to their studies. **Students will not function as instructional faculty during class or labs. Furthermore, they will also not perform clerical or administrative duties for the PA Program.**

## **COMPLAINT PROCEDURES**

### **Mistreatment** (Executive Order 2006-06)

San Juan Bautista School of Medicine is committed to fostering an environment that encourages academic, ethical and professional success of faculty and students. The achievement of such success is dependent on an environment free of behaviors which can undermine the mission of the institution. To ensure an atmosphere of mutual respect, collegiality, fairness and trust, SJBSM has established a proper set of guidelines.

SJBSM requires that the institutional body treat others with respect, fairness, equally and impartially regardless of age, gender, race, ethnicity, national origin, religion, disability or sexual orientation. Faculty is responsible for providing current material in an effective format suitable for learning; be on time for didactic investigational and/or clinical encounters; and provide timely feedback with constructive suggestions and opportunities for improvement when needed. Students are responsible for devoting time and energy to their academic duties to achieve course objectives and goals; be on time for didactic investigational and/or clinical activities; and communicate all concerns or suggestions in a respectful and professional manner.

Examples of inappropriate conduct include, but are not limited to: unwanted physical contact, loss of personal civility including shouting, humiliation, temper displays such as throwing objects; requests to perform inappropriate personal errands; grading and/ or evaluations based on criteria not related to performance. Discrimination and/or sexual harassment in any manifestation constitute a serious violation and will be handle in accordance with the procedures delineated in the Executive Order 2006-06:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2006-06%20Policy%20Related%20to%20Mistreatment%20of%20Students%20in%20the%20teacher-student%20Relationship.pdf>

The following avenues are available for reporting any event of mistreatment:

- (1) Informal approach that allows for mediation in a one a one basis or with a third party
- (2) Formal approach when allows complainant to present a formal complaint to corresponding school official
- (3) Anonymous report that provides a mechanism for complainants to present a situation while maintaining their identity anonymous. To report any violation anonymously refer to: <https://www.sanjuanbautista.edu/student-life/deanship-of-student-affairs/sjb-student-hotline>

#### **Harassment and Discrimination Policy (Executive Order 2018-04)**

SJBSM is committed to providing a work and student environment that is free of harassment and discrimination will not tolerate discriminatory or harassing behavior by any employee, student, or third party in connection with an educational program.

Discrimination based on disability is denying a person the opportunity to participate, provide an unequal opportunity to participate of, and/or limit the enjoyment of any aid, benefit, service, privilege, advantage or opportunity enjoyed by others. Examples include but are not limited to inequitable access to educational programs and facilities, and the refusal to implement or inappropriate implementation of academic adjustments.

Harassment based on disability is the intimidation or abusive behavior towards a student based on their disability that creates a hostile environment by interfering and/or denying a student's participation in, or the receipt of any aid, benefit, service or opportunity enjoyed by others.

Sexual and/or gender harassment are a form of discrimination when the conduct is sufficiently severe or pervasive, has the purpose or effect of unreasonably interfering with an individual's work and/or academic performance, or creates an intimidating hostile or offensive environment. Examples include but are not limited to unwelcome verbal, visual, or physical conduct of a sexual nature; unwelcome sexual advances, requests for sexual favors, and/or sexual violence such as sexual assault, domestic violence, dating violence and stalking. Verbal, nonverbal or physical aggression, intimidation, or hostility based on gender or gender stereotyping even if they do not include conduct of a sexual nature are some forms of gender harassment and discrimination.

We encourage all individuals to inform SJBSM about behavior that may be inappropriate or constitute harassment and/or discrimination early, and before it becomes so serious that it interferes with your work or academic environment. Please refer to the corresponding coordinators: for discrimination and/or harassment based on disability refer to Disabilities

Services and Accommodation (ADA) Coordinator; for sexual and/or gender harassment refer to the Title IX Coordinator.

Disabilities Services and Accommodation  
Yaidy L. Cruz, M.Ed.  
Student Performance Director  
Tel. (787) 743- 3038 Ext. 233 ó 3212  
Email: [ylcruzcordero@sanjuanbautista.edu](mailto:ylcruzcordero@sanjuanbautista.edu)

Title IX Coordinator  
Yolanda Miranda, Psy.D  
Associate Dean for Student Affairs  
Tel. (787) 743- 3038 Ext.256 ó 255  
Email: [ymiranda@sanjuanbautista.edu](mailto:ymiranda@sanjuanbautista.edu)

For details refer to: <https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2018-04.pdf>

## STUDENT LIFE AND WELLNESS

### **Introduction**

Students are the main beneficiaries of the educational mission of the San Juan Bautista School of Medicine. The school has a commitment to its students that encompasses respect for dignity, integrity, and diversity. To ensure the commitment, there are institutional rules and regulations which articulate the rights and duties of the school and of the students.

The school is also committed to ensure the well-being and overall development of students, providing them the services needed to complete their studies in a satisfactory manner. These services include financial aid, personal counseling, academic advising, enrollment and certifications, and accessibility services, among others. These services, provided by the Deanship of Students Affairs, and are described below.

### **Financial Aid**

The purpose of the Financial Aid Office (FAO) is to aid qualified students in obtaining the financial resources they need to pay their cost of attendance. Students may be eligible for financial aid options, according to their academic study program. All students receive financial aid counseling upon admission to any of SJBSM's academic programs. Students who participated in any of the loan programs are required to attend an exit counseling once they complete their academic program, or prior to withdrawal. During their academic program, workshops are offered to provide counseling in debt management and loan repayment.

For more information, refer to page 83 of this Manual.

### **Registrar**

The Registrar's main responsibility is the confidential handling and custody of the permanent record and documents pertaining to students at the institution as they progress from

enrollment until completion of the program. They are responsible for FERPA compliance, student enrollment, grade reporting, and graduation certification among other services.

During COVID-19 pandemic, institutional methods for student identity verification were set in place to provide these services and complete the enrollment processes. Incoming students were contacted through the email that was submitted and verified during the admission process and requested to complete both an authorization form and a FERPA consent form. Once enrollment was authorized and completed, the now new student was assigned an institutional identification number and email that will serve as their methods of student identity verification.

### **Student Records**

All educational records and related documents will be stored in security files whose combinations will only be known by duly authorized personnel. The security files are kept in a vault located in the Registrar's Office, that has a security system against theft or vandalism, a fire protection system and free from leaks and floods, to ensure that the educational records are secure in the event of a natural disaster. The IT Department copies the data from educational records in its entirety on a daily basis to an internal back up system, and to an external cloud system to ensure that all educational records are conserved. To access student educational records parents, students and/or third parties must comply with identity verification methods established by SJBMS in compliance with the Buckley Act (Family Educational and Privacy Act of 1974, as amended - FERPA).

### **Distribution of Academic Calendar**

Students receive a copy of the Academic Calendar upon enrollment. Additional copies may be requested as needed.

### **Grade reporting**

Once all grades have been reported to the Registrar's office and processed in the system, an official grade report for each student is processed and sent to them no later than two weeks from the date in which the grades were delivered to the Registrar's Office. A copy of the official grade report is kept in each student's file. Students who fail in a course or rotation will have to enroll and cover corresponding costs to repeat and approve the same before being promoted. Students will not be allowed to repeat a course more than one (1) occasion.

### **Grade Revision**

Students are entitled to request a grade revision. The request must be submitted in writing to the head of the department concerned, within thirty (30) calendar days following the date of receiving a written notification from the Registrar's Office. A copy of this request must be submitted to the Registrar. The head of the department will notify the faculty member. The faculty member will submit to the Registrar the final decision regarding the grade review within ten (10) calendar days. The Registrar will notify the student of the final result and copy will be kept in the student's file after being processed in the system.

### **Graduation Requirements**

The Puerto Rico Council on Education authorized SJBSM to offer a Master of Physician Assistant Studies (MPAS) as of 2020. When students fulfill the criteria for graduation the candidates for the degree will be referred to the Evaluation and Promotion Committee for due process. The Board of Trustees will grant the corresponding degrees after recommendation by the Evaluation and Promotion Committee, and the Registrar will process the corresponding diploma. To receive the degree for Master of Physician Assistant Studies students must meet the following criteria:

- Completion of the 123 credit-hours program
- Completion of the summative evaluation (MPA 4403)
- Completion of the didactic and clinical graduate coursework, the master's capstone project (MPA 4404), as well as the community service project (MPA 4405)
- Minimum overall grade point average (GPA) of 74.5%
- Demonstration of acceptable moral, ethical and professional standards at all times during the course of their study program.
- Completion of all financial and administrative obligations contracted with the school, including return of all borrowed library resources and completion of all documents in the academic file

### **Issuance of Official Documents**

As custodian of student records, the Registrar's office will issue official documents as requested by students and alumni. When requesting documents from the Registrar's Office, students or alumni must fill out the corresponding Document Request Form, pay the corresponding fee at the Bursar's office and return both form and receipt of payment to the Registrar. Payments made be done electronically by filling out the Payment Processing Form. A period of three (3) to five (5) working days will be required for the processing of requested documents.

Among the documents that may be requested are: certification of studies, transcripts, Medical Student Performance Evaluation (MSPE), certifications for the Examining Board of Physicians of Puerto Rico, grades and other documents

Students who have are in some type of debt with the Institution will not have the right to be issued official documents. Special cases must have the approval of the Registrar.

### **Transcripts**

Transcripts of student's grades will only be issued upon written request of the student duly signed by the student. Official transcripts will be processed from agency to agency only. The student will fill the Document Request Form and pay the amount of \$5.00 for each transcript requested. Payments made be done electronically by filling out the Payment Processing Form. A Transcript Request Form must be completed through the following link:

<https://www.sanjuanbautista.edu/registrar.html>.

### **Certifications**

To request a certification student must fill out the Document Request Form and pay the corresponding fee. Payments made be done electronically by filling out the Payment Processing Form. These situations can be:

- As a regular student applying for scholarships financial aid, income tax return forms, etc.
- If the student requests a student certification for personal use, it will not bear the official seal. Only those certifications that are sent from Institution to Institution bear the official seal.
- To certify obtained degree after graduation.
- Certifications for medical licensure and credentialing. These certifications are required to be notarized.
- All certifications cost \$ 5.00 each.

### **Counseling and Advising Services**

The Counseling Program is subscribed to the Deanship of Student Affairs and aims to promote the integral development of the student through personal, academic, and professional counseling. Through the counseling program you can identify your strengths and weaknesses, evaluate, and analyze your personal situation, and identify adequate coping skills. It is a special place where you can expose and clarify your ideas, break down alternatives and evaluate the consequences, so that you may be prepared to make the best decisions in accordance with your needs and circumstances. Access at:

<https://www.sanjuanbautista.edu/student-life/deanship-of-student-affairs/counseling-service>

#### **Personal Counseling**

Individual counseling promotes the search for alternatives to deal with situations that affect your personal, academic, and professional development. The process requires that the student, together with the counselor, determine and /or identify the conflict, assess the situation, list alternatives, and develop a plan of action. This counseling process includes personal, family, environmental and economic situations, among others. This assessment begins upon your admission to the PA Program. You will be required to complete some assessments during orientation week and participate in a mandatory interview as a first-year student.

Personal counseling services may be requested by students for a variety of problems or circumstances such as depression, anxiety, conflict with family member or peers, mistreatment, academic difficulties, financial stressors, and adjusting to a different culture, among others. On occasion, students may be referred to a counselor by their Academic Advisor and/or faculty members. These referrals are mandatory.

#### **Group Counseling**

Group counseling is an important tool for generating changes in human behavior and conflict resolution. The benefit of group counseling, where students interact, allows them to learn from new avenues for facing difficult situations. This facilitates student's personal growth by allowing

them to acquire life skills, and interpersonal skills that help them explore controversial topics.

### **Confidentiality**

Our Counseling services are provided in a safe and confidential environment, with essential reliability in the counseling process as set forth in the Family Educational Rights and Privacy Act. To ensure compliance, San Juan Bautista School of Medicine has established and published Executive Order 2012-06 titled: Institutional Policy regarding confidential counseling to students, a policy that defines and oversees confidential procedures in counseling. In addition, the Personal Counselor is licensed by the Health Department of the Commonwealth of Puerto Rico, and as such, is governed by the ethical and moral standards of health care providers. The policy can be found in the following link:

<https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2012-06%20Institucional%20Policy%20Regarding%20Confidential%20Counseling%20to%20Students.pdf>

The Counselor's office is in a private area in the Presidential Building and operates during normal business hours. A second office located at the Menonita Caguas Hospital is also available for afterhours appointments as requested. This ensures that as a student seeking counseling, you have the alternative to choose a specific date and time to meet with the school Counselor at your convenience outside of school hours and/or at a different location outside school campus.

All information pertaining guidance and communication between students and the school Counselor is considered confidential. Prior and during the counseling process, students are informed that the privileged information gathered during the interventional process will be kept in strict confidentiality. This information is secured by SJBSM in accordance with ethical and legal standards.

### **Referrals**

When deemed necessary or upon request, the Personal Counselor may refer a student to other professional and/or aid agencies with the student's consent. In addition, she may consult cases with other health professionals such as psychiatrists, psychologists, with the student's authorization. When doing so, the Personal Counselor ensures that the health specialist has no participation in student assessment and/or promotion to avoid any conflict of interest. All procedures are aimed at seeking the student's well-being and are managed with the corresponding confidentiality.

### **Student Orientations**

SJBSM has instituted orientation for incoming students to help ease the transition. This time provides new students with the opportunity to meet fellow students, become familiar with campus services, curriculum, and staff.

### **Welcome Package**

Upon admission, the personal counselor provides the admitted candidates with a series of

resources that will allow the students to adapt to the institution, island and/or metropolitan area. The welcome package included information on Puerto Rico and the city of Caguas, locations of basic services such as supermarkets and pharmacies, valuable information regarding housing opportunities, and what to look for in a housing contract, among other essential pieces of information.

### **Workshops**

Seeking to promote and strengthen cognitive and socio-emotional skills in the student body, the Counseling Office organizes workshops on diverse topics such as mistreatment, sexual aggression, diversity, sign language, suicide prevention, and general wellness, among others.

### **Career Advising**

The personal counselor collaborates with students from all programs in their career planning, providing additional information related to CV writing, interview skills, state licensing requirements, and employment opportunities, among others.

### **Student Interest Group Fair**

We encourage students to engage in professional organizations and student interest groups to enhance their learning experience and assist them in exploring different specialties. Our traditional Student Interest Group Fair promotes student participation in such activities by providing the opportunity to become familiarized with active interest groups and professional organizations.

### **Extracurricular Activities**

As part of our wellness program, the personal counselor promotes student participation in cultural activities which enrich the curriculum and form part of the student's comprehensive education. In coordination with local agencies, diverse activities are coordinated such as visits to local museums, workshops on basic concepts that enable them to be prepared in the event of a storm or hurricane; and how to act in case of an earthquake, etc.

### **Academic Advising System**

In addition to faculty assigned advisors, PA students benefit from the services of the institutions Academic Advisor. The Academic Advisor is a trained professional in learning assessment, that has no role in the students' academic assessment and/or promotion. The most important mission of the Academic Advisor is to assist students in developing educational goals that are consistent with program competencies. She serves as a liaison between faculty and students to help students achieve their academic goals. The Advisor also helps students identify appropriate resources through orientations and workshops. In collaboration with Personnel from the Deanship of Student Affairs and the Academic Deanship, the Academic Advisor guides students in the development and approval of their academic study and/or remediation programs, and reviews their study plans for USMLE exams.

General services provided by the Academic Advisor



- Study Strategies
- Time Management
- Test- Taking Skills
- Study plans
- Lecture Note Taking
- Other

### **Academic Advising System**

SJBSM has designed a system of academic advising that provides students with a layered system of academic support to assist them in achieving their academic goals. This system integrates the efforts of faculty members, Year Coordinators, Course/Clerkships Directors, Student Affairs personnel and students, that contribute individually and collectively on behalf of each student's performance. The system is monitored by the Academic Advisor, who ensures that the individuals that intervene have no role in making assessment and/or promotion decisions in relation to the students. The system is described as follows:

- **Early Intervention:** upon admissions, students complete an inventory during orientation week that includes personal information; learning style; and time management skills. Mandatory interviews take place during the first semester where the results are provided and discussed with students, including recommendations on appropriate study techniques. After students begin their class, students that score below the standards are identified and referred to peer. The Academic Advisor conducts follow up on tutoring sessions and students at risk.
- **Detailed assessment** –using data from subsequent exams, a risk analysis is done for all students by the Learning Assessment Office. The Academic Advisor uses this information to develop an individualized academic plan for students at risk.
- **Continuous monitoring** – the Academic Advisor provides continuous monitoring to students conducting midterm evaluations and following up meetings to discuss individualized academic plan.

Additional resources available for students

- **Personal Counselor** - the Counselors main responsibility is to provide personal guidance to students, individually or in groups, with the intention of helping them identify and deal with situations that may affect them, and that, in some way, may obstruct their academic progress and personal development.
- **Reasonable Accommodation Program** – this program promotes and ensures that students with a documented disability are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the educational programs and activities in accordance with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, as amended, and applicable state law.

- Career Advisor – The main goal of the Career Advisor is to assist students in learning how to make good career decisions, not only in choosing a specialty (for MD students), but throughout their career, by means of a thoughtful career planning process.
- Tutoring program – students at academic risk receive academic tutoring from fellow students through a peer-to-peer tutoring program. The tutoring program aids students in courses in which they are encountering academic difficulties. The tutoring program is mandatory. Students who serve as tutors are identified and recommended by Course Coordinators and must be available to invest time in the tutoring program. They receive support from faculty in organizing and selecting the appropriate educational materials and methodology for tutoring, and a stipend for their work.

The following stipulations apply to the tutoring program:

- The tutoring program is mandatory, based on the course coordinator's recommendation.
- Faculty participation in the program is expected and encouraged.
- A faculty member is appointed to coordinate the tutorial program.
- Students who serve as tutors will be selected according to their academic accomplishments.
- Student tutors will receive a stipend for their participation.
- Library – the library facilities are divided in the following areas: Study Room, Electronic Center, Computer Aided Instruction Laboratory (CAI), Individual Study Areas, Serial Publications Collection, Information Literacy Room, Audiovisual Equipment Room, Photocopiers Room, and collections of Reference, Reserve and Circulation. The printed and non-printed resources are diverse and specialized and comprise the necessary and essential resources that student need to comply with the academic programs.
- Faculty research mentoring –students are assigned faculty members as mentors for their research project. Faculty research mentors assist the academic support system by providing structure and support to all students throughout the four years of medical education.
- Peer mentoring (Big Brother/Sister) – a peer mentoring/sponsorship program is promoted among students. Mentors follow up on students during their four years and provide informal advising that is flexible, proactive and positive in nature. These pairings are a unique element in the academic support system and serve as sounding boards for common, everyday questions relating to courses and administrative matters.
- Policies and procedures – policies have been set in place to provide for a safe and adequate learning environment where students may achieve their academic goals successfully such as student workload, health service, mistreatment, exposure to blood and airborne pathogens, etc.

### **Student Program Coordination Office**

The Student Programs Coordination Office coordinates the Accessibility Services Program for all of our students.

### **Accessibility Services Program**

The Accessibility Services Program promotes and ensures that no student with a documented disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the educational programs and activities in accordance with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, as amended, and applicable state law.

Any qualified candidate with a disability interested in applying to one of programs offered at SJBSM may do so following the regular admissions process as it applies for each program. Once the qualified candidate with a disability receives the final decision of acceptance from the Admissions Office, they will have the opportunity to request the extended admission process that is required from all post-secondary education institutions under Law 250 known as Postsecondary Passport of Reasonable Accommodation. Refer to the Handbook of Institutional Procedures Postsecondary Passport for Reasonable Accommodation.

#### Executive Order 2007-01: Procedure for Student Requests for Reasonable Accommodation

Identifies the rights and responsibilities of students seeking an academic adjustment, auxiliary aid or service, or any other reasonable accommodation under Section 504 of the Rehabilitation Act and the ADA. Qualified students and applicants who need to obtain a reasonable accommodation must request a meeting with the Student Programs Director to review the application requirements and procedures to initiate the determination process, and submit the Reasonable Accommodations Request Form. The Student Programs Director is responsible for reviewing and approving or denying all requests for accommodations or academic adjustments on an individualized basis. All medical records relating to students' disabilities are kept confidential in a file separated from academic records. The Student Programs Director also offers workshops on accessibility services for our students and teaching staff. Refer to: <https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2007-01.pdf>

The non-approval of the accommodation requested by the student does not constitute discrimination when the approval fundamentally alters one of the following: the nature and/or requirements of the curriculum; the minimum performance standards and/or the accrediting agency standards of institutional programs. The institution is not required to make an accommodation that results in an undue expense for the institution.

### **PROCEDURE TO REQUEST REASONABLE ACCOMMODATION**

- Qualified students and applicants who need to obtain an accommodation, auxiliary aid, or service must submit a request to the Student Programs Director to initiate the determination process. SJBSM does not make any inquiries of applicants for admission regarding the existence, nature, or severity of disabilities prior to acceptance. The

Student Programs Director is responsible for reviewing and approving or denying all requests for accommodations or academic adjustments.

- Application forms are available on the SJBSM website and will be distributed to new students during orientation. Students must also request a meeting with the Student Programs Director to review the application requirements and procedures. Students are strongly encouraged to submit their request as soon as possible after matriculation to allow sufficient time for review and approval.
- All requests must be submitted in writing and must be accompanied by documentation to verify the disability. Failure to submit supporting documentation will not only delay the review process but may also result in a denial. The type of documentation necessary will vary by the student and the disability. Appropriate documentation includes, but is not limited to, detailed and current medical history documentation from an appropriate licensed professional indicating a diagnosis and describing the nature and severity of the impairment and a description of the student's limitations, or previous modifications or adjustments received by the student in an educational setting. SJBSM may request additional documentation and may consult with medical professionals to review the assessment and recommended accommodation. The documentation must substantiate that the student is limited in one or more major life activities because of his or her disability.
- Accommodations are determined on a case-by-case basis by the Student Programs Director after considering all evidence, including the needs and requests of the student, the supporting documentation, and the fundamental requirements of the program. The school will make every effort to provide reasonable accommodation, but it is not required to provide any aid or service or make a modification that results in a fundamental alteration to the nature of the program.
- Once a determination is made, the Student Programs Director will issue a written determination to the student outlining the accommodations granted, or the basis for denying the student's request. Students who are not satisfied with the accommodations granted by the Student Programs Director may request a meeting with the Student Programs Director, or request review using the following steps:
  - File a request for review with the Associate Dean of Student Affairs
  - All requests for review must be filed within 5 days of receipt of the determination letter
  - If the student's concern remains unresolved and/or the student believes he or she is being denied equal access in the form of appropriate accommodations or has otherwise been discriminated against, the student may file a grievance using the School's Harassment and Discrimination Grievance Policy and Procedure

For inquiries concerning accommodations, the application of regulations prohibiting discrimination and other related procedures contact:

Disabilities Services and Accommodation Coordinator:

**Yaidy L. Cruz Cordero, M.Ed.**



Student Programs Director

Tel. 1-787-743-3038 ext. 233; 212

Email: [ylcruzcordero@sanjuanbautista.edu](mailto:ylcruzcordero@sanjuanbautista.edu)

For further information regarding the nondiscrimination policy or the student's rights under this policy, please contact the U.S. Department of Education's Office of Civil Rights (OCR) by visiting <https://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm> or by phone at 1-800- 421-3481.

## SJBSM FACILITIES

### Introduction

The San Juan Bautista School of Medicine academic facilities are located on the campus of the Mennonite Caguas Hospital, between State Highways 52 and 172 in an urban development known as Turabo Gardens. The campus, a 52-acre area, encompasses the Hospital and School buildings, parking spaces and green areas. The school's facilities include office space for academic administration and biomedical sciences faculty, the Library/Learning Resource Center, auditoriums, as well as classrooms and laboratories for teaching and research.

**Directions:** Expreso Luis A. Ferré (Highway 52), Exit 21 State Road 172, the Mennonite Hospital is to the right, stay on the right lane and take the marginal road to enter the hospital campus.

**Map:** <https://goo.gl/maps/GxsKazwSm9jB94FK9>

**Google Maps Coordinates:** 18.219732, -66.050837

**Main Phone Number:** 787-743-3038

The school is located within the campus of the Mennonite Hospital, in Caguas, PR. Office hours are Monday through Friday 8:00 AM – 5:00 PM

### Student Lounge and Similar Facilities

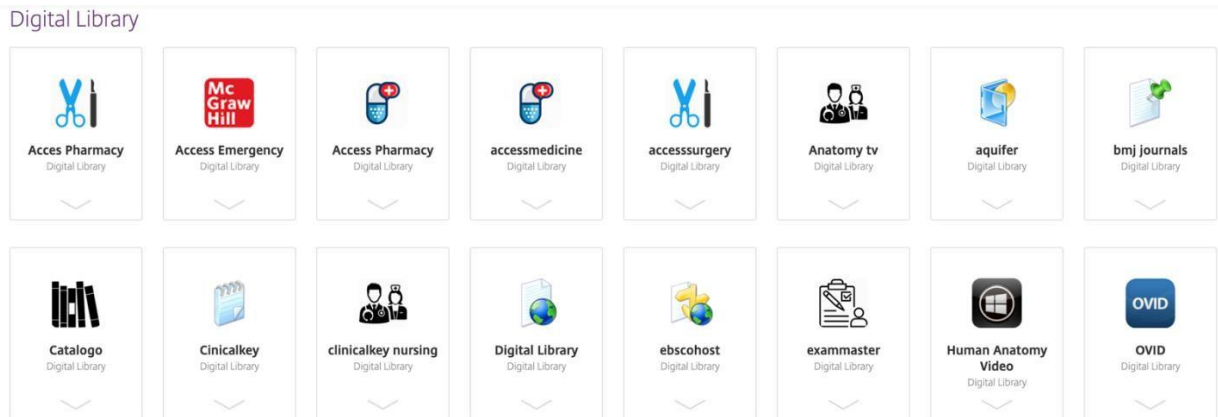
Vending machines, refrigerators and microwaves may be available in the student's lounge and several other areas of the facilities. Although there are no cafeteria services within the SJBSM facilities, these services are available on the second floor of the Mennonite Hospital's main building. There are additional eating facilities within walking distance outside the campus.

### Library

The SJBSM Library, located within the facilities, serves the teaching and research needs of the faculty, staff, and students. The texts, references, and journals cover the fields of basic science in medicine, pre-clinical medicine, and related specializations. Hard copies of each required textbook are available in the library. In addition, the library has the best online database in the market, having 1,200 scientific journals collections, with back file, from 1980 to the present, along with other specialized services and various electronic aid devices that will make the

elaboration of bibliographies and web sites much easier. Their online services are accessible to students, faculty, and staff and provide you access to all the required textbooks, in addition to several virtual anatomy platforms. Here are the online services available to students:

- OVID
- Anatomy TV
- British Medical Journal
- Access Medicine
- Access Surgery
- Access Emergency Medicine
- MedU
- Clinical Key for Medicine



The library is fully staffed with a librarian and three additional assistant librarians. Visit the following link for additional information: <https://www.sanjuanbautista.edu/library/on-campus-library>

**Accessing the Off-Campus Digital Library:** <https://www.sanjuanbautista.edu/library/digital-library>

**Accessing the Off-Campus Virtual Library:** <https://my.openathens.net/>

Upon enrollment, students will receive via the institutional email, an invitation and a password from the IT Department to access the digital library. With that information students will access the digital library as follows:

Look up San Juan Bautista School of Medicine under: Find your institution and sign in with your institutional email as Username and the assigned password

Click on “Sign with OpenAthens” sign in with your institutional email as Username and the assigned password

## Computer Labs

Two computer labs are located within the facilities and are available to students. The computer labs provide computer support for students and allow for computer-assisted instruction. These labs are equipped with workstations, printers, and PCs that are connected by a Local Area Network and provide internet access through the institutional network. Technical assistants are available to all students during lab hours of operation.

## INSTITUTIONAL POLICIES

**All SJBSM Executive Orders apply to all students enrolled in the school.** Additional information about pertinent Institutional policies can be accessed through the SJBSB webpage at:

<https://www.sanjuanbautista.edu/about-us/president/institutional-policies>

90-03 - Regulations for Access to a Students Academic Record

98-04 - Policy that Prohibits Alcohol, Cigarettes and Drug Consumption

99-02 - Refund Policy Statement of Reason and Purpose

99-03 - Satisfactory Academic Progress Policy

2001-01 - Policy to Returning Funds to Federal (Title IV) Program

2004-02 - Requirement to Carry the Identification Card

2006-03 - Institutional Policy Regarding Admission of Candidates with Disabilities

2006-04 - Non-Discrimination Policy

2006-05 - Immunization Policy

2006-06 - Policy Related to Mistreatment

2006-08 - Handling the Exposure to Varicella in Students

2006-09 - Conversion of the Tuberculin Test

2006-10 - Recording and Reporting Occupational Injuries and Illness

2006-11 - Program of Education and Training of Bloodborne Pathogens

2006-12 - Equity & Diversity Policy

2007-01 - Procedure for Student Request for a Reasonable Accommodation

2007-01-02 - Procedure for Employee Request for a Reasonable Accommodation

2008-01 – Technical Standards for Admission, Retention, Promotion, and Certification

for the Degree of Doctor in Medicine

2009-01 - Withdrawal, Transfers and Retention Policy

2009-04 - Academic Freedom Policy

2009-05 - Policy and Procedures Regarding the Evaluation and Acceptance of Transfer Credits

2010-01 - Policy for Students Taking the USMLE Step 1, Step 2 (Clinical Knowledge and Clinical Skills) at San Juan Bautista School of Medicine

2011-02 - Technical Standards for Admission, Retention, Promotion, and Certification for the Bachelor Degree of Sciences in Nursing

2011-03 - Institutional Policy Related to the Medicine Program's Academic Calendar

2011-04 - Satisfactory Academic Progress Policy for the BSN

2011-06 - Policy on Medical Students Workload

2011-08 - Institutional Policy Regarding the Right to be Informed and to Alert Regarding Criminal Activity and Safety on the Campus of the SJB SM to Students and Employees

2011-09 - Credit Hour Policy

2012-01 - Institutional Policy in Relation to Non-Residents Students

2012-02 - Policy and Procedures on Criminal Background Checks (CBC)

2012-03 - Family Educational Rights and Privacy Student Annual Notification

2012-04 - Authorization for Students to Travel During the School Year

2012-05 - Student Health Care Services Policy

2012-06 - Institutional Policy Regarding Confidential Counseling for Students

2012-07 - Policies and Procedures Regarding the Management of Students with Aids, Aids Related Syndromes or Other Communicable Diseases

2013-01 - Prohibition of Long or Artificial Nails, Nail Polish and Use of Excessive Jewelry

2013-02 - Management of Accidental Needlesticks or Exposure of Mucous Membranes to Blood or Body Fluids



2013-03 - Student Emergency Health Care Services

2013-04 - Policy for the conservation and Safekeeping of Educational Records

2015-02 - Disclosure of the Social Security

2015-03 - Armed Forces of the United States and the National Guard of Puerto Rico

2015-04 - Conflict of Interest Policy Conflict of Interest Policy

2015-05 - SJBSM Interlibrary Loan Policy and Procedures

2016-01 - Due Process Policy

2017-01-02 - Intellectual Property Policy

2017-02 - Leave of Absence, Withdrawal, and Readmission Policy

2017-03 - Faculty Dismissal Policy

2017-04 - Faculty Appointments Policy

2018-02 - SJBSM Grade Appeal Policy

2018-03 - Grade Submission Policy

2018-04 - Harassment and Discrimination Grievance Policy and Procedure

2020-01 - SJBSM Institutional Policies and Procedures COVID-19

2020-02 - Policy on Distance Education

2020-03 - Military Tuition Assistance (TA) Refund Policy

2020-04 - Physician Assistant (PA) Technical Skills and Standards

2020-05 - Teach-Out Plans and Teach-Out Agreements Policy

2021-01 – Procedure to Resume On-Site Activities and Covid-19 Regulations

## APPENDIX

### Student Manual Attestation

#### INTRODUCTION

This Manual outlines the school-wide and program specific policies and regulations for students in the didactic and clinical years. Students should completely familiarize themselves with the Manual before beginning classwork. Should the student be in doubt about the intent or content of any of the material in the Manual, it is his/her responsibility to address the issue with their assigned advisor.

#### ATTESTATION

I understand that my education is my responsibility, and my endeavor is to be the best student and clinician I can. I have received and read the PA Student Manual and fully agree, without reservation, to abide by the policies, rules and regulations contained therein.

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Student Name (Print)

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Student Signature

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Date

**Note:** Form is to be completed by the deadline discussed in class and submitted to the Academic Administrative Assistant.