



# ALBANY MEDICAL COLLEGE

ALBANY MED Health System

## Student Handbook Calendar Year 2026

Revised 12/2025

### Center for PA Studies

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**Graduate Studies Policy and Procedures Manual:**

<https://www.amc.edu/institutional-policies/graduate-studies-program-rules/>

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# **I. Introductory Information**

## A. CPAS Faculty & Staff

| <b>FACULTY</b>                    |   |
|-----------------------------------|---|
| Nathan Gardner, DMSc, MS, PA-C    | Program Director, Assistant Professor     |
| Michael Mueller, DMSc, MS, PA-C   | Associate Director, Assistant Professor   |
| Peter H. Forman, MD               | Medical Director, Assistant Professor     |
| Howard Adler, MS, PA-C            | Clinical Coordinator, Assistant Professor |
| Tara Manierre, MS, PA-C           | Clinical Coordinator, Clinical Instructor |
| Sara Aoun, DPS, MS, PA-C          | Didactic Instructor, Assistant Professor  |
| Molly Austin, DMSc, MS, PA-C      | Didactic Instructor, Assistant Professor  |
| Kimberly Bachta, MS, PA-C         | Didactic Instructor, Assistant Professor  |
| Audra Schaefer, PhD, MPH          | Didactic Instructor, Associate Professor  |
| Birgland Joseph, MD               | Didactic Instructor, Assistant Professor  |
| Caitlin McKenna-Mantica, MS, PA-C | Didactic Instructor, Clinical Instructor  |

| <b>ADJUNCT FACULTY</b>       |                      |                          |
|------------------------------|----------------------|--------------------------|
| Richard Dalaba, MS, PA-C     | Kyle Flik, MD        | Deborah Wright, MS, PA-C |
| Sandee Diaz-Parker, MS, PA-C | Sean Ryan, MD        | John A. Fairbank, PA-C   |
|                              | Olin Callaghan, PA-C |                          |

| <b>STAFF</b>        |                                    |
|---------------------|------------------------------------|
| Marianne Harrington | Administrative Coordinator         |
| Sarah Stark         | Admissions & Recruitment Associate |

| <b>OTHER DEPARTMENTS AND IMPORTANT CONTACTS (A3.10)</b> |   |   |
|---|---|---|
| Dir of Community Outreach                               | Allyson Weiser                                      | 518-262-6181                            |
| Assoc Dean Comm Outreach and Med Education              | Angela Antonikowski, PhD                            | 518-262-6181                            |
| Assoc Dean Academic Culture and Health Impact           | D. Boahema Pinto, MD                                | 518-262-3775                            |
| Chief Compliance Officer                                | Noel Hogan., Esq.                                   | 518-262-4692                            |
| Assistant Dean for Wellness                             | Dhru Desai, PhD                                     | 518-262-5511                            |
| Student Affairs   | Monica Minor, MSED                                  | 518-262-6354                            |
| Graduate Studies Program                                | Peter Vincent, PhD (Assoc Dean of Graduate Studies) | 518-262-5253                            |
|   | Marianne Williams                                   | 518-262-5422                            |
|   | Jean Bruno  | 518-262-5253                            |
| Student Psychological Services                          | Jeffrey Winseman, MD                                | 518-262-5511 or<br>studentpsych@amc.edu |
| Pastoral Care   |   | 518-262-3176                            |
| Employee Health Services                                |   | 518-262-3871                            |
| Financial Aid   | Kevin DiPalma                                       | 518-262-5435                            |
| Security  |   | 518-262-3777                            |
| Student Health Services                                 | So. Clinical Campus                                 | 518-264-0900                            |
| Student Honor Committee                                 | Kelly Sullivan, AMC/PA-S'27                         | sullivk5@amc.edu                        |
| Student Records   | studentrecords@amc.edu                              | 518-262-2929                            |
| Director of Student Records/Registrar                   | Krista Reynolds-Stump                               | 518-262-5525                            |
| Senior Associate Dean of Academic Administration        | Ann Rutter, MD                                      | 518-262-5919                            |
| <b>On Campus Internal Emergency Number: 911</b>         |   |   |

## B. Accreditation Status (A1.02d, A3.12a)

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Albany Medical College Physician Assistant Program** sponsored by **Albany Medical College**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2028**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the [ARC-PA website](#).

The New York State Department of Education has assigned Hegis Code 1299.10.

## C. Our Mission, Vision, Values

### Mission

The Center for Physician Assistant Studies, in support of Albany Medical Center's mission as an academic health sciences center, has a responsibility to educate Physician Assistant students from demographically diverse backgrounds to meet the future primary and specialty health care needs of the region and the country by teaching them to provide highly skilled, cost-effective, patient-centered care in a variety of settings. This mission will be advanced through commitment to the values of Quality and Excellence, Collaboration, Confidentiality, Respect and Compassion, Integrity, Responsibility, Diversity, and Community Service.

### Vision

1. The Center for Physician Assistant Studies will continue to develop as a nationally recognized leader in Physician Assistant education through innovation and excellence.
2. The Center will provide the community with a diverse cadre of highly trained professionals capable of performing in a wide variety of clinical settings.
3. Graduates will be prepared for and encouraged to provide culturally sensitive care in rural and medically underserved areas.
4. Faculty and graduates will contribute to the profession through scholarly efforts, participation in the profession's legislative and social agenda, and peer review.
5. Faculty and graduates will contribute to the community by being active in social, educational, and advocacy endeavors that promote the overall health, health equity, and well-being of the community.

### Values

#### 1. **Quality and Excellence**

- a. Commit to excellence in all that we do.
- b. Achieve it through continuous quality improvement.

#### 2. **Collaboration**

- a. Collaborate with clinical sites, preceptors, departments, committees, alumni, consortia, and professional organizations.
- b. Utilize feedback from collaborators as a basis for program improvement.
- c. Emphasize a team approach to patient-centered care.

#### 3. **Confidentiality**

- a. Comply with applicable laws, including FERPA, to protect the privacy of our students and student records.
- b. Comply with HIPAA and respect the patient confidentiality as a minimum expectation for students, staff, and faculty.

#### 4. **Respect and Compassion**

- a. Show total unconditional regard for all patients.
  - b. Demonstrate respect for each patient's person, privacy, culture, beliefs, and rights.
  - c. Exhibit compassion for those entrusted to our care.
  - d. Treat other members of the health care team in a professional manner.
- 5. Integrity**
- a. Maintain the highest standards of ethical and professional conduct.
  - b. Assure that all relationships are open, honest, and fair.
- 6. Responsibility**
- a. Act responsibly in implementing the delegated practice of the collaborating physician or clinical preceptor.
  - b. Utilize resources in a cost-effective manner.
- 7. Diversity and Inclusion**
- a. Value diversity in the profession and promote it through recruitment and retention of diverse students, faculty, and staff and an inclusive admissions process.
- 8. Community Service**
- a. Support student efforts in philanthropy and community service with community organizations.
  - b. Instill a sense of responsibility for protecting and promoting health in the community.

*The mission, vision, and values were last amended and approved by the CPAS Advisory Committee 11/2022.*

#### D. Rules and Regulations of Governing Institutions (A1.02g, A3.01, A3.02)

In addition to AMC policies which apply to all students, Principal Faculty, and Program Director, regardless of location, students are expected to adhere to the rules, regulations, and policies of any other institution to which they are assigned for learning experiences.

#### E. National PA Competencies & Ethical Guidelines (A3.12G)

**Competencies for the PA Profession:** <https://www.aapa.org/download/90503/>

**Guidelines for the Ethical Conduct for the PA Profession:** <https://www.aapa.org/wp-content/uploads/2021/11/Guidelines-for-Ethical-Conduct-for-the-PA-Profession-7-1-21.pdf>



## **II. Admissions, Tuition, & Enrollment**

## A. Tuition, Fees, and Expenses

The Albany Medical College Office of Financial Aid assists students with financial aid eligibility, the application process, disbursement of funds, or any aspect of the financial aid process or financial literacy. Several resources are available online regarding [cost and aid](#).

Important considerations regarding timely payment of student financial statements include:

- All students must pay their statement balance or have an approved payment plan with the Director of Financial Aid within two weeks of the term start date. The Office of Student Records, in coordination with the Finance Department, will set program-specific deadlines.
- Students who do not comply will be reported to Security, and their ID badges will be deactivated. Deactivated students may not participate in classes or rotations until their balance is paid or a payment plan is approved.
- If a balance remains when billing for the next term begins, the student will be placed on an administrative Leave of Absence effective the start of that term.

All balances must be paid at least one month before Commencement. Students with outstanding balances are ineligible for graduation and will not receive transcripts, diplomas, or other student services until their accounts are settled.

## B. Tuition Refund Policy (A1.02k)

### Return of Federal Financial Aid Due to Student Withdrawal and Tuition Refund Policy

In accordance with rules established by the U.S. Department of Education, schools must adhere to the provisions of Federal Title IV Financial Aid for students that withdraw from school completely for any term. These rules govern all federal loan and grant programs. If a student completely withdraws from all classes during a term, the College must calculate the portion of the total scheduled financial assistance earned. This is through a percentage basis comparing the total number of calendar days in the semester to the number of days completed before withdrawal. All Title IV aid is considered earned after the student has completed 60% of that semester. If the student received (or the school received on behalf of the student) more assistance than was earned, the unearned excess funds must be returned to the federal programs. Institutional charges at the school that are not covered by financial assistance immediately become the responsibility of the student and the student is also responsible for return of unearned federal financial funds that were disbursed directly to him/her.

**Tuition Refund Policy for MD, PA, NA and Graduate Students:** Students who withdraw officially or who are dismissed from the College for any reason after the beginning of a term may be entitled to a partial refund in accordance with the schedule shown below:

| Effective Date of Withdrawal | Tuition Credited % | Tuition Liability |
|------------------------------|--------------------|-------------------|
| Prior to term start          | 100                | 0                 |
| Day 1-7                      | 100                | 0                 |
| Day 8-14                     | 80                 | 20                |
| Day 15-21                    | 70                 | 30                |
| Day 22-28                    | 60                 | 40                |
| Day 29-35                    | 50                 | 50                |
| Day 36-42                    | 40                 | 60                |
| Day 43-49                    | 30                 | 70                |
| Day 50-56                    | 20                 | 80                |
| Day 57-63                    | 10                 | 90                |
| Day 64+                      | 0                  | 100               |

### C. CPAS Withdrawal Policy (A1.02k, A3.15d)

As all coursework is required and sequenced students may not electively add or withdraw from individual courses. The CPAS Promotions and Graduation Committee, with the approval of the Graduate Studies Progress Committee, may assign an individualized, decelerated remedial schedule in certain circumstances. Tuition for students on decelerated schedules will be based upon the current per credit tuition.

Students electively withdrawing from the program with incomplete coursework will be assigned grades as described below. Exceptions may be made if a health or emergency reason exists. The Associate Dean for Graduate Studies, in consultation with the Center and Course Directors, will decide on the validity of any requested exception.

#### **Grading**

A student withdrawing from a course:

- Less than 30% completed will receive a W.
- After 30% or more of the course has been completed will receive a grade of W/P (withdrawn/passing) or W/F (withdrawn/failing) based on performance thus far.
  - The determination of 30% is based upon total contact hours.
- W, W/P, and W/F are not used to calculate the GPA and a course in which a student has received one of these grades does not count in the determination of credits for full-time student status.

#### **Leave of Absence (LOA)**

Students requesting a LOA (Medical or Academic) must consult with their Advisor and submit a written request to the Program Director (Appendix 5).

#### **Change in Student Status**

Any change of status (Leave of Absence, Deceleration within a program, Withdrawal, etc.) must first be approved by a student's Graduate Program Director and the Associate Dean for Graduate Studies. All requests for a status change must be accompanied by a Graduate Student Status Change Request Form. Upon completion, the student must submit the form to the Registrar's office for final signoff. Failure to complete this form and process in its entirety may result in a student being marked as having unexcused absences from required program activities.

### D. Student Records (A3.17, A3.18)

The Albany Medical College designates the following items as Directory Information:

- Student Name
- Dates of Attendance
- Degree(s) Conferred/Anticipated
- Program of Study
- Enrollment Status (full time/part time)
- Graduation Date (actual/anticipated)
- Address (local/permanent) \*
- Phone Number (local/permanent) \*
- E-mail Address\*
- Pager Number\*
- Home City and State

Albany Medical College may disclose any of the above-listed items without prior written consent, unless notified in writing to the contrary within one week of registering. Such written notification should be addressed to the Assistant Dean for Admissions and Student Records.

*\*Please note: Permission to release a student's address, phone number, e-mail address and pager number is solicited during the yearly registration process. If a student chooses not to disclose their address (local/permanent), phone number (local/permanent), e-mail address, and/or pager number for the student directory, then it will not be considered Directory Information. Certain information will need to be released by CPAS (see Appendix 11) in order for the program to:*

- *create an account with NCCPA to qualify the student to take the PA National Certification Exam upon completion of the program as required for PA licensure*
- *provide a student membership to the American Academy of Physician Associates*
- *provide a student membership to the New York State Society of Physician Associates*
- *other needs as required for accreditation, clinical rotation placement, or other requirements essential to functioning of the PA Program and/or student success.*

It is the aim of the Albany Medical College to comply with both the intent and the letter of the General Education Provisions Act, Section 438, as amended by Section 513 of Public Law 93380 and Section 2 of Public Law 94-568. A copy of the legislation is on file in the Office of Student Records and may be obtained upon request.

This statement is to inform you of your basic rights under the law and to outline the procedures provided in order for the College to come into compliance. This information is not meant to be a complete interpretation of the Act.

1. Who has access to records?

The parents of students who are or have been in attendance at a school, agency, or institution have the right to inspect and review the educational records of their children. (For our purposes, whenever a student has attained eighteen years of age, or is attending an institution of post-secondary education, the permission or consent required of the right accorded to the parents of the student shall thereafter only be required of and accorded to the student.)

2. Procedure for gaining access

In order to implement access, an individual must make a formal, written request to the proper person designated above who will then arrange a mutually convenient time for the review. By law, a meeting will be scheduled within 45 days of the office receiving a request for access.

3. What records may be reviewed?

Educational records are defined as those records, files, documents, and other materials which (1) contain information directly related to a student and (2) are maintained by an educational agency or institution or by a person acting for such an agency or institution.

4. Types of records maintained by AMC, their location and individual to be contacted for possible review:

| Type          | Location               | Contact   |
|---------------|------------------------|---|
| Academic      | CPAS (Active Records)  | Director of CPAS  |
|               | Student Records Office | Assistant Dean for Admissions and Student Records       |
| Financial     | Business Office        | Supervisor, Accounts Receivable                         |
| Financial Aid | Financial Aid Office   | Assistant Dean for Academic Affairs, Financial Services |
| Disciplinary  | Dean's Office          | Dean  |

## 5. Limitations

The law does place limitations on the right to inspect and review education records at the post-secondary level. These specific restrictions are available in the Office of Student Records.

## 6. Amendment of education records

Request to amend education records.

- a An eligible student who believes that information contained in the education records of the student is inaccurate or misleading or violates the privacy or other rights of the student may request in writing that the educational agency or institution which maintains the records amend them.
- b The educational agency or institution shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time of receipt of the request.
- c If the educational agency or institution decides to refuse to amend the education records of the student in accordance with the request, it shall so inform the student of the refusal and advise the eligible student of the right to a hearing.

## 7. Right to a hearing

- a An educational agency or institution shall, on request, provide an opportunity for a hearing in order to challenge the content of a student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students.
- b If, as a result of the hearing, the educational agency or institution decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, it shall inform the student of the right to place in the education records of the student a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the decision of the agency or institution.

## 8. Disclosure of personally identifiable information

The student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without

consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); an emeritus professor of the college; a person or company with whom the College has contracted (such as the National Student Loan Clearinghouse, I-trax, Inc., 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 in order to fulfill his or her professional responsibility.

## 9. Filing a complaint

The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Albany Medical College to comply with the requirements of the law. Concerns should be addressed to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC, 20202-4605

Should any question arise or if further information is required, please contact the Office of Student Records.

## E. Leave of Absence

### 1. Leave of Absence

- a. A leave of absence will not be granted for less than one semester (didactic students) or for less than one rotation (clinical students) or for more than one year. Written application for such a leave is required and must include the reason(s) and duration for the proposed leave. The application must be countersigned by the student's advisor and the Department/Center Director(s). The Associate Dean for Graduate Studies will grant or deny requests for a leave of absence. Additional leaves or extensions of a leave may be requested in writing, if needed. A student on a leave of absence may be required to commence repayment of loans prior to completion of their leave, in accordance with Federal Education Law.
- b. If a student does not return from a leave of absence by the designated time or does not apply for and receive an extension, the student will be dismissed from the Center for PA Studies.

### 2. Maternity Leave

- a. Maternity Leave (6 weeks for a non-surgical delivery or up to 8 weeks for a surgical delivery) is available to graduate students. Additional leave may be discussed with the Program Director and in accordance with the Graduate Studies Program Leave Policy.
- b. Recognizing that certain reproductive health hazards may be associated with continued exposure to the laboratory, to patients, or to the clinical setting, any graduate student desiring to have children and concerned about exposure should consult the Employee Health Service (Ph: 518-262-3871). Those who become pregnant are encouraged to notify the Program Director immediately and adhere to the AMC Environmental Health and Safety Policy and Procedure No. 1.704.130: Potential Reproductive Health Hazards. (See Appendix 3)
- c. All time missed must be made up as a pre-requisite for graduation. Because CPAS courses are sequential and offered only once each year, graduate students who are absent

due to Maternity Leave may be asked to repeat courses or re-enter the program the following year.

Any LEAVE OF ABSENCE must be processed via a GRADUATE STUDIES STATUS CHANGE FORM.

#### F. Disability Accommodations (A3.13e)

Albany Medical College is committed to the academic, social, and cultural integration of individuals with disabilities. Students with physical, learning, or other disabilities as defined by law will receive reasonable accommodation to help them attain the necessary level of achievement. Auxiliary aids such as sign language interpreters or readers may be available on a case-by-case basis. Other accommodations such as course materials in alternative format or extended time on examinations may be available. Individuals requesting any such accommodation may be required to present and/or cooperate in the collection of medical and other reasonable documentation deemed by the College to be necessary for that purpose.

Due to the rigor of the Program, students meeting technical standards but with learning disabilities are encouraged to request the appropriate accommodations. If you are seeking accommodations, please contact Monica Minor at [minorm@amc.edu](mailto:minorm@amc.edu) (see Appendix 9 and appendix 12). For the complete Albany Medical College Disability Accommodations Policy and Procedure, please see [https://www.amc.edu/wp-content/uploads/sites/3/2023/10/Albany\\_Medical\\_College\\_ADA\\_Policy-FINAL-110419.pdf](https://www.amc.edu/wp-content/uploads/sites/3/2023/10/Albany_Medical_College_ADA_Policy-FINAL-110419.pdf).

#### G. Minimum Technical Standards (A3.13e)

The holder of a Physician Assistant Degree must have the knowledge and the skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the Physician Assistant degree must be able to consistently, quickly, and accurately learn, integrate, analyze, and synthesize data.

A candidate for the Physician Assistant degree must have abilities, attributes, and skills in five major areas: observation; communication; motor; intellectual, including conceptual, integrative, and quantitative abilities; and behavioral and social. **Technological compensation and reasonable accommodations can be made for some disabilities in certain of these areas, but a candidate must be able to perform in a reasonably independent manner.**

- **Observation:** Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at close range and at a distance.
- **Communication:** Candidates and students should be able to speak, hear, and observe patients in order to elicit information, examine patients, describe changes in moods and posture and perceive nonverbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing in English. They must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
- **Motor:** Candidates and students should have sufficient motor function to execute movements reasonably required to perform a physical examination and to provide general care or emergency treatment to patients. Examples of emergency treatment reasonably required of Physician Assistants include cardiopulmonary resuscitation, application of pressure to stop bleeding, and suturing of simple wounds.

- **Intellectual:** Conceptual, integrative, and quantitative abilities. These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of Physician Assistants, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
- **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads within the scope of their practice, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Candidates should possess compassion, integrity, effective interpersonal skills, interest, and motivation.

### **Conclusion**

The Center for Physician Assistant Studies will attempt to develop creative ways of working with competitive, qualified individuals with disabilities. In doing so, however, the Center and Albany Medical College must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a Physician Assistant. The Center cannot compromise the health and safety of patients. It is inevitable that adherence to minimum requirements will disqualify some applicants and students, including some persons with disabilities. Exclusion of such an individual, however, does not constitute unlawful discrimination. The legal statutes mentioned above prohibit discrimination against an "otherwise qualified" person with a disability. An applicant or student who is unable to meet the minimum academic and technical standards with reasonable accommodations is highly unlikely to be qualified for the physical, motor, and cognitive practice of the profession.



### **III. Student Responsibilities & Professional Expectations**

#### A. Professional Behavior (B2.19, B4.03e)

In addition to fulfilling all academic requirements, students are required to display attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct. Students should review the Albany Medical Center Code of Conduct, the Competencies for the Physician Assistant Profession, the Physician Assistant Code of Ethics, the AMC Honor Code and other policies contained in this handbook for detailed descriptions of these standards.

During the didactic phase, students will be expected to submit a self-assessment of their professionalism periodically both as part of their Reflective Self-Assessment for the Portfolio and in certain courses. Faculty will review these and provide feedback individually at the routine midterm advisors meetings.

During clinical rotations, an evaluation of professionalism is included in the grading criteria for each rotation course. Evaluations of professionalism include, but are not limited to, attendance, meeting published deadlines, participation in course and program evaluations, and compliance with CPAS policies. Faculty members will also evaluate professionalism.

Personal characteristics and attitudes of professionalism which are observed and evaluated by the program include, but are not limited to the following:

***Integrity:*** Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.

***Tolerance:*** Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect patient care or contribute to threatening or harassing interactions with others.

***Interpersonal relationships:*** Provides support and is empathetic in interactions with peers, patients, and their families. Interacts effectively with difficult individuals. Demonstrates respect for and complements the roles of other professionals to include administrators, faculty, staff, lecturers and fellow learners. Follows the chain of command. Is cooperative, supportive and reassuring to others.

***Initiative:*** Independently identifies tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to take advantage of learning opportunities. Demonstrates a motivation to learn. Shows enthusiasm for learning and improvement.

***Dependability:*** Completes tasks and assignments on time. Consistently punctual and in attendance for all class sessions and laboratory activities. Actively participates in clinical and didactic activities. Follows through on tasks and is reliable.

***Attitudes:*** Maintains a positive outlook toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback in a positive manner and uses it to improve performance. Provides constructive feedback on course and program evaluations in a timely manner.

***Function under stress:*** Demonstrates emotional maturity in managing tensions and conflicts that arise with professional, personal, and family responsibilities. Exhibits sound personal and clinical judgment in stressful situations.

***Personal Responsibility:*** Identifies unprofessional conduct in others in the didactic or clinical setting and takes appropriate actions. Volunteers for additional responsibilities (student government, community service, etc.). Strives to address and correct personal limitations.

**Appearance:** Exhibits good personal hygiene and grooming; Clothing is appropriate, neat, clean and well maintained, and conforms to Center, program, or local dress code policies.

**Self-Assessment:** Demonstrates an awareness of strengths and limitations (intellectual, physical, or emotional). Recognizes when help is required and when to ask for guidance.

**Teamwork:** Helps and supports other team members; shows respect for all team members; pools resources and works efficiently within a group; remains flexible and open to change and communicates with others to resolve problems.

Student behavior is expected to reflect the values of the Center and the tenets of the Physician Assistant Oath at all times. Students exhibiting breaches of this standard will be subject to “CPAS Internal Warning Procedures” and/or “Interim Actions” in egregious cases.

The Center may require that a student seek professional counseling or administrative psychological evaluation. Counseling needs for PA students are provided through the Albany Medical College Student Psychological Services at 518-262-5511.

#### B. Albany Medical Center Code of Conduct (B4.02e)

The Code of Conduct for all Albany Medical Center employees (including students) can be found at <https://intranet.amc.edu/display/HumanResources/Employee+Manual#EmployeeManual-OurValues>.

#### C. Academic Honesty (A3.01, A3.02, A3.12g, A3.17e, B2.19, B4.02e)

The Center for Physician Assistant Studies (CPAS) considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermines the academic integrity of the Center. CPAS faculty, students, and staff all share the responsibility to protect this value and to report any potential violation promptly.

Students are expected to be the sole authors of their work. Use of another’s ideas must be accompanied by specific citation and reference. In addition, a student may not submit the same work for credit in more than one course. Similarly, due to the ease of accessing information via the Internet and the integration of learning concepts with practical application expected at the graduate level of study, the CPAS extends the concept of academic integrity to include issues of copyright and trademark violation.

Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is deriving a final work product substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted course work. Students are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet. State and Federal governments have enacted laws providing for criminal penalties for use, sale, or other distribution of such materials.

Before, during or after testing, disclosing or receiving test content, questions, and/or answers to questions, to or from other students or outside sources is a breach of academic honesty (unless specifically authorized by the responsible instructor).

The disciplinary consequences of plagiarism and other forms of academic dishonesty may include one or more of the following: non-acceptance of work submitted, a failing grade in the course, written reprimands or other disciplinary action, and possible dismissal.

*This policy statement is provided in addition to the guidelines in the Student Honor Code of Albany Medical College.*

**Definitions:**

**Academic Honesty** – Academic honesty provides protection for intellectual property by giving proper credit for the academic work of other scholars and practitioners. In addition, the policy definition covers any violations of policies and procedures governing authenticity of student work, including but not limited to, submission of work in the name of another student, intentional misuse of quantitative data, plagiarism, or cheating on tests and assessments.

**Plagiarism** – Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

**D. Honor Code System & Procedures (A3.01, A3.02, A3.17e)**

Albany Medical College has an Honor Code that students pledge to abide by during their time as students at our institution. It is expected that the Honor Code will be respected by the students, the faculty and the administration. The Student Honor Code of the Albany Medical College states in part:

“As students of medicine and of the medical sciences, we embrace the foregoing physician statement and hereby acknowledge the confidence that has been bestowed upon us along with the responsibilities attendant with this privilege. As future physicians, teachers, and scientific investigators, we recognize the importance of conducting ourselves at the highest level of professional ethics and our duty to serve our mentors, our colleagues and ultimately our patients.”

Students, at the time of registration at Albany Medical College, are required to sign a statement that they have read the Honor Code and that they pledge to abide by that Code. Students whose behavior denotes a lack of fitness for the practice of medicine or for the conduct of scientific research shall be considered to be in violation of the Honor Code.

The current Honor Code can be found at [https://www.amc.edu/wp-content/uploads/sites/3/2023/10/AMC-honor\\_code-2011-plagiarism.pdf](https://www.amc.edu/wp-content/uploads/sites/3/2023/10/AMC-honor_code-2011-plagiarism.pdf)

**E. AMC Policy on the Use of AI**

Students are prohibited from using artificial intelligence (AI) tools, such as ChatGPT, for any course requirements, including, but not limited to, written assignments, clinical experiences, or during examinations, unless the use of AI is preapproved in writing indicating the scope of the authorized use of AI. This includes but is not limited to using AI technology to outline, draft, or cite work used to fulfill course requirements. Any authorized use of AI must include appropriate attribution to clearly distinguish contributions originated by the student from those originating from another source. The non-authorized use of AI programs for course requirements is considered a violation of academic integrity constituting a violation of the appropriate standards of scholarship and professional behavior expected of all students and will be treated as an honor code violation.

**F. Professional Dress and Identification (A3.06)**

Students must wear their AMC ID badge at all times on the AMC campus, or when in any clinical facility as a CPAS student.

While attire for the classroom may be casual, students are reminded that they remain representatives of the PA program any time they are on campus or wearing their identification badge. As such, a professional appearance should be maintained when on campus. This includes avoiding excessively tight or revealing clothing, clothing with offensive imaging or words, clearly exposed undergarments, or other potentially objectionable clothing.

For any real or simulated patient encounters, Senior Sessions, and Grand Rounds, students are expected to abide by the Albany Med Professional Image Standards for Patient Care, which can be found at <https://intranet.amc.edu/display/HumanResources/Professional+Image+Standards> on the AMC Intranet.

Students must introduce themselves to patients and other health providers by name and identify themselves as a “Physician Assistant Student”. The student should be certain that neither patients nor other health providers infer that they are present or acting in any capacity other than as a Physician Assistant student.

Any electronic or written communication from students to patients or patients’ families must clearly identify the source as a Physician Assistant student.

#### G. Employment During the Program (A3.04, A3.05a,b, A3.15e)

The Physician Assistant curriculum is intensive and designed to be a continuum of integrated courses. Students are expected to obtain the maximum amount of knowledge and experience possible rather than merely meet minimum standards. For these reasons, outside employment is **strongly discouraged** and requires prior approval of the Program Director. A student must not be compelled to work for the Program in any capacity. A student may not substitute as instructional faculty, clinical staff, or administrative staff.

If a student must obtain income from outside employment, he/she must understand the following:

- Such employment may in no way conflict with any class, clinical assignment, or availability for weekend or emergency on-call duty. Job conflict is not an acceptable excuse for any absence. Clinical schedules **will not** be altered in order to accommodate employment needs.
- Conflicts or interference with studying due to employment demands are not acceptable excuses for unsatisfactory performance.
- In no manner shall a student in a job setting utilize his/her status as a Physician Assistant student or allow patients to infer that he/she is a graduate Physician Assistant.
- Permission to retain employment can be rescinded at any time by the Program Director if the student’s academic performance or professionalism is becoming a concern and the student may be required to resign from their position or cease taking shifts.
- Even if the student has been trained in a task or procedure as part of their PA education, they are not permitted to carry it out if it is not included in the scope of practice of their job.

#### H. Telephone & Communication Expectations

It is the student’s responsibility to check their AMC e-mail **at least daily** and the appropriate Sakai sites or Microsoft Teams documentation for any schedule or other program changes. Students may call the Program Office Staff at 518-262-5251 with inquiries between 8 a.m. and 4 p.m. daily. **Any/all e-mail communications with the Center or with its faculty are to be through the AMC e-mail only.**

Cell phones and any other devices capable of communication must be off or silenced when in the classroom. In addition, text messaging during class is disruptive to faculty and fellow students and should only be done during breaks. All electronic devices, including but not limited to phones, smartwatches, tablets, and wireless earbuds or headphones except laptops, must be placed in lockers during testing sessions.

All emergency phone calls should be directed to the program at 518-262-5251.

## I. AMC Online Communication/Social Media Policy

The policy in its entirety can be found online at:

<https://intranet.amc.edu/display/HumanResources/Employee+Manual#EmployeeManual-OnlineCommunication>

Key points of this policy are as follows:

This policy addresses general standards and specific expectations for online communications so that you understand how Albany Med policies apply to technologies used for communication and you can participate responsibly and within appropriate parameters.

Online communications/social media include but are not limited to:

- Multi-media and social networking sites such as Facebook, YouTube, TikTok, WhatsApp, Face Time, etc.
- wikis, blogs, microblogs and other posting sites both external to the Center and those authorized by the Center

This policy applies to you, to all members of the Center's workforce and to all online communication – both at and outside of work -- whether such use occurs using the Center's or personal electronic resources. Failure to follow the standards outlined in this policy will result in corrective action up to and including termination of employment.

- *Follow all Center policies*
- *Maintain confidentiality and patient privacy*
- *Follow all legal requirements*
- *Disclose Your Center relationship*
- *Online communications and postings should reflect your personal point of view, not necessarily the point of view of the Center*
- *Post accurately*
- *Establishing official online Center sites or pages (including You Tube, Facebook, Twitter, etc.)*
- *Use of Center name, logo or trademarks*
- *You should have no expectation of privacy*
- *The Center reserves the right to endorse or create social media sites or blogs*
- *The Center reserves the right to remove any posted comments from a Center endorsed /created blog*

## **IV. Academic Policies**

## A. CPAS Attendance Policy

### 1. Didactic Absence Policy

Attendance is required for all classes. Students who attend remotely due to illness or instructor preference must view the lecture live at its scheduled time.

Final course grades will be reduced by 10% for every three unexcused absences in a course. These penalties are cumulative (for example, six unexcused absences result in a 20% reduction).

**Anticipated absences** will be excused only for compelling reasons. To receive approval, students must:

- Notify the Center Director as soon as the need is identified and at least 24 hours in advance.
- Submit an absence form (Student Handbook, Appendix 1) to the Program Director for each class to be missed at least 24 hours in advance.
- Complete any assigned make-up work.
- Failure to meet these requirements will result in the absence being unexcused.

**Unanticipated absences** (such as illness) require that students:

- Call or email the program office on the day of the absence.
- Submit an absence form (Student Handbook, Appendix 1) within three days of returning.
- Absence due to health reasons requires documentation from a health care provider for absences of three or more consecutive days.
- Complete any assigned make-up work.

Failure to meet these requirements will result in the absence being unexcused.

Tardiness of more than five minutes on two occasions counts as one unexcused absence. This penalty is cumulative (i.e. four episodes of tardiness is two unexcused absences, etc.).

Students must be available Monday through Friday, 8 a.m. to 5 p.m., throughout the academic year, excluding holidays and scheduled vacations. Unscheduled time blocks are intended for self-study but may be used by CPAS for make-up classes or other required activities. Students must still follow the absence policy if the course schedule changes, including contacting the course director to arrange completion of missed work

### 2. Clinical Year (A3.03, B3.01)

#### **Requirements:**

In order to meet the New York State Education Department requirements for graduation, a student must complete a minimum of 40 weeks *and* 1600 hours of clinical rotations (the technical term is Supervised Clinical Practice Experience, or SCPE). The structure of the AMC Program allows for a sufficient number of weeks on clinical rotations. Students are expected to be on site for a minimum of 36 hours per week, with a maximum of 60 hours per week. **That said, 1600 hours should not be your goal. Your goal should be to accumulate as many hours and experiences as possible to make yourself a more capable PA.**

The student's schedule will be set by the preceptor, and may include nights, weekends, and holidays. The student is expected to attend all scheduled shifts with the exception of the events listed below as acceptable absences. CPAS reserves the right to verify the student's schedule and attendance with the preceptor at any time.

In the event a student is unable to attend a shift, they must notify both the preceptor and the Clinical Coordinator(s) as soon as they know they cannot be there. If the student is aware of an impending



absence more than 24 hours in advance, the student should complete the Anticipated Absence form and notify the preceptor, Clinical Coordinator(s), and Program Director immediately. If the reason behind an absence is not acceptable or the student is using an undue number of absence days, the request for an absence may be denied by the preceptor, Clinical Coordinator, or Program Director. If the service on which the student is working has the option to make up hours, the Program can require the student to pick up additional shifts to ensure they remain on track with the required hours.

Students are permitted to log Program-mandated activities in their service hours as follows:

- Call Back Day: 8 hours (to account for morning meetings with the mentors, PSCCC practices, and afternoon Senior Sessions)
- End of Rotation Exams: 4 hours (to account for a morning of missed clinical activity)
- Grand Rounds: 4 hours (to account for a morning of missed clinical activity; only permissible to students on their Internal Medicine rotation who are presenting)
- PSCCC Practice session: 4 hours (to account for missed clinical time; if the practice session takes place on the morning of either Call Back Day or End of Rotation Exams, students **may not** log additional hours for the PSCCC session as it is already accounted for in missed clinical time for the primary event).

Meals and breaks should coincide with the preceptor's schedule or fall at a time defined by the preceptor. If a student leaves the site for a meal, they must limit their off-site time to no more than 30 minutes. In the event of an unanticipated but valuable learning opportunity, the preceptor may contact the student and ask them to return to the rotation site immediately to participate in the patient's care.

Any gaps in a student's on-duty shift times meeting or exceeding one hour in duration must be documented in their logs as being off duty. This may include gaps for meals, medical appointments, job interviews, or other non-CPAS activities. If a gap is allocated for CPAS time (meetings with faculty, etc.), please use the appropriate category on Duty Logs to document it.

Intentional falsification of logs is a violation of the Honor Code, and the Program will pursue it as such.

#### **Absences:**

Students will have a scheduled 2-week break opposite their CIC rotation and approximately 2 weeks of break in late December.

CPAS does understand that other events happen beyond these scheduled breaks, and have the following Personal Time Off (PTO) policies:

- 8 days total for the Clinical Year, with an allocation of four days for anticipated absences and four days for unanticipated absences
  - **Anticipated Time Off**
    - Historically, students most commonly use the anticipated personal time off (APTO) to take a long weekend for family events, weddings, and other social events.
    - The student may not use more than two APTO days in a row.
    - The student may not miss more than two clinical days in a week including Grand Rounds, Call Back Day, End of Rotation Exams and PSCCC sessions.
      - i.e., a student may not use a vacation day on the Wednesday and Friday bracketing Call Back Day to establish three consecutive days off the rotation site in a single week.

- For any dates the student requests off, they must still complete the required form on One45.
- The student must notify and be approved by their preceptor that the student will not be on rotation those days.
- Approval from CPAS is not guaranteed. Requests will be reviewed and approved by the Clinical Coordinators on a case-by-case basis.
- Students are not permitted to use anticipated absences during CIC rotation due to the short duration.

▪ **Unanticipated Time Off**

- Used for illnesses, family emergencies, etc.
- You must notify the Clinical Team and your preceptor(s) immediately upon identifying that an unanticipated absence is needed.
- Complete the required form on One45.
- If you miss more than three consecutive shifts due to illness, you are required to present a medical note written by a practitioner who has seen and evaluated you (not your preceptor) to serve as both your excuse and a clearance to return.
- If you have used your entire bank of unanticipated time off and are unable to report to your site due to illness, you need a note from a healthcare provider confirming illness in order to have this counted as an excused absence. If the unanticipated absence is due to a reason besides illness, the Clinical Coordinators reserve the right to request confirmatory documentation of the issue.

3. Jury Duty

Students called in for jury duty must consult their advisor immediately upon receipt of the summons. It is generally acceptable to most jurisdictions to postpone service until a regularly scheduled break. Every effort must be made to avoid conflicts with didactic/rotation schedules.

4. Bereavement Policy

A student is given up to five days of leave for the death of a spouse, child, dependent of the student (stepson, stepdaughter, grandson, granddaughter), or domestic partner. In the case of the death of any member of the immediate family, which is defined as a parent, grandparent, brother, sister, stepfather, stepmother, grandchild, in-laws, or a relative not listed above with whom the student lives, students are given three days of leave.

If additional time is required, arrangements must be approved by the Program Director.

**B. Grading Scheme (A3.15a, b)**

The minimum passing grade for all CPAS courses is C (73.50%).

Grades of C-, D or F are NOT acceptable for course credit toward a graduate degree but will be used in calculating the GPA

| Grading Scheme for CPAS |       |                |
|-------------------------|-------|----------------|
| % Average               | Grade | Quality Points |
| 94.50-100               | A     | 4.0            |
| 89.50-93.49             | A-    | 3.7            |
| 86.50-89.49             | B+    | 3.3            |
| 83.50-86.49             | B     | 3.0            |
| 79.50-83.49             | B-    | 2.7            |
| 76.50-79.49             | C+    | 2.3            |
| 73.50-76.49             | C     | 2.0            |
| 69.50-73.49             | C-    | 1.7            |
| 59.50-69.49             | D     | 1.0            |
| <59.50                  | F     | 0.0            |

## C. Assignments

### 1. Didactic Phase

Assignments in all courses are to be submitted by the specified date/time. Late assignments submitted within 24 hours of the due date will receive a 20% grade reduction. Assignments submitted between 24-48 hours late will be reduced by 50% and a score of 0% will be given for any submitted after 48 hours. Missing assignments may result in an incomplete (I) grade for the course. All written assignments are to be completed individually unless otherwise specified by the instructor in advance. **Collaboration on an individual assignment is considered academic dishonesty** (see “Academic Honesty Policy Statement”) and will be treated as such.

### 2. Clinical Phase

Please review the course syllabi for all assignments for each rotation. Assignments often include patient notes, with other rotation-specific requirements (Grand Rounds presentations for Internal Medicine, Reflective Journal for CIC) as laid out in the syllabus. Expectations and scoring rubrics for assignments will be posted on Sakai for reference.

For assignments that include documentation of patient notes, students are prohibited under HIPAA to disclose any identifiable patient information including month, day, or year of birth; name or initials; room numbers; or any other protected health information. The only identifiers that are permitted are the current age and gender.

## D. Exam Policies

In order to prepare students for the environment of the PANCE, CPAS exam questions are written in a similar style, typically consisting of a clinical scenario, higher-level question applying the relevant concept, and answer options consisting of the correct answer and four incorrect distractors.

To protect the integrity of the exams in student assessment, students are not permitted to have any ear buds, AirPods, smart glasses, smart watches, or other devices that can be used for communication or reference. These devices, along with cell phones or any other devices except the one on which the student is testing, must be stowed out of sight. Any student found with a prohibited device accessible or being used during an exam will be referred to the Honor Code Committee for academic dishonesty.

Students will be given scratch paper during the exams. You may not write anything on this paper until the exam has been opened, and it must be returned at the end of your test whether or not it is used. The scratch paper will be disposed of by the exam proctor immediately following the exam.

If a student requires a reduction in noise, they may use foam ear plugs, which CPAS can provide as able. If additional adaptations are needed, please follow the procedure to request formal accommodations.

## E. Submitting Examination Concerns

Student concerns relating to the content of course examinations must be submitted to the course instructor, in writing, on a “Test Question Inquiry Form.” (See Appendix 2).

## F. Student Grade Appeals (A3.15g)

### 1. Assignments

Students within the CPAS may access the following procedures to resolve conflicts with grades that they receive on assignments, examinations, or any other type of evaluation in their didactic courses:

- Issues should be discussed first between the parties (e.g., student and faculty).
- If satisfactory resolution is not reached, the parties should meet with the Program Director.

Students with concerns regarding *passing* evaluations from Clinical Preceptors should meet with the Clinical Coordinator for a discussion of the situation. The student is not to contact the Preceptor. If satisfactory resolution is not reached, the student and the Clinical Coordinator should meet with the Program Director.

## 2. Course Grades

Students receiving a failing grade for a course/rotation may appeal this grade to the Course Director for didactic courses or the Clinical Coordinator(s) for rotations. Students are not permitted to contact clinical preceptors directly. This appeal must be initiated, in writing, by the student within two weeks of receipt of the grade. The written appeal is prepared in consultation with the student's advisor who will act as his/her advocate through the process. If the student's advisor is the Course Director, the student may seek guidance from another faculty member in consultation with the Program Director. If the student is dissatisfied with the results of discussions with the Course Director or Clinical Coordinator(s), the matter will be addressed by the CPAS Promotions and Graduation Committee.

The written appeal, detailing the reason(s) for the appeal, will be forwarded to the Committee by the advisor. The Committee will meet with the student, advisor, and instructor of record issuing the grade as soon as possible but no later than two weeks of receiving the appeal. Neither the instructor nor advisor will participate as committee members. In the event that the advisor is the instructor of record the Program Director will appoint an alternative advisor.

The decision of the P&G Committee will be communicated in writing by the Chair via email upon completion of deliberations. Appeals of P&G actions are directed in writing to the Vice Dean for Academic Administration with a copy to the Assistant Dean for Graduate Studies for processing under the Rules and Regulations of the Graduate Studies Program, as outlined in the "Graduate Studies Rules" found at: <https://www.amc.edu/institutional-policies/graduate-studies-program-rules/>.

This policy refers to internal processes to resolve conflicts and does not limit or replace any procedures available to students in the GSP Handbook.

## G. Course Evaluations

Students are required to complete online course evaluations at the end of each academic term/rotation or as otherwise directed by the faculty. This is a vital part of our continuous quality improvement plan.

## H. Constraints on Clinical Activity (A3.03, A3.05a,b)

1. Students must not be required to provide or solicit clinical sites or preceptors. There is a process whereby students have the option to identify a new rotation site, but this is not mandatory.
2. When given an order by a practitioner, the student has the following three options:
  - a. Follow the order exactly as directed.
  - b. Discuss issues of disagreement with the preceptor and agree on a course of action.
  - c. Inform the practitioner that he/she does not feel qualified to carry out the order. At no time is a Physician Assistant student to act independently to change an order.
3. A member of the Program faculty may summarily suspend a student for any action that (in the faculty member's opinion) may adversely affect patient care. All situations resulting in such actions will be examined by the Program's Promotions and Graduation Committee.
4. A student may not substitute for or function as instructional faculty or clinical staff



## I. Faculty Availability

Faculty members are available to students during business hours for informal counseling as needed in the clinical and didactic areas. Students should email the faculty member directly to set up a meeting or may see the CPAS front office staff to check faculty availability and/or schedule an appointment if the faculty member is not available.

## **V. Academic Progression & Remediation**

#### A. Graduation Criteria (A1.02e, A3.12d, A3.15a, A3.15b)

The following requirements must be successfully completed in order to graduate from the program:

1. All didactic phase courses (prerequisite to enter the clinical phase of the program)
2. All Clinical Competency Examinations in the didactic phase
3. All clinical rotations
4. Portfolio for the Clinical MS I-III
5. Summative Clinical Competency Examinations (history-taking/physical examination and history-taking/patient counseling or education) in the clinical phase (must be taken within 4 months of program completion)
6. Comprehensive written examination in the clinical phase (must be taken within 4 months of program completion)
7. Summative technical skills assessment\* (must be taken within 4 months of program completion)
8. Complete checkout procedures verifying that all PA Program, institutional, library, or educational supplies are returned
9. All expenses and fees due to AMC and CPAS must be paid prior to awarding of any degree, issuing letter(s) of recommendation, verification of attendance, or release of official transcripts

\*Technical skills assessment expected to be implemented for class of 2027 and beyond.

#### B. Functions and Tasks of Physician Assistant Graduates (A3.12g, B1.01b, B1.03, B4.03)

Parenthetical notes below indicate the corresponding “Competencies for the Physician Assistant Profession” modified 2020 <https://paeaonline.org/wp-content/uploads/2021/03/competencies-for-the-pa-profession-2020605.pdf>

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

- 1) Obtain a comprehensive, detailed, and accurate history from patients of any age or gender in a variety of settings. (1.1, 1.3, 1.4, 1.8, 2.3, 2.8, 3.1, 3.2, 5.5)
- 2) Collect other data, as necessary, from previous medical records, family, friends, providers, and other sources, for diagnostic work-up. (1.1, 1.2, 1.4, 2.3, 3.1, 3.7)
- 3) Perform an appropriate comprehensive or problem-oriented physical examination of a patient of any age and gender in a variety of settings. (1.1, 1.3, 1.4, 1.5, 1.8, 3.1, 3.5, 5.5).
- 4) Formulate a differential diagnosis in accordance with their assessment of the patient. (1.1, 1.3, 1.4, 1.5, 3.3)
- 5) Identify, order, and perform appropriate cost-effective diagnostic studies based upon the patient’s history and physical examination findings. (1.1, 1.4, 1.5, 1.7, 1.11, 3.1, 3.3, 3.4, 3.5, 5.9)
- 6) Analyze pertinent medical and laboratory data for the formation of diagnostic and/or management plans. (1.1, 1.3, 1.5, 3.1, 3.3, 3.4)
- 7) Perform therapeutic procedures associated with the management of medical and minor surgical conditions. (1.5, 3.3, 3.4, 3.5)
- 8) As authorized by the supervising physician under existing laws, implement and monitor health management plans, and recommend or prescribe medications or other therapies for the treatment of medical/surgical problems. (1.3, 1.4, 1.5, 1.6, 1.8, 3.3, 3.4)
- 9) Monitor patients with acute or chronic illness for compliance and response to therapy. Modify treatment regimens as needed. Know the indications for, and provide referrals, as needed. (1.1, 1.3, 1.4, 1.5, 1.8, 3.3, 3.4, 3.7, 4.5, 5.3, 6.1)
- 10) Educate and counsel individual patients and members of the community at an appropriate level of comprehension, with sensitivity and cultural competence. (1.3, 1.9, 1.10, 2.1, 2.2, 2.3, 2.7, 2.8, 3.2, 3.6, 3.8, 5.5, 7.1, 7.2, 7.4)



- 11) Implement effective strategies for incorporating health promotion and disease prevention into practice. (1.3, 1.8, 1.9, 1.10, 2.3, 3.2, 3.6, 3.8, 4.4, 7.3, 7.4)
- 12) Respond to patient needs which go beyond the scope of the immediate presenting complaint to include the social, emotional, spiritual, economic, and environmental aspects of the patient's problem. (1.7, 1.9, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 3.2, 3.3, 3.6, 3.8, 4.4, 5.3, 5.4, 5.5, 5.9)
- 13) Provide clear, concise, situation-appropriate medical records. (1.4, 1.8, 2.3, 2.4, 3.7, 4.2)
- 14) Perform succinct, complete, and well-organized case presentations to supervising physicians, consultants, peers, and coworkers. (1.8, 2.3, 3.7, 4.2)
- 15) Provide life support and emergency evaluation/care in response to life-threatening situations. (1.4, 1.5, 3.3, 3.4)
- 16) Function effectively as a member of the interdisciplinary health care team. (1.8, 2.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.7)
- 17) Demonstrate the positive professional attitudes of a health care provider including the ability to perform self-care and thus allow the PA to provide optimal care to their patients. (2.1, 2.5, 2.6, 4.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.10, 6.1).
- 18) Demonstrate a commitment to continuing medical education and ongoing professional development including quality improvement, leadership, professional advocacy, and professional organization membership. (1.11, 3.3, 3.5, 5.7, 5.11, 5.12, 6.1, 6.3, 6.4, 6.5, 6.6, 6.8)
- 19) Use evidence-based medicine processes to review current medical literature on a continuing basis. (1.2, 3.3, 6.2)
- 20) Participate in the scholarly activity of the profession. (1.2, 5.7)
- 21) Demonstrate ethical behavior and professional responsibility in clinical situations. (1.6, 1.7, 1.9, 2.5, 4.1, 5.1, 5.2, 5.3, 5.4, 5.6, 5.9, 6.6, 6.7, 6.8)

#### E. Expected Levels of Performance (A3.15a)

Students who demonstrate a lack of progress in the academic portion of the Program are counseled accordingly. Any student failing to achieve a minimum of a C grade\* in any didactic or clinical course work, any student failing to achieve a minimum GPA of 2.5\*\* in the semester and/or overall, or any student exhibiting a steady decline in academic achievement is counseled by their faculty advisor, affected course director, Clinical Coordinator, or the Program Director as indicated.

\* Any student receiving a C-/D/F in a course or clinical rotation, a failure in a Clinical Competency Exam course, or an unsatisfactory in Master's Portfolio work will be referred to the Graduate Studies Program Progress Committee with a recommendation for probation and/or other appropriate actions, which may include dismissal from the program.

\*\* Students not meeting the Graduate Studies Program's minimum GPA of 2.5 will be subject to the actions of the Graduate Student Progress Committee as described in the Graduate Studies Rules and Regulations found at <https://www.amc.edu/institutional-policies/graduate-studies-program-rules/>.

#### F. Academic Counseling & Remediation (A2.05E,F; A3.10; A3.15A-D; A3.17E)

PA education is known to be extremely academically rigorous, and students are expected to maintain a high level of performance. Students **must** meet with their advisor midway through and following each didactic semester and may also meet with them at any time as the need arises. Faculty can meet with any student who demonstrates academic challenges, and under the policies below, the student may be mandated to meet with a faculty member for this reason.

##### 1. Exam Remediation Policy

To ensure the highest chance of successful course completion the faculty will monitor student performance after each examination with 10 or more questions. For Integrated Exams, which included questions from

multiple courses, each course will be considered separately, and the minimum passing grade will apply to each course in which at least 10 questions were included in the exam.

Once a test failure is identified (earning a score below the minimum passing grade), three actions will then take place:

- The student will be required to attend the standard test review session that is offered to all students in the class and complete a self-assessment form at the end of the review session.
- The student will meet with the course director to identify and discuss the issues contributing to their exam performance, such as test-taking skills, study strategies, difficulty with testable content, personal factors, or others.
- Upon identification of the underlying issues, the student and course director will move forward with an agreed upon plan for improving future exam performance, which must be documented on the student success plan form.
- The above process will be repeated for every examination failure.

Skills testing such as Clinical Competency Exams or PAP 580 Physical Assessment Skill Sheets are exempt from the above policy and will be reviewed on a case-by-case basis with the course director, advisor, or other faculty as noted in the course syllabi.

## 2. Academic Concern Letters

After at least one third of the term has been completed, any student who meets at least one of the following criteria will be required to meet with the Program Director and/or Associate Director:

- A test average for the semester that is below the minimum passing grade
- Failure on two or more exams in a single course

Upon meeting with program leadership, the student will be given a formal letter of academic concern which will identify the course, the reason for the warning, and recommendations for improvement. Additional follow-up meetings may be required as the semester progresses if the student's performance does not improve.

If a student fails to satisfactorily complete the remediation process, the student will be requested to come in for a P&G subcommittee meeting to discuss the factors which are impacting their performance. This may be referred to the full CPAS Promotions & Graduation (P&G) Committee, and, if appropriate, to the Graduate Studies Program's Progress Committee.

## 3. Course Remediation Policy

### Single Course Failure:

If a student fails one didactic course (excluding Clinical Competency Examinations), the student will be given a period of two weeks, typically during their break between semesters, which culminates with a comprehensive multiple-choice exam covering content from the failed course.

During the two-week remediation period the student is required to meet with the course director (or designated faculty member) at least twice:

- The first meeting is to occur by 5:00 PM of the Monday after the semester ends to identify knowledge gaps and to create a study plan.
- The second meeting is to occur in the beginning of the second week of the review period to ensure that studying is on track and receive any needed content clarifications.
- Additional meetings can be scheduled at mutually convenient times.

If the student earns a passing grade on this comprehensive exam, they will have successfully remediated the course, and their transcript will reflect a grade of 'C.' The CPAS Promotions and Graduation (P&G)

Committee will then recommend that the Graduate Studies Program (GSP) Progress Committee place the student on academic probation for three semesters.

If the student fails the remediation exam, the failing course grade will become official, and next steps will be handled by the CPAS P&G Committee per the current Student Handbook for each class.

**Failure of two or more courses:**

If a student fails two or more didactic courses in a single term, the student's progress will be immediately presented to the CPAS Promotions and Graduation (P&G) committee.

**E. Clinical Rotation Difficulties (A2.05f)**

Students having difficulty on clinical rotations as identified by preceptors, by faculty during site visits, or at a Call Back Day conference will be referred to the Clinical Coordinators. Students who self-identify as having difficulty on clinical rotations are highly encouraged to contact a Clinical Coordinator immediately.

**G. CPAS Promotions and Graduation Committee:**

The P&G Committee consists of all full-time CPAS faculty. In the event the P&G Committee is required to address course failures, professionalism concerns, or other occurrences that may necessitate either disciplinary or academic intervention, a subcommittee of the P&G Committee will be convened which will be comprised of the P&G chair, the student's advisor to act as a student advocate, and the course director of the affected course. In the event that the faculty member and the advisor are the same person, another faculty member will be appointed to serve as the student advocate. The student will also be invited. The purpose of this meeting is to review the situation and get the perspectives of both the student and faculty. Upon completion of the meeting, the faculty attendees of the subcommittee will review the findings with the entire committee, who will then draft and approve recommendations for presentation to the Graduate Studies Program's Progress Committee.

P&G Committee recommendations may include a number of options including, but not limited to,

- targeted remediation,
- restarting the program from Didactic Term I with the next cohort,
- referral to other bodies within the College (such as Honor Code), or
- dismissal of the student.

The recommendation will depend on overall performance; evaluation of professionalism, the student's demonstrated self-awareness, and overall ability to function as a PA; likelihood of the resolution of outside factors which interfere with academic or professional performance; and likelihood of success if the student was permitted to remain or recycle in the PA program.

## **VI. Disciplinary Actions**

#### A. CPAS Internal Warning Procedures (A3.15c, d)

- In the event a student is identified as having Professionalism deficiencies of a nature not usually requiring action by the Graduate Studies Program, the student will be counseled by the course instructor or faculty member identifying the deficiency.

If the deficiency is not remediated, or recurs, the student will:

- Attend a counseling session with the course instructor or faculty member identifying the deficiency as well as the student's academic advisor (or Clinical Coordinator for students on rotation). If the academic advisor or Clinical Coordinator is the initiating faculty, then the Program Director or their designee will participate. At this time, a **Verbal Warning Notification** will be signed by the student and the advisors and placed in the student's file.
- The student will be required to attend a re-evaluation conference scheduled at an appropriate interval. If the problem is resolved the **Verbal Warning Notification** will be removed.

If upon re-evaluation the problem remains unresolved, the student will:

- Attend a second counseling session as above. At this time, a **Professionalism Concern Feedback Sheet** (appendix 6) will be signed by the student and the advisors and placed in the student's file.
- The student will be required to attend a re-evaluation conference scheduled at an appropriate interval.

If upon re-evaluation the problem remains unresolved:

- The Center Promotions and Graduation (P&G) Committee will meet with the student.
- The Center Promotions and Graduation Committee may:
  - Refer the matter to the Graduate Studies Progress Committee with a recommendation for probation, dismissal, or other action.
  - Refer the matter to the Student Honor Committee, if appropriate.

If student's actions are of an egregious nature, then they may be referred directly to Promotions and Graduation Committee or Associate Dean of the Graduate Studies Program, or AMC Honor Code Committee without prior verbal or written warnings.

#### B. Interim Actions

At any time, the Director of the Center for Physician Assistant Studies or the Director's designee may suspend or remove a student from normal academic activities if their behavior, in an academic or non-academic environment, does not align with the values of the Center, the profession, or the tenets of the PA Oath.

Such suspension or removal shall automatically be reviewed by the Promotions and Graduation Committee, and a recommendation for its continuation or termination made to the Director.

Under such extreme circumstances, the Center Promotions and Graduation Committee may refer a student immediately to the Graduate Studies Progress Committee, Associate Dean of the Graduate Studies Program, or the Student Honor Committee for action without the benefit of the CPAS internal procedures above. Such actions may include probation, dismissal, or other sanction as deemed appropriate.

#### C. Probation

Probation status is intended to communicate to the student that they are demonstrating serious academic difficulty and that without significant improvement, or with continued sub-standard performance, there may be a need for further action by the Progress Committee.

Probation status may be imposed by the GSP Progress Committee based upon a student's GPA alone. The procedures for this are in the GSP Handbook. The Center may request an additional term on probation, in lieu of further GSP action, if the student has not remediated the GPA during the probationary term. However, this request is at the discretion of the CPAS Promotion and Graduation Committee.

The Center may recommend probation status be imposed for students failing a course (including rotations) or receiving an unsatisfactory in portfolio components. This probation status will continue until such time as the student has completed all remedial work and has demonstrated acceptable performance in the program. Acceptable performance is defined as two terms with full academic loads with passing (or acceptable for portfolio courses) grades in all registered courses, or other criteria which will be defined by the GSP Progress Committee.

## **VII. Student Support & Wellness**

## A. Mentoring Program (A2.05e;A3.15f,g)

For the duration of your education at AMC, you will have a faculty member assigned as your mentor. All faculty members will serve to guide you through the program, monitor your academic progress, and assess your experience during clinical rotations. This document will serve as a guide to the different responsibilities that you and your mentor have towards each other, the program, and the profession as a whole.

### 1. **Required Scheduled meetings:**

- a. Midterm and End-of-Term grade review (Didactic terms)
- b. Call-Back Day (Clinical Terms)

### 2. **Duties of the Mentor during Didactic Education:**

- a. Maintain a professional and courteous relationship with the student
- b. Monitor academic progress of the student as evidenced by grades earned
- c. Advocate for the student in formal cases of poor academic or professional performance
- d. Offer guidance or resources to address personal or psychological issues the student may encounter, including a timely referral to Student Psychological Services or other appropriate resources
- e. Facilitation of discussions with other faculty members regarding concerns with specific courses or interactions with that faculty member
- f. Provide guidance on maintenance of professional portfolio (PAP 750-752)
- g. Review student's Reflective Self-Assessments (RSAs) and Self-Assessments of Professionalism

### 3. **Duties of the Mentor During Clinical Education:**

- a. Monitor and review students' pre-call back day questionnaire responses.
- b. Solicit student feedback on rotation sites and/or preceptors
- c. Make recommendations and timely referrals to appropriate student services, including the Student Psychological Services, for students who may be struggling with personal or psychological problems impacting their course of study.

### 4. **Duties which the Mentor Will Not Provide:**

- a. Medical advice for you or a family member
- b. Social interactions unrelated to the PA Program
- c. Interference or independent advocacy regarding a grade in another faculty member's course

### 5. **Duties of the Student:**

- a. Maintain a professional and courteous relationship with the mentor
- b. Arrive promptly for any scheduled meetings with the mentor
- c. An open and honest relationship with the mentor
- d. Complete all required documentation in a timely manner and to the standards relevant to the course or rotation.

## B. Mental Health & Wellness Resources

### 1. Student Health Clinic

The Student Health Clinic is part of the Albany Family Medicine practice located at 391 Myrtle Ave., Floor 3.

The following services are provided:

- General primary care, including standard vaccinations
- Acute care for fevers, respiratory illness, stomach pain, rashes, and minor emergencies
- Evaluation of sprains, strains, and sports-related injuries



- Mental health care, including diagnosis, treatment, and referral as needed
- Family planning services, including contraception
- Screening, diagnosis, and treatment of sexually transmitted infections
- PrEP and PEP
- Gender affirming care
- Dermatologic care, including biopsies
- On site lab testing
- Referral to specialists, as indicated

Students can be seen by providers in this practice who don't have a primary role in educational assessment, and other learners will not be involved in student care. Your insurance will be billed accordingly, and any out-of-pocket expenses can be reimbursed according to our health reimbursement policy. If you have questions about the policy, contact Kathleen Whipple, PhD, at [whippk@amc.edu](mailto:whippk@amc.edu).

In addition to primary care, Student Health provides the following services:

- Physical exam forms required by other institutions for clinical rotations
- Vaccines including but not limited to MMR, Varicella, TDAP, ACWY Meningococcal
- PPD or QuantiFERON Gold
- Drug testing if required by an other institution for a clinical rotation
- Referral for any required tests or vaccinations they cannot provide

Appointments are required:

Email (preferred): [amcstudenthealth@communitycare.com](mailto:amcstudenthealth@communitycare.com)

Phone: 518-207-2273

## 2. Student Mental Health Services

Albany Medical College's Student Psychological Services is staffed by the Department of Psychiatry and is open to all students and residents regardless of insurance coverage or ability to pay. Staff aim to support the mental and emotional well-being of learners by assisting them in managing the demands of their professional, academic, and personal lives. Services offered:

- Consultation and immediate help during crises
- Individual and group therapy sessions
- Assessments by psychiatrists and assistance with medication
- Referrals to external resources upon request.

For Scheduling

Phone Number: 518-264-0900

email: [studentpsych@amc.edu](mailto:studentpsych@amc.edu)

Office Hours: Monday through Friday, 8 a.m. to 5 p.m.

Location: Albany Medical Center Psychiatry Center | 2 Clara Barton Drive | Albany, NY 12208

Transportation: Shuttles are available for transportation to and from Psychological Services

When making an appointment or checking in, say you're from Albany Medical College to register correctly. Bring your health insurance details, whether it's from Albany Medical College or not.

If you get a bill for Albany Medical College's psychological services, tell the Student Affairs Office right away. They'll fix your registration and prevent any debt collection issues.

Billing Contact: Kathleen Whipple, PhD

Phone Number: 518-262-6067

email: [whippk@amc.edu](mailto:whippk@amc.edu)

### 3. For Emergencies

For psychological emergencies outside office hours, call 518-262-3111 to reach the on-call dean. They'll discuss your situation over the phone with Dr. Jeffrey Winseman (director) and arrange immediate treatment through the Psychiatry Department if needed.

Additional resources include:

Albany County Mobile Crisis Unit: 518-549-6500

National Suicide Prevention Hotline: 988 or 1-800-273-TALK (8255)

### C. Health Requirements (A3.07a, A3.17b)

Albany Med's Employee Health Service information and policies can be found on the Intranet at <https://intranet.amc.edu/display/EmpHlth/Employee+Health+Services>. They may be reached via email at [HealthService@amc.edu](mailto:HealthService@amc.edu) or phone at 518-262-8793 or 518-262-3871.

The exact requirements for entering students and annual health requirements are set by Employee Health to meet the New York State requirements and Centers for Disease Control and Prevention recommendations.

### D. Medical Treatment of Students (A3.09, A3.19)

It is our policy that no faculty member is permitted to offer medical treatment or medical advice to any student enrolled in the PA program or to anyone associated with that student (such as a family member or friend) outside of rare emergent situations. When students have medical issues, they must seek care from their primary physician, Student Health Services, or emergency services if necessary. Medical records will not be maintained by CPAS and will not be disclosed to any parties with the exception of immunization records. If a rotation site requires records (such as immunizations or PPD), the student should supply them directly to the site. If a student needs copies of their records, they should contact Employee Health Services.

## **VIII. Reporting & Resolution of Concerns**

#### A. Reporting Unfavorable Incidents (A1.02i, j)

It is the obligation of each student to report any incident of which he/she is cognizant that is unethical or otherwise of a questionable nature. Failure to do so is a violation of the AMC Student Honor Code.

#### B. Student Grievances (A1.02j, A3.15f, g)

Students within the CPAS may access the following procedures to resolve conflicts not related to harassment\* with faculty or administration:

1. Issues should be discussed first between the parties (e.g., student and faculty) if satisfactory resolution is not reached;
2. The parties should meet with the Director, CPAS, if still unresolved;
3. The issue should be addressed with the Associate Dean of the Graduate Studies Program.

\*In situations of alleged harassment students should follow Harassment policy.

This policy refers to internal processes to resolve conflicts and does not limit/replace any procedures available to students in the GSP Handbook. (see appendix 12)

#### C. AMC Nondiscrimination and Harassment Policy and Complaint Procedure (A1.02i, j, A3.15f)

The most up to date version is available on the Graduate Studies Program Page:

<https://www.amc.edu/wp-content/uploads/sites/3/2023/10/160726-AMC-Student-Harassment-NonDiscrimination-Complaint-Policy-Final-Draft-150814-version-w-dept-name-changes.pdf>

Contact Information during office hours, after 5 pm, and on weekends: call the AMC Operator (518-262-3111) and ask for the Academic Dean on Call.

#### D. Safety (A1.02g, A3.08)

The safety of students is a priority for CPAS, and multiple, sequential activities are required of all students before being exposed to potential infectious or environmental hazards. These include:

- AMC Annual Safety training through the Healthstream Learning Management at enrollment and each subsequent January while enrolled.
- Orientation to PAP 550 Anatomy Lab
- NY State's Mandatory Infection Control Training Program as part of PAP 565 Immunology and Microbial Disease
- Orientation to Clinical Year, including post exposure and needle stick protocols for AMC and other sites near end of didactic phase.
- Code Silver (see Appendix 10)

Students who are pregnant should obtain a consultation with Employee Health Service to determine any potential reproductive health hazards and/or the need to modify their participation in the program. For additional information, please see the Albany Med Employee Handbook at

<https://intranet.amc.edu/display/HumanResources/Employee+Manual#EmployeeManual-Workplace>.

#### E. Occupational Exposure Protocol (A1.02g, A3.08b)

*Protocol for blood borne pathogen exposure for Physician Assistant students at Albany Medical Center:*

1. Follow standard procedures after the exposure – washing/flushing the site, documenting source patient's name, etc.

2. Notify your preceptor, Clinical Coordinator(s) and Program Director.
3. If incident occurs during business hours of Employee Health Services (518-262-3871) on Mon to Fri 7am – 3:30pm, go to EHS. If the incident occurs after hours, report yourself directly to the Emergency Department at Albany Medical Center (518-262-3131).
4. Be prepared to provide documentation to the provider, regarding your tetanus and hepatitis B immunization status. If the situation warrants, you may need to be started on treatment for HIV exposure (medications).
5. You need to complete the AMC Employee Occurrence Report (on Sakai or contact CPAS offices) to document the exposure and fax the form to Risk Management at fax: 518-262-4727.
6. If you have questions, ask your preceptor or contact the Clinical Coordinator(s).

*Protocol for blood borne pathogen exposure for Physician Assistant students off-site:*

1. Follow standard procedures after the exposure – washing/flushing the site, documenting source patient's name, etc.
2. Notify your preceptor, Clinical Coordinator(s) and Advisor.
3. Your preceptor may direct you the local site's Emergency Department; you should follow the local protocol for exposure. Plan to notify the Clinical Coordinator(s) at: 518-262-5251.
4. Be prepared to provide documentation to the provider, regarding your tetanus and hepatitis B immunization status. If the situation warrants, you may need to be started on treatment for HIV exposure (medications).
5. You need to complete the AMC Employee Occurrence Report (on Sakai or contact CPAS offices) to document the exposure and fax the form to Risk Management at fax: 518-262-4727.

If you have questions, ask your preceptor or contact the Clinical Coordinator(s) **ANYTIME**.

#### F. Patient Exposure During Physical Assessment Practice and Clinical Competency Exams (CCE)

Exposure of a patient's body during physical examination requires a careful balance between what must be visualized and the patient's modesty. The clinician must consider the clinical importance of the data obtained in the context of the patient's presentation. For example, a patient in respiratory distress would require more exposure and detailed respiratory examination than one undergoing a routine physical and more patient modesty would necessarily be sacrificed in the interests of a good exam.

During didactic courses and for CCE the balance of visualization and modesty is further complicated by the fact that the patient does not need the examination. However, in order to become competent providers students must practice their exams in the manner they would be performed with a real patient. That is, more exposure for detailed exams and less for limited exams.

For any exposure, patient consent/cooperation is mandatory. Thus, didactic year patients and CCE patients *must* be asked and agree to the procedure. The preferred procedures for detailed examination/draping are described in the document "Draping for CSK 1" which will be posted on the CPAS Homesite on Sakai.

#### G. Where to Go for Help

AMC endeavors to maintain a discrimination and harassment free environment that respects the dignity of each individual. AMC has a "zero tolerance" policy with regard to any form of discrimination, harassment, sexual misconduct, or physical mistreatment. The *Albany Medical College Student Non-Discrimination and Harassment Policy and Complaint Procedure* policy is available in PDF format from the following websites:

<http://www.amc.edu/academic/graduatestudies/Rules-and-Regulations.cfm>

<http://www.amc.edu/academic/undergraduate/Policies.cfm>

|   | <b>Graduate Students</b>  |
|---|---|
| I have or think I may have a <b>disability</b> (testing, registering know issues, accommodations, etc.)   | Graduate Studies Office, Director of Student Services   |
| I have a <b>complaint</b> but I do not feel it has not been addressed adequately or appropriately by my class, my Department or Center.   | Graduate Studies Office   |
| I have a <b>safety-related concern</b> that I think needs attention such as a student I know seems depressed, or otherwise mentally or physically compromised, and I don't think they are getting the help they need.   | Graduate Studies Office   |
| I have a <b>safety concern</b> about the buildings or grounds of the college.   | Graduate Studies Office   |
| I feel I have been subjected to <b>discrimination</b> (because of my race, my sexual orientation, my gender, religion, etc.)<br><br>OR<br><br>I feel I have been <b>harassed</b> (by another student, faculty member, employee, even someone not affiliated with AMC) | Graduate Studies Office,<br><br>Center Director,<br><br>Department Chair  |
| I feel I have been subjected to <b>sexual misconduct</b> (such as unwanted touching, stalking, inappropriate comments, etc.)  | Graduate Studies Office,<br><br>Vice Dean for Academic Admin  |
| I am having very <b>negative thoughts</b> , thoughts about harming myself or others, or just generally very upset with life; or if another individual is becoming unduly controlling in your life either physically or mentally.                                      | Student Psychological Services (518-262-5511),<br><br>Graduate Studies Office   |
| I feel I have been the victim of <b>sexual assault, physical assault, or threats of physical violence.</b>  | Call 911 – report to the Albany Police Department (911, 518-438-4000) OR New York State Police Campus Sexual Assault Victims Unit (518-783-3249 or 24-hour hotline 1-844-845-7269)***<br><br>If there has been physical contact, go to the AMC Emergency Department (518-262-3131)<br><br>Report to AMC Security Department (518-262-3777)*** |

### Concerns You May Have and Where to Go

\*\*\*If you are hesitant about reporting sexual assault directly to the Albany Police, the NYS Police, or AMC Security, graduate students should contact the Associate Dean for Graduate Studies (518-262-5253 or 518-262-6598) or the Associate Dean for Student Affairs (518-262-5634). On evenings and weekends, if you need help for any reason, contact the Dean On-Call at: (518) 262-3111.

Confidential support resources are also available from the NYS Domestic and Sexual Violence Hotline at: 1-200-942-6906.

## **IX. Campus, Technology & General Policies**

## A. Computer & Electronic Use

The Center for Physician Assistant Studies provides most of its curriculum in a web-based environment. Exams may be administered online and other assessments, including course evaluations, are also completed via the web. Students will be required to have a laptop computer that meets AMC requirements, and high-speed internet access.

**Student Laptop Specifications:** All incoming students should use a laptop that is less than 2 years old and has Microsoft Office installed. Most modern laptops are more than equipped to handle AMC technical requirements. Windows operating system is recommended for improved compatibility with our GEMS testing software, as not all iOS devices are incompatible.

Note: Due to HIPAA Privacy rules, a patient's protected health information may **not** be held on personal laptops or other devices.

Also, while computers will be allowed for course work, online assignments and note taking during class, students should not be doing personal work during class time as it is disruptive and disrespectful to both speakers and fellow students.

All Albany Med Information Services policies can be found in the Intranet at <https://intranet.amc.edu/display/ISWEB/Information+Technology+Policies+and+Standards>.

## B. Printing, Copying, Fax

All students with an AMC ID can use their badge for printing in the library. The IDs will be pre-loaded with a balance each year and allow students to print at the discounted printing rate (\$0.05 for black and white copying and \$0.30 for color copying). Printers automatically default to double-sided documents. Any questions can be answered at the library service desk.

A Book Scan device has been installed in the library allowing scan to print, email or USB; there will be *no* charge for email or USB.

A printer is available in the first floor PA study room, but any printing should be limited to no more than 4 sheets. Abuse of this printer may result in removal of access.

- a) Students are not allowed to use the CPAS copier on their own. Due to the processing of confidential materials the copy room is **off-limits** to students.
- b) **All** requests for copies must be submitted to and be approved by the appropriate faculty member who will then either make the copies or request program staff to do so.
- c) Faculty will only approve necessary course-related copies that cannot be provided by electronic means. Examples include copies of notes for absent students and handouts not available electronically.
- d) Students are permitted to use the FAX machine located in the Program Office for academic purposes only. The FAX number is 518-262-0484. Please ask program staff for assistance with all faxes.



### C. Student Lounge

The lounge area in the department is available to all PA and NA students and has a refrigerator and microwave oven. Students are responsible for keeping the room and appliances clean. Cleaning is a shared responsibility with the NA Program.

### D. Mailboxes and Lockers

Students are assigned a locker and a mailbox at the start of the program. Students must provide their own lock for the lockers. Students are typically requested to remove their locks and contents of their lockers in December of the clinical year to allow incoming students to have their own locker. Any locks remaining after the deadline will be cut by security services and the locker contents will be removed. Prior to graduation, students must empty their mailboxes and turn their key in to the Admissions Coordinator. If a student's key is lost, he/she will be charged a \$5.00 replacement fee.

### E. Parking

Parking Administration is located at 22 New Scotland Ave., 2<sup>nd</sup> floor.

If you have any questions, please feel free to contact the parking office at 518-262-4444 or email [parkingservices@amc.edu](mailto:parkingservices@amc.edu).

### F. Snow Emergency Policy

Generally speaking, Albany Medical College does not close due to poor weather conditions. Students should expect that classes will be held unless notified otherwise.

In the case of severe weather conditions requiring delays, cancellations, or changes in format of content delivery (i.e. virtual lectures), the Director will post an announcement on the CPAS Sakai Homesite which will be emailed to all students, staff, and faculty.

As local conditions may vary, individual students may determine that it would be unsafe to travel. In this case, they must notify the program, attend scheduled classes electronically, and consult the instructor/Clinical Coordinator/Preceptor regarding make-up. Students are not permitted to use this as a reason to not attend CPAS activities for weather that is considered routine for the Albany area.

### G. Evacuation Procedures (A1.02g)

Evacuation Plan for 150 New Scotland Ave., 2<sup>nd</sup> floor

This plan will be initiated in the event of an emergency within the confines of the 1<sup>st</sup> or 2<sup>nd</sup> floor of the 150 New Scotland Ave. building or within any adjacent area where faculty, staff, students and/or visitors are in imminent danger. Evacuating staff and visitors is considered to be a major event. The Administrator on call must be notified in order to determine whether a "Code D" or Administrative Standby should be initiated if one is not already in progress.

Any evacuation of personnel from the 1<sup>st</sup> or 2<sup>nd</sup> second floor of 150 New Scotland Ave. building will require coordination and direction. Should evacuation be needed, the designated Floor Warden(s), the Program Director and Administrative Coordinator, will be contacted. The Floor Warden(s) will designate to available individuals any duties that need to be carried out.

If help is needed or evacuation cannot be completed the Floor Warden will request assistance once outside by calling the Command Center if the AMC EP plan is in effect.

Note: if an evacuation is needed outside normal working hours, a floor search will be conducted by Security to alert any staff working and assure that they leave the area.

After evacuation, the Floor Warden(s) and student leaders will account for people from their floor to the best of his/her ability and advise staff if or when they may return to their work areas.

### **General Principles in Case of an Event**

- **This area is not built to defend in place, so you will evacuate to the established meeting place (flagpole in front of 150 New Scotland Avenue) upon activation of the fire alarm system with the following exceptions:**
  - Bomb Threat – decision to evacuate made by Administration
  - Hostage situation – decision to evacuate made by Albany Police
  - Fire/Structural Collapse – decision to evacuate made by the building management/Albany Fire Department
- In the event of an emergency that necessitates evacuation of any area, floor wardens will return to their work areas or, if not possible, go to your designated meeting area.
- This evacuation plan is intended to provide direction for a temporary area until you are directed to return to your home unit or are told to take other action.
- The Floor Warden is responsible for directing evacuation in conjunction with the AMC Fire Marshall/Fire and/or Police Departments for assuring that all visitors and staff have left the area and that all have arrived at the meeting place/evacuation site. That person will also provide progress reports to Command Center.
- **CLOSE DOORS AS YOU EXIT THE AREA.**
- **NO ONE WILL RETURN TO THE AREA UNTIL INSTRUCTED THAT IT IS SAFE TO DO SO BY THE AMC FIRE MARSHALL OR THE ALBANY FIRE OR POLICE DEPARTMENTS.**
- As always, students, faculty, and staff should cordially refer all inquiries from the media to Public Relations. Members of the media are not permitted to move around the institution without a Public Relations or Security escort. These media relations policies are institutional responses to reporter's questions.

In the event of a fire alarm or other evacuation of the building students and faculty are expected to promptly exit the building via the stairs near the entrance to the PA office suite or at the opposite end of the hall and to congregate near the flagpole in front of the building. **DO NOT LEAVE THIS AREA UNTIL THE DESIGNATED INDIVIDUALS COMPLETE THE TASK OF TAKING ATTENDANCE TO ENSURE EVERYONE HAS EVACUATED SAFELY.**

If unable to access the back stairs, use the front stairs. The elevator should not be used for emergency evacuation.

The Program Director will be the designated floor warden for CPAS students and personnel, and the Administrative Coordinator is the secondary warden. **The class president(s) will be responsible to take attendance to assure that all students are accounted for and report this to the Director.** The Director will account for staff and faculty.

All instructions of emergency personnel are to be followed promptly and courteously.

#### H. Reference Textbook Policy (A1.09)

The textbooks located in the PA Program Reception office are reference textbooks for student use.

Each term, students are sent a list of required textbooks and recommended textbooks. It is the expectation that required textbooks be purchased by the students or that the students ensure access via the library resources. You may sign out **most book(s)** to bring to the classroom for a few hours, this is, however, not in lieu of purchasing the books.

Reference textbooks that are not required may only be signed out of the office for up to one week and must be returned on the day the student lists on the sign-out sheet. **Required textbooks cannot be signed out overnight.**

#### I. Food Regulations

Students in the classroom may have food or beverages as long as there are no severe allergies present within the class. Snacks must not be disruptive to other students (such as strong odor; producing noises while eating such as crunchy foods or noisy packaging; or use of excessive desk space ). If food does not meet a reasonable standard, it should be eaten in the student lounge. No food is permitted in any lab or simulated patient setting.

Students are responsible for cleanup of any food or beverage. Failure to do so may result in rescinding permissions to eat or drink in the classroom.

#### J. Smoking Policy

The smoking policy at Albany Medical Center applies to all students and will be strictly enforced. Per New York State Public Health Law, smoking is prohibited on any and all parts of the Albany Medical Center campus. Violations of this policy will be reported to the Dean's Committee who will then determine any needed disciplinary actions which may include verbal and/or written warnings, non-academic probation, or ultimately dismissal.

#### K. AMC Drug & Alcohol Policy

The unlawful or unauthorized manufacture, distribution, sale, dispensation, possession or illegal use of drugs, or the use of alcohol or drugs in a manner which impairs your ability to perform the essential functions of your job is prohibited in the workplace. You must not report for duty under such influence of a drug or alcoholic beverage.

Full details of the policy may be found on the AMC Intranet:

<https://intranet.amc.edu/display/HumanResources/Employee+Manual#EmployeeManual-AlcoholDrugs>

## **X. Professional Development**

### A. Pi Alpha Honor Society

The Center for Physician Assistant Studies sponsors a chapter of the National Honor Society for Physician Assistant students (Pi Alpha). Details of eligibility and nomination procedures will be provided during orientation to the clinical year.

### B. The Stuart W. Cooper Society

The purpose of the Society is to provide a framework in which to perform while in the Program. The sub-objective within this framework is to encourage academic achievement and clinical excellence in the Physician Assistant student by involving the student in the educational process while establishing the Physician Assistant as a new health professional. As a student society we hope to promote professional attitudes, awareness and high medical standards of education which will continue long after we have graduated.

#### **Center Committees**

1. Advisory Committee – Class presidents and sometimes vice presidents will be invited guests and are asked to compile 3-5 PowerPoint slides per class to present at the annual Advisory Committee meeting to inform the committee of student activities over the past year.
2. Curriculum Committee - Elected by the classes, these individuals are tasked with reviewing course evaluations from their cohort, seeking clarification on concerns, and representing the students during CPAS Curriculum Committee meetings. Following the meetings, the representatives are expected to report the outcomes and responses from that meeting to their classmates.

#### **Center for Physician Assistant Studies (CPAS) Sponsorship to AAPA AOR**

In concordance with the Vision of the Center for Physician Assistant Studies, CPAS will encourage participation of graduates in the profession's legislative agenda by supporting attendance at, and participation in, the annual AAPA Assembly of Representatives Delegate meeting.

CPAS will support one student of each enrolled class to represent the Stuart Cooper Student Society. Selection of the representative is the responsibility of the Class (with the approval of the Program Director). Should a class not appoint a representative a second member of the other class may be designated. Selection must be made by March 15th each year to allow for early registration and booking of flights.

Support for the representatives includes: (as budget constraints allow\*):

- Airfare (coach)
- Hotel Room (shared if two, same gender representatives)
- Conference Registration

Student representative's responsibilities include:

- Confer with instructors and/or Clinical Coordinator prior to attendance to develop a plan for completing work missed.
- Represent CPAS students in the AOR
- Observe as able the operations of the AAPA House of Delegates
- Attend designated student activities at the conference
- Report actions of the AOR and HOD to class represented
- Complete all missed assignments and activities as planned

\* Every effort will be made to ensure these funds are budgeted annually. In the event of a contingency budget travel funds may be reduced or eliminated.

Additional questions may be directed to the Society faculty advisor.

### C. NYSSPA Support

CPAS support for student attendance at the Annual NYSSPA CME Conference will be evaluated annually dependent upon student interest, provision of student activities, scheduling, and available funds.

Generally, students will not be released from classes or rotations on Friday of the conference, though didactic faculty will try as able to avoid scheduling classes on that day.

Depending on budget constraints, CPAS will strive to support up to 4 students (2 from each class) to attend student government events and Medical Jeopardy. This support will include:

- Mileage for one vehicle round trip\*
  - Two hotel rooms for Saturday night\*
  - Conference registration fee at the early rate
- \*Mileage and hotel coverage are not applicable if the conference occurs within 50 miles of Albany.

Interested students should contact the Program Director or Associate Director.

## **XI. Appendices**

Appendix 1

**Center for Physician Assistant Studies**  
**Class Absence**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TO:** Instructor: \_\_\_\_\_

**RE:** Absence from (Course Title) \_\_\_\_\_

I (was/will be) absent from class on: \_\_\_\_\_

Reason for absence: \_\_\_\_\_

This is an:

\_\_\_\_\_ anticipated absence\*

*\*Anticipated absence requires prior approval of Program Director*

\_\_\_\_\_ *Date:* \_\_\_\_\_

*(PD Signature)*

\_\_\_\_\_ unanticipated absence

Plan(s) for making up work missed: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Date

-----  
**Office use only:**

\_\_\_\_\_  
Reviewed  
\_\_\_\_\_  
Discussed w/student

\_\_\_\_\_  
File  
\_\_\_\_\_  
Student phoned program



Appendix 2

## Center for Physician Assistant Studies

### Test Question Inquiry Form

The purpose of this form is to review questionable items on an examination, and bring concerns as well as possible solutions to the instructor in such a manner as to improve the quality of all exams.

Students must submit the inquiry in writing within 24 hours of reviewing the exam. All inquiries will be evaluated, and a final decision made by the instructor. Feedback will be provided to the student.

Name \_\_\_\_\_ Date \_\_\_\_\_ Exam \_\_\_\_\_

1. Question Description:

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reference: \_\_\_\_\_

**Suggestion for changing the question or answers:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Question Description:

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reference: \_\_\_\_\_

**Suggestion for changing the question or answers:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Question Description:

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reference: \_\_\_\_\_

**Suggestion for changing the question or answers:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix 3

**Albany Medical College  
Center for Physician Assistant Studies**

**Professionalism Commendation Feedback Sheet**

Student Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Faculty/ Staff: \_\_\_\_\_ Course / Setting: \_\_\_\_\_

All students and faculty at Albany Medical College are expected to exhibit and demonstrate the highest professional behaviors at all times. Occasionally a student demonstrates behavior that is exemplary in this regard. This form gives a faculty member, administrator, or staff the chance to give positive feedback to a student who has demonstrated exemplary behavior, or has maintained professional behavior under unusually difficult circumstances. Realms of such behavior might include:

- 1. Reliability and responsibility**
- 2. Self-improvement and adaptability**
- 3. Relationships with students, faculty, staff and patients**

**Description / Comments:**

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Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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(This section is to be completed by the student.)

**I have read this evaluation and discussed it with the faculty/staff member. My comments are:  
(optional)**

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Student Signature: \_\_\_\_\_

Date:

\_\_\_\_\_

(The faculty member should forward this form to the Promotions and Graduation Committee of CPAS)

Appendix 4

**Albany Medical College  
Center for Physician Assistant Studies  
Professionalism Concern Feedback Sheet**

Student Name: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Faculty/ Staff: \_\_\_\_\_ Course / Setting: \_\_\_\_\_

A concern about this student's behavior was raised. This form is intended to be used in giving a student feedback regarding the specific behavior or incident. The realm of concern would be best categorized by the following (circle one or more):

**1. Reliability and responsibility**

- a. Fulfilling responsibilities in a reliable manner
- b. Learning how to complete assigned tasks
- c. Crediting source material appropriately
- d. Working independently when it is expected

**2. Self-improvement and adaptability**

- a. Accepting constructive feedback
- b. Recognizing limitations and seeking help
- c. Incorporating feedback in order to make changes in behavior
- d. Accepting the expectations of the learning environment

**3. Relationships with students, faculty, staff and patients**

- a. Being sensitive to the needs of patients
- b. Establishing and maintaining appropriate boundaries in work and learning situations
- c. Relating well to fellow students in a learning environment
- d. Relating well to staff in a learning environment
- e. Relating well to faculty in a learning environment
- f. Maintaining honesty
- g. Contributing to an atmosphere conducive to learning
- h. Respecting the diversity of race, gender, religion, sexual orientation, age, disability or socioeconomic status
- i. Resolving conflicts in a manner that respects the dignity of every person involved
- j. Using professional language and being mindful of the environment, including verbal, written and electronic communication
- k. Protecting patient confidentiality
- l. Dressing in a professional manner

**4. Other:** \_\_\_\_\_

**Description / Comments & Suggestions for Change:**

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Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

(This section is to be completed by the student.)

**I have read this evaluation and discussed it with the faculty/staff member. My comments are:  
(optional)**

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Student Signature: \_\_\_\_\_

Date:

\_\_\_\_\_  
(The faculty member should forward this form to the Promotions and Graduation Committee of CPAS)

# GRADUATE STUDENT STATUS CHANGE REQUEST FORM

**Student Name: (Print):** \_\_\_\_\_ **Student ID:** \_\_\_\_\_ **Class Year:** \_\_\_\_\_

**Reason for Request: (Check one)** ☐ LOA-Medical ☐ LOA-Academic ☐ Deceleration ☐ Extended Curriculum ☐ Other: \_\_\_\_\_

**Academic Status Start Date:** \_\_\_\_\_ **Academic Status End Date:** \_\_\_\_\_ **Last day of Academic Activity: (Adv. Dean)** \_\_\_\_\_

**Class Year:** Status change will result in the student moving into a different class: ☐ No ☐ Yes – New Class Year: \_\_\_\_\_

**Termination of LOA/Change of Status:** No later than **30 days prior to the Status End Date or 60 days prior to the start of a new academic year**, you must submit a **written request** to the Office of Graduate Studies at:

Albany Medical College/Graduate Studies Program-MC16/47 New Scotland Avenue/Albany, NY 12208 or via e-mail at: [brunoj1@amc.edu](mailto:brunoj1@amc.edu)

**Extension of Status:** After **Status End Date** expires, in order to extend your status, you must meet with the Associate Dean of Graduate Studies to have a new Status Change Request form completed.

**Failure to notify the Office of Student Records during the above time periods can result in Administrative Withdrawal from AMC.**

## Health Insurance: Meet with Student Affairs Office Staff

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Discontinue my AMC health insurance. I understand that returning from an LOA does not meet the definition of a "qualifying event" for resuming AMC health insurance. | <input type="checkbox"/> Continue my AMC health insurance. I understand that I will be billed for this insurance coverage and it will not be covered by financial aid. | <input type="checkbox"/> I am covered by a non-AMC health insurance policy<br><br><input type="checkbox"/> Student Health Fee Waiver |
|---|--|--|

## Financial Aid: Meet with Financial Aid Office Staff

- |  |  |
|--|--|
| <input type="checkbox"/> Student has no financial aid at AMC | <input type="checkbox"/> Student has received financial aid at AMC |
|--|--|

- ☐ Deceleration/Other: \_\_\_\_\_ FA Notes: \_\_\_\_\_

- ☐ For financial aid purposes, you are considered to be withdrawn from AMC. (LOA/Extended Curriculum/Other: \_\_\_\_\_)
- You are required to complete online "Federal Exit Loan Counseling" at [http://www.nslds.ed.gov/nslds\\_SA/](http://www.nslds.ed.gov/nslds_SA/)
  - The Registrar's Office will notify your loan holders(s) of the change in your enrollment
  - Repayment terms mandated in the student's promissory notes(s) will take effect, including the exhaustion of some or all of your grace period.
  - When you return to AMC, you are not guaranteed continuation of the identical financial aid loans, scholarships, grants and/or work assignments.
  - You must complete the required financial aid forms by the January 15<sup>th</sup> deadline date to be considered for financial aid when you return from your withdrawal
  - A Federal Return of Title IV Funds Calculation (ROFC) and tuition is required
    - The portion of federal loans and grants the student earned is calculated on a percentage basis comparing the total number of calendar days in the semester to the number of days completed before withdrawal.
    - All Title IV aid is considered earned after the student has completed 60% of that payment period.

*Students who withdraw or who are dismissed from the College for any reason after the beginning of a term may be entitled to a partial refund in accordance with the schedule below:*

| TUITION REFUND POLICY FOR MD, PA, NA and GRADUATE STUDENTS |                    |                     |
|--|--------------------|---------------------|
| Effective Date of Withdrawal                               | Tuition Credited % | Tuition Liability % |
| Prior to term start  | 100                | 0                   |
| Day 1-7  | 100                | 0                   |
| Day 8-14   | 80                 | 20                  |
| Day 15-21  | 70                 | 30                  |
| Day 22-28  | 60                 | 40                  |
| Day 29-35  | 50                 | 50                  |
| Day 36-42  | 40                 | 60                  |
| Day 43-49  | 30                 | 70                  |
| Day 50-56  | 20                 | 80                  |
| Day 57-63  | 10                 | 90                  |
| Day 64+  | 0                  | 0                   |

**\*Bioethics- 100% tuition refunded. However, after the first day of class, the student is assessed a \$150 course drop.**

| TUITION CHARGES |                    |                    |
|-----------------|--------------------|--------------------|
| ACADEMIC YEAR   | FALL               | SPRING             |
| 2018-2019       | Standard or Other: | Standard or Other: |
| 2019-2020       | Standard or Other: | Standard or Other: |
| 2020-2021       | Standard or Other: | Standard or Other: |
| 2021-2022       | Standard or Other: | Standard or Other: |
| 2022-2023       | Standard or Other: | Standard or Other: |

Standard = full time medical school tuition.

**Academic Stipulations for Return:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Other Stipulations for Return:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Student Contact During Leave:**

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**While on leave you are welcome to utilize the Albany Medical College library and other facilities.**

**YOU MUST OBTAIN SIGNATURES FROM ALL DESIGNATED OFFICIALS PRIOR TO CHANGING YOUR STATUS. FAILURE TO OBTAIN THE REQUIRED SIGNATURES MAY RESULT IN YOU BEING ADMINISTRATIVELY WITHDRAWN**

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Advisor/Center Director Date

Comments: \_\_\_\_\_

\_\_\_\_\_  
Associate Dean: Peter A. Vincent, PhD Date

Comments: \_\_\_\_\_

\_\_\_\_\_  
requested/indicated)  
Student Health: Monica Minor Date

(Required only if "other" tuition charges are \_\_\_\_\_)

\_\_\_\_\_  
Financial Aid: Date

Comments: \_\_\_\_\_

\_\_\_\_\_  
Registrar: Krista Reynolds-Stump Date

Comments: \_\_\_\_\_

### **Treatment of Title IV Aid When a Student Withdraws**

The law specifies how the College must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs at Albany Medical College that are covered by this law are: Federal Direct Stafford Loans, Federal Direct Graduate PLUS Loans, and Federal Perkins Loans.

When you withdraw for any reason during your payment period or period of enrollment, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you or the College received less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you. The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. The College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. If you receive excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of 1) your institutional charges multiplied by the unearned percentage of your funds, or 2) the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

The requirements for Title IV program funds when you withdraw are separate from Albany Medical College's tuition refund policy. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you have further questions about the treatment of Title IV funds when a student withdraws you may contact the Financial Aid Office or the Federal Student Aid Information Center at 1.800.4.FED.AID. TTY users may call 1.800.730.8913. Information is also available on Sakai.

### **Post-Withdrawal Disbursement**

A post-withdrawal disbursement of Federal Title IV aid occurs when the amount of Title IV earned by the student is greater than the amount of the Title IV disbursed for the semester. A student eligible for a post-withdrawal disbursement will receive written notification from the College within thirty days of the student's withdrawal. Students have the right to accept or decline some or all of the post-withdrawal disbursement funds being offered. Since the post-withdrawal disbursement will be comprised of loan funds which must be repaid with interest, students are strongly encouraged to seriously consider whether it is beneficial to accept a post-withdrawal disbursement. Federal



**STUDENTS WITH DISABILITIES**  
AMC Graduate Studies Program  
December 2018

The Americans with Disabilities Act (ADA) guarantees that colleges and universities make their programs accessible to qualified students with disabilities and that students are not discriminated against on the basis of their disability (physical or mental impairment). Dependent upon the nature of their disability, the student may request reasonable, special, no-cost accommodations. This request must be accompanied by supporting documentation from their physician. While the nature of their disability is confidential and should only be disclosed on a “need to know” basis, if accommodations are requested, their disability does need to be reported to the Student Affairs Office (contact: Disabilities Coordinator (518) 262-6354) and the Disabilities and Accommodations Committee, which will then share selected information with the Associate Dean for Graduate Studies and the appropriate center director.

In order to receive accommodations for a disability, the student needs to complete an application for accommodation with the Office of Academic and Student Affairs (located in The Commons, ME7). This application should include (in consultation with their physician) a request for accommodations to help mitigate the effects of the disability. In general, the supporting documentation that confirms the need for special accommodations must have been acquired in the last three (3) years. If new testing needs to be done it can be arranged through the Student Affairs Office. The student should also note in their application if they have been given accommodations previously at other institutions or in other settings. The student will be informed if the requested accommodations are reasonable and possible at AMC and have been granted.

Some of the most common forms of accommodation are allowing the student to take exams in a quiet room rather than with other students and/or allowing additional time. Obviously, in this case the person responsible for the testing (presumably the course director) would need to be made aware of the accommodations but NOT the student's disability. The student should be reminded that they must be their own advocate. For instance, if the person normally administering the exam is not available, they must make the person administering the exam aware of their special accommodations before the exam. Questions regarding the appropriateness of special accommodations can be referred to the Student Affairs Office for confirmation. It is NOT appropriate to discuss the reasons for the special accommodations with other students in the class.

Students with disabilities should also be reminded that they may need to request special accommodations for Board exams and other qualifying exams beyond the control of AMC. These special requests frequently require significant extra time to process, so students should request them accordingly.

Attached is an article by the Pacer Center on the ADA and postsecondary education which provides additional information. Any further questions regarding these issues should be forwarded to the Student Affairs Office.

**ADA Q&A... The ADA, Section 504 & Postsecondary Education**

Many parents of students with disabilities have learned the basics of the Individuals with Disabilities Education Act (IDEA). However, as students and their families prepare for the transition from secondary school to postsecondary options they often find they are less familiar with the protections provided by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

It is crucial that students and their advocates become knowledgeable about their rights and responsibilities in postsecondary education because, although protections exist, the student has considerably more responsibility to request and design their own accommodations. And this

responsibility is ongoing. For many students with disabilities, good self-advocacy skills will be key to success, and knowing your rights is one essential element of effective self-advocacy.

The following questions reflect those most commonly asked of PACER staff regarding the ADA and postsecondary institutions.

**Q. How does the ADA affect postsecondary schools?**

**A.** Title II of the ADA covers state funded schools such as universities, community colleges and vocational schools. Title III of the ADA covers private colleges and vocational schools. If a school receives federal dollars—regardless of whether it is private or public—it is also covered by the regulations of Section 504 of the Rehabilitation Act requiring schools to make their programs accessible to qualified students with disabilities.

**Q. What are the differences between the ADA and Section 504?**

**A.** For most postsecondary schools, there are not many practical differences. Although Section 504 only applies to schools that receive federal financial assistance, the reality is that most postsecondary schools do receive federal dollars. In addition, the ADA Title II requirements affecting state funded schools were modeled on Section 504. Only private postsecondary institutions that do not receive government funds are not covered by the broader 504 or ADA Title II requirements. Under Title III of the ADA these schools have a lower standard of burden—in other words, assuming their resources are less, they wouldn't have to do as much as government funded schools. But they are still required to accommodate students with disabilities in similar ways.

**Q. How does the ADA and Section 504 affect admissions requirements?**

**A.** The postsecondary program cannot have eligibility requirements that screen out people with physical or mental disabilities. Application forms cannot ask applicants if they have a history of mental illness or any other disability. Institutions may impose criteria that relate to safety risks but these criteria must be based on actual risk and not on stereotypes or assumptions. It is also illegal for an institution to serve students with disabilities differently because it believes its insurance costs will be increased. (It is illegal for insurance companies to refuse to insure, continue to insure, or limit the amount of insurance solely because individuals with disabilities are to be included in a program—unless the practice is based on sound actuarial principles or actual experience.)

**Q. What do postsecondary programs generally have to do for students with disabilities?**

**A.** A school may not discriminate on the basis of disability. It must insure that the programs it offers, including extracurricular activities, are accessible to students with disabilities. Postsecondary schools can do this in a number of ways: by providing architectural access, providing aids and services necessary for effective communication, and by modifying policies, practices and procedures.

**Q. What are the architectural accessibility requirements that affect postsecondary educational programs?**

**A.** Buildings constructed or altered after June 3, 1977, must comply with the relevant accessibility code required by Section 504 and, after Jan. 26, 1992, the ADA. Buildings constructed before the 1977 date need not be made accessible if the college or school can ensure that its students with disabilities enjoy the full range of its programs through other means—such as relocating classes to an accessible building.

All programs and services, however, must be provided in an integrated setting. In some instances, architectural access may be the only way to make a program accessible.

**Q. Does the college that accepted me into its program have to provide me with an accessible dorm room?**

**A.** Yes, if that is what they provide to students without disabilities. A school that provides housing to its students must provide comparable accessible housing to students with disabilities at the same cost as to others. This housing should be available in sufficient quantity and variety so that the housing options available to students with disabilities are equivalent to those without disabilities.

**Q. What kinds of aids and services must postsecondary institutions provide to insure effective communication?**

**A.** Qualified interpreters, assistive listening systems, captioning, TTYs, qualified readers, audio recordings, taped texts, Braille materials, large print materials, materials on computer disk, and adapted computer terminals are examples of auxiliary aids and services that provide effective communication. Such services must be provided unless doing so would result in a fundamental alteration of the program or would result in undue financial or administrative burdens. [Note: According to a 1992 publication on the ADA and postsecondary education by the Association on Higher Education and Disability (AHEAD), the Department of Education has never accepted an argument for undue financial burden under Section 504.] Public entities must give primary consideration to the individual with a disability's preferred form of communication unless it can be demonstrated that another equally effective means of communication exists.

**Q. How would postsecondary programs modify their policies, practices or procedures to make programs accessible?**

**A.** The most challenging aspect of modifying classroom policies or practices for students with disabilities is that it requires thought and some prior preparation. The difficulty lies in the need to anticipate needs and be prepared in advance. The actual modifications themselves are rarely substantive or expensive. Some examples are rescheduling classes to an accessible location; early enrollment options for students with disabilities to allow time to arrange accommodations; substitution of specific courses required for completion of degree requirements; allowing service animals in the classroom; providing students with disabilities with a syllabus prior to the beginning of class; clearly communicating course requirements, assignments, due dates, grading criteria both orally and in written form; providing written outlines or summaries of class lectures, or integrating this information into comments at the beginning and end of class; and allowing students to use note takers or tape record lectures. Modifications will always vary based on the individual student's needs. Modifications of policies and practices are not required when it would fundamentally alter the nature of the service, program, or activity.

**Q. I am planning to attend a college that provides transportation to classes on the campuses of other colleges in a local consortium. Do they have to provide me with wheelchair accessible transportation?**

**A.** Yes. Under the ADA, the college is obligated to provide equivalent transportation for its students with disabilities.

**Q. Can a school charge me for the cost of providing an accommodation?**

**A.** No.

**Q. Do I have to provide documentation of my disability to request accommodations?**

**A.** Schools may request current documentation of a disability. If a person obviously uses a wheelchair or is blind or deaf, no further documentation may be necessary. For those with hidden disabilities, however, such as learning disabilities, psychiatric disabilities or a chronic health impairment, it is reasonable and appropriate for a school to request documentation to establish the validity of the request for accommodations, and to help identify what accommodations are required.

**Q. What kind of documentation might be necessary?**

**A.** Documentation should be completed and signed by a professional familiar with the applicant and the applicant's disability—such as a physician, psychologist or rehabilitation counselor. It should verify the disability and suggest appropriate accommodations. If previous documentation exists, it will likely be sufficient unless it is not current (usually no more than three years old). If no current documentation is available, it is the responsibility of the student to have new documentation prepared. This can mean paying to have an appropriate professional conduct a new evaluation. It would be prudent to get an evaluation the year before you leave high school. This information is confidential and not a part of the student's permanent record.

**Q. Are students with disabilities required to disclose their disability?**

**A.** If you do not require any accommodations, you can choose to keep this information private. If you do need accommodations because of your disability, however, you must disclose in order to receive them. A school cannot provide any service, modification or accommodation when it does not know one is required. It is a student's responsibility to make their needs known in advance. This process is often

facilitated by an Office for Students with Disabilities. It is then the school's responsibility to work with the student to make reasonable modifications or provide appropriate services in a timely way.

**Q. Are schools required to make testing accommodations for students with disabilities?**

**A.** Yes. Schools must establish a process for making their tests accessible to people with disabilities. Schools can do this by providing appropriate accommodations to students with disabilities. Remember, each student's needs are individual, but examples of accommodations include allowing a student extended time to complete a test or providing a distraction free space, sign language interpreters, readers, or alternative test formats. [Note: Testing accommodations are also required of agencies which administer college entrance exams, the agencies or businesses that administer licensure and certification.]

*2003, 1997 PACER Center I ACTION Sheet: PHP-c51g*

## **CODE SILVER Response at Albany Medical Center**

- If you witness a shooting or assault with a weapon (typically a gun or knife), leave the area or seek cover immediately
- Dial 911 from an AMC telephone and advise of Code Silver with specific location. For off-site locations with 911 calls to local law enforcement, advise dispatcher of specific incident (shooting or stabbing)
- Call AMC Security at 518-262-3777. Provide the following information, if known:
  - Specific location
  - Number of armed suspects
  - Physical description of armed suspect(s)
  - Number and type(s) of weapon(s)
  - Number of potential victims and their locations
- If a Code Silver is announced, immediately seek cover in a secure area and advise/assist any other people in the area
- Lock your door and close any blinds
- Turn off lights and computer monitors, silence cell phone and remain quiet. Avoid use of telephone/cell phone
- ALL corridor movement is suspended, including response teams such as Code Blue, Rapid Response, etc.
- Do not leave the area, even for a fire alarm, unless a fire is seen or until instructed to do so by a uniformed law enforcement or AMC Security officer
- Upon law enforcement arrival:
  - Remain as calm as possible and follow officers' instructions
  - When instructed by a uniformed law enforcement officer to evacuate, do not stop to ask questions or request assistance
- Remain secure until "**Code Silver all clear**" is announced or until advised by a uniformed AMC Security or law enforcement officer

### **Student Release of Information**

Dear PA-S 20xx Student,

In preparation for graduation, we wish to obtain the following consent for the release of information to the NCCPA as they *require* us to report it to them for you to be entered into their system to take the PANCE.

#### **NCCPA Enrollment for PANCE:**

Name: \_\_\_\_\_

Anticipated Graduation Date: XX/XX/XXXX

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

The AAPA requests the following information for their database. This is reported to the AMA under an agreement between the two organizations for the purpose of use in the AMA Credentialing Service. The AMA Credentialing Service is used by many hospitals and other organizations to verify your graduation. It is in your best interests to have the information on file in the event an employer uses this service. However, it is your decision to release this information or not.

#### **AAPA Roster for purposes of Credentialing:**

Name: \_\_\_\_\_

Anticipated Graduation Date: XX/XX/XXXX

Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_

Email: \_\_\_\_\_

The Center for PA Studies provides membership to both the AAPA and NYSSPA.

#### **AAPA and NYSSPA Roster for Student Membership:**

Name: \_\_\_\_\_

Personal Email Address: \_\_\_\_\_

I hereby consent to the release of the information provided above to the NCCPA, AAPA, and NYSSPA respectively.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This information will not be shared with other organizations without your consent.*

Appendix 9: Travel Stipend  
Application



**ALBANY MEDICAL COLLEGE**  
Alumni Association  
ALBANY MED Health System

***Financial support for student travel and club activities from the Alumni Association is made possible by the generous support of alumni membership contributors.***

**MISSION:**

Part of the Albany Medical College Alumni Association's overall mission to promote and afford students educational opportunities during their time at Albany Medical College. Students are eligible to receive up to two\* \$250.00—Travel Stipends during their academic career (based on academic program). The following guidelines must be met.

**Guidelines:**

- The Stipend program is an appropriation that is available to all Albany Medical College students and is subject to continued funding.
- MD, PhD and DNP students are eligible to receive two stipends throughout their academic career, and MS students are eligible to receive one stipend throughout their academic career. No more than one stipend per academic year may be awarded.
- All funding requests must be submitted in advance of the conference.
- Alternate sources of funding **MUST** be included on the Stipend Application. Failure to do so may jeopardize future funding.
- Proof of attendance *and* participation (presenting or participating on a panel) is necessary.
- Checks can be mailed or picked up at the Alumni Association office, R-217. Checks that are not picked up within 10 business days of the notification will be voided. A replacement check will **not** be issued. Make sure checks are cashed. Checks not cashed in 60 days from the date on the check will be voided and a new one will not be issued.

*\* MD, PhD and DNP students are eligible for up to two stipends during their academic career, and MS students are eligible for only one stipend during their academic career.*

*\*\*The Alumni Association reserves the right to alter stipend amount, revoke disbursement, and/or change/discontinue stipend funding at any time, without notice.*

**RECOGNITION:**

In order to promote and raise awareness of the Alumni Association support. We ask that you provide the Alumni Office a summary acknowledging Alumni Association support, and the “Who, What, When, Where, Why” of your trip.

***Disclaimer: By applying for funding—you are acknowledging and agreeing to the following statement:***

***“The Alumni Association is not responsible and/or liable for any damage or loss resulting in stipend-funded travel.”***

***If you have any questions, please contact:***

*Alumni Association*

***Email:*** [AMCalumni@amc.edu](mailto:AMCalumni@amc.edu)

***Office:*** 518.262.5033

**Travel Stipend Application**  
**Albany Medical College Alumni Association**  
**Room R-217 518.262.5033**

***Please note:***

- (1) The Albany Medical College Alumni Association awards travel stipends **(\$250)** to students presenting original research papers and posters on behalf of Albany Medical College.*
- (2) The scientific abstract and acceptance letter from the sponsoring organization must be attached to this application.*
- (3) A report/acknowledgment letter must be sent to the Alumni Office within 2 weeks of your return. The letter or photos you provide may appear on the Alumni Facebook page or in the **Alumni Bulletin**, which circulates to more than 8,000 alumni and friends of the Alumni Association. We welcome any photos you may want to provide.*
- (4) MD, PhD and DNP students are eligible to receive two stipends throughout their academic career, and MS students are eligible to receive one stipend throughout their academic career. No more than one stipend per academic year may be awarded.*

Your name \_\_\_\_\_ Dept./Yr. \_\_\_\_\_ P.O. Box \_\_\_\_\_

Name of Conference/Sponsoring Organization \_\_\_\_\_

Dates of Conference \_\_\_\_\_ Location of Conference \_\_\_\_\_

Title of Abstract/Paper \_\_\_\_\_

Are you planning to attend this conference with other AMC students? If yes, please list the AMC students or AMC student organization traveling with you.

\_\_\_\_\_  
\_\_\_\_\_

What is the estimated cost for you to attend this conference? Include travel, conference registration fees, lodging, and meals. **Be specific. TOTAL:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you are going to receive other financial support, list the sources and the amount you have received or will receive. Please indicate if you are on a training grant or will be receiving money from your mentor.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



***Student Acknowledgment:*** I agree to use the stipend for travel for the purpose described. I understand that any written acknowledgments and photos provided to the Alumni Association may appear in the *Alumni Bulletin* and/or on the *Alumni Association website/Facebook page*. I am aware that I may receive up to two stipends (based on degree program) per academic career.

*Disclaimer: By signing below—you are acknowledging and agreeing to the following statement:*

*“The Albany Medical College Alumni Association is not responsible and/or liable for any damage or loss resulting in domestic or international travel.”*

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Dr. Rutter (required of all medical students)** \_\_\_\_\_

*Or*

**Signature of Dr. Vincent (required of all graduate students)** \_\_\_\_\_

**FOR OFFICE USE ONLY**

☐ Approve

☐ Deny

Initials \_\_\_\_\_ Date \_\_\_\_\_

Check Number \_\_\_\_\_ Check Date \_\_\_\_\_

Revised 7/2025

Y:\Center\Development\25 Alumni\College\Student Support & Club Funding\Travel Stipends  
2025\Travel Stipend Form

**Accreditation Standards Addressed Within This Document:**

| <b>Standard:</b> | <b>Student Handbook Page(s):</b> |
|------------------|----------------------------------|
| A1.02(d)         | 5                                |
| A1.02(e)         | 18                               |
| A1.02(g)         | 13-14, 52-56, 70                 |
| A1.02(i)         | 24                               |
| A1.02(j)         | 23, 24, 72                       |
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| A1.04            | 73                               |
| A1.09            | 10                               |
| A2.05(e)         | 30-34, 73                        |
| A2.05(f)         | 31-33                            |
| A3.01            | 25                               |
| A3.02            | Entire Handbook                  |
| A3.03            | 17                               |
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| A3.05(a)(b)      | 10, 17                           |
| A3.06            | 8-9                              |
| A3.07(a)         | 9                                |
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| A3.10            | 2, 31-34, 73                     |
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| B1.01(b)         | 28-29                            |