



**University of Colorado
Anschutz Medical Campus**

**Child Health Associate/
Physician Assistant Program**

School of Medicine

**Student Academic Policies
and Procedures**

Academic Year 2026-2027

Updated 02-01-2026

Disclaimer for Student Academic Policies and Procedures Handbook

This handbook does not constitute a contract, either expressed or implied, with the University of Colorado, the University of Colorado School of Medicine and/or the Child Health Associate/Physician Assistant Program. The Child Health Associate/Physician Assistant Program reserves the right at any time to change, delete or add to any of the provisions at its sole discretion and prior versions are void. Furthermore, the provisions of this document are designed by the University to serve as guidelines rather than absolute rules, and exception may be made on the basis of extenuating circumstances. In the event of a conflict between this and other documents, the most current version of this document takes precedence.

The Student Academic Policies and Procedures Handbook is a living document, subject to change. Students can find the most recent version on the program webpage and are responsible for familiarizing themselves with the current iteration. Students will be notified of any changes or updates made during the academic year.

The most current version is found at:

http://www.ucdenver.edu/academics/colleges/medicalschool/education/degree_programs/PAProgram/currentstudents/Pages/StudentResources.aspx

*Approved by the CHA/PA Promotions Committee on **add date***

Effective date of this document: June 1, 2026

General Information for Academic Policies

The University of Colorado School of Medicine (SOM) Child Health Associate/Physician Assistant Program (CHA/PA) aims to provide clear information to physician assistant students and faculty. The CHA/PA Academic Policies apply to all CHA/PA students. The requirements for promotion and graduation are set forth in this document. Other resources that contain valuable information that will not be repeated in this document include:

- University of Colorado Anschutz Medical Campus Course Book

Policies for Physician Assistant Students

Physician Assistant students are required to comply with University of Colorado Anschutz Student Code of Conduct (See Section 5), CU School of Medicine (SOM) rules and CHA/PA Program policies. The CHA/PA Program is committed to inform students of these policies and comply with policies of the University of Colorado including student privacy.

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Director's Welcome



Welcome to the Child Health Associate/Physician Assistant Program, the Department of Pediatrics, the School of Medicine and the University of Colorado Denver Anschutz Medical Campus. This is an incredibly exciting time for you, the PA Program and the profession. We are confident that you will find that you have chosen an excellent program to launch your professional career.

The CHA/PA Program is a leader in medical education, having received numerous awards for excellence in education. The CHA/PA Program has introduced many innovative teaching strategies that have become an integral part of the School of Medicine curriculum including early introduction of clinical experience, problem-based learning as well as psychosocial and evidence-based medicine. The CHA/PA educational program is dynamic, as we strive to be responsive to a rapidly changing health care environment. You will soon recognize that our campus is equally dynamic.

You are beginning a life-long journey as a Physician Assistant, joining over 1000 graduates who now provide important health care to our nation's children and families. Over the next three years you will grow to appreciate that you have chosen a profession where you will never stop learning. The faculty is here to support you in this first phase of your journey and to help you master the skills you will need for life-long learning. Your success is important to us, and we appreciate your choice of the CHA/PA Program.

A handwritten signature in black ink that reads "Jonathan Bowser".

Jonathan Bowser, MS, PA-C

Program Director

SECTION 1: OVERVIEW OF THE PROGRAM

Established in 1968 by Dr. Henry K. Silver, the Child Health Associate/Physician Assistant (CHA/PA) Program is a master's level, primary care PA curriculum preparing graduates to provide comprehensive medical care for patients across the lifespan with expanded training in the care of infants, children, and adolescents. The program graduated its first class in 1972 and became the first PA program in the nation to award a master's degree in 1973. Since its founding, the CHA/PA Program has maintained continuous accreditation by the Accreditation Review Commission on Education for Physician Assistants (ARC-PA) and has received sustained funding from the Health Resources Services Administration Bureau of Health Professions for over 25 years. In 2002, the program became the first degree-granting program to expand into dedicated facilities at the Anschutz Medical Campus.

While the curriculum includes expanded training in pediatrics, it is rooted in a broad primary care foundation that equips graduates to diagnose and treat illness in patients of all ages. As part of the University of Colorado School of Medicine, the program has earned national recognition for its innovative educational approach. Clinical exposure, beginning in the first year of training has been a hallmark of the program since its inception. Graduates earn a professional Master of Physician Assistant Studies (MPAS) degree, qualifying them to sit for the Physician Assistant National Certification Exam (PANCE).

Physician Assistants trained through the CHA/PA Program work collaboratively with physicians and other allied health professionals to provide comprehensive health services that extend beyond diagnosis and treatment. Their scope includes patient education and counseling, anticipatory guidance and the management of behavioral, psychosocial and developmental disorders. Program graduates are employed across a wide range of primary care and subspecialty fields including pediatrics, family medicine, internal medicine, orthopedics, inpatient (hospitalist) medicine, surgery, emergency medicine, urgent care, otolaryngology, allergy and asthma, neurology, neonatology, child protection and advocacy, among many others.

1.1 Mission Statement

The mission of the Child Health Associate/Physician Assistant Program is to provide an innovative learning environment to educate socially conscious physician assistants dedicated to the holistic care of diverse and underserved patient populations across the lifespan with an emphasis on primary care and expanded training in pediatrics.

1.2 Vision Statement

The University of Colorado, School of Medicine Physician Assistant Program will be a leading educational program with a national reputation for excellence in innovative curriculum, research and scholarship, community engagement and clinical care.

1.3 Goals

Goal 1: Integrate, study and disseminate information related to innovative PA educational programming.

Goal 2: Create a learning environment where students receive didactic education in concepts that increase awareness of social factors that contribute to health and health outcomes.

Goal 3: Recruit and train students with an interest in underserved populations to increase the likelihood of future practice with underserved populations.

Goal 4: Recruit qualified applicants who are aligned with the primary care mission of the program and will practice in primary care after graduation.

Goal 5: Recruit qualified applicants who are interested in pediatrics and will practice in pediatrics after graduation.

Current benchmarks and data regarding these goals can be found on the CHA/PA Program webpage.

1.4 CHA/PA Program Graduate Competencies¹

Upon graduation, CHA/PA students are expected to demonstrate competency in the areas identified below. Performance should be commensurate with that of a new practitioner. The program provides educational experiences designed to support the development of requisite knowledge, skills, and professional attitudes for effective and compassionate care.

Patient Care
Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems (core clinical presentations) and the promotion of health.
Medical Knowledge or "Knowledge for Practice"
Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.
Practice-Based Learning & Improvement
Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to improve patient care based on continuous self-evaluation and life-long learning.
Interpersonal & Communication Skills
Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
Professionalism
Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.
Systems-Based Practice

¹ Adopted from ARC-PA, NCCPA, PAEA; AAPA, AAMC Core Competencies, University of Colorado School of Medicine and Englander et al.

Demonstrate an awareness of, and responsiveness to, the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
Interprofessional Collaboration
Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population centered care.
Personal & Professional Sustainability
Demonstrate the qualities required to sustain lifelong personal and professional balance.

1.5 CHA/PA Program Website: <https://medschool.cuanschutz.edu/physician-assistant-program>

The CHA/PA Program maintains an official website that provides comprehensive information about the curriculum, academic policies, student resources, scholarship opportunities, and other valuable links. Students are encouraged to visit the website regularly to stay informed and access the most current updates and announcements.

1.6 Equal Opportunity, Diversity, Inclusion and Non-Discrimination

CHA/PA Commitment to Diversity Statement:

The Child Health Associate/Physician Assistant Program believes that diversity is a value that is central to its mission. We are committed to recruiting and supporting a diverse student body, staff, and faculty. (For more information, see the [School of Medicine Diversity Plan](#))

Student Names and Pronouns:

We recognize that students' legal information doesn't always align with how they identify. We encourage you to share your name and pronouns if you feel comfortable doing so.

Our Inclusive Learning Environment: Ensuring that all students can contribute, learn, grow, and succeed in our courses is a highest priority. As future colleagues, we will each commit to showing respect to individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that our differences are strengths. The CHA/PA Program commits to offering learning materials and activities that express and are respectful of diversity, and in which all students can see themselves in our field. Your suggestions are encouraged and appreciated. Our program is an inclusive space in which we will explore all kinds of perspectives. Our program is a community of belonging that helps us structure mutually meaningful conversations, while ensuring everyone feels included and honored as colleagues. Disagreement should be thoughtful and respectful, and criticism of another's view should be coupled with evident and empathetic care for the person who holds it. Please think of all our various learning environments, whether on campus, online (e.g., Zoom, discussion boards, etc.), or even on social media, as our classroom and community, and consider your actions and words appropriately. We will follow our school's professional standards, dress code, and honor code.

The following is adapted from the CUSOM Policies and Procedures:

The University of Colorado CHA/PA Program and the School of Medicine is committed to equal opportunity, including opportunity for individuals with disabilities. The CHA/PA Program does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy in admission and access to treatment and employment in its educational programs and activities. To learn more about CU's Diversity and Inclusion department and programs:

<http://www.ucdenver.edu/about/departments/odi/diversitymatters/Pages/default.aspx>

1.7 Positionality Statement

Land Acknowledgement:

We honor and acknowledge that the University of Colorado's four campuses are on the traditional territories and ancestral homelands of the Cheyenne, Arapaho, Ute, Apache, Comanche, Kiowa, Lakota, Pueblo, and Shoshone Nations. The University of Colorado pledges to provide educational opportunities for Native students, faculty and staff and advance our mission to understand the history and contemporary lives of Native peoples.

The full CU systemwide lands recognition statement can be found here:

<https://president.cu.edu/statements/cu-systemwide-lands-recognition-statement>

Labor Acknowledgement:

It is important to acknowledge that much of what has been built in this country, including culture, economic structures, and physical structures has been made possible by the labor of enslaved Africans, including their descendants and descendants, who suffered the horror of the transatlantic trafficking, chattel slavery, and Jim Crow. We acknowledge we are indebted to their labor and their sacrifice and that we are still experiencing the reverberations of this violence today through continued acts of violence, systemic racism, and sanctioned exploitation. We also acknowledge other acts of enslavement specific to Colorado inclusive of enslavement of Mexican persons in the San Luis Valley, enslavement of Mexican and Asian railroad workers, and the internment of Japanese persons during World War II.



SECTION 2: PROFESSIONALISM

2.1 Becoming a Professional

By entering the CHA/PA Program, students have made a conscious decision to become a professional. Professionals are highly educated individuals who practice within an ethical framework – as outlined by an oath or promise. The main components of professional behavior include honesty, integrity, reliability, responsibility, respect for others, compassion, empathy, self-improvement, self-awareness, knowledge of one's limits, communication, collaboration skills, altruism, and advocacy. Students within the CHA/PA Program have the responsibility to represent the program and the PA profession in a professional manner in many settings - within the classroom, within the University, or within the community – each offering ways in which to demonstrate the skills of a professional. The Guidelines for Ethical Conduct for the PA Profession illustrates more clearly the standards to which students will be held. These Guidelines can be found at: <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>.

2.2 Professional Behavior

CHA/PA Students are held to a high standard of professional and ethical conduct through all years of the Physician Assistant Program. Professional behavior includes, but is not limited to:

Patient Care – hold primary responsibility for the health, safety, welfare, and dignity of all humans; assume responsibility for all professional duties; maintain patient confidentiality.	Timeliness – punctuality for class and clinic; timely submission of assignments, evaluations, patient documentation, and other required paperwork.	Participation – appropriate, constructive, non-derogatory participation in the classroom and clinic.
Appearance – appropriate attire, hygiene, and presentation.	Behavior – appropriate and non-disruptive conduct, attentiveness, non-disruptive, preparation for class and clinic, courtesy, flexibility, and collaboration, support of one's classmates.	Respect – regard for patients, faculty, staff, colleagues, students, members of the health care team and others.

Education – responsibility for self-education and accepting responsibility for own learning.	Constructive Evaluation – seeking and accepting feedback in a mature manner to change behaviors, providing constructive feedback.	Personal Accountability – accepts responsibility for actions and behaviors; demonstrates dependability; and acknowledges limitations.
Self-reflection – willingness to examine one's own strengths, weaknesses, and biases.	<i>Professional behavior will be evaluated on a regular basis by the Student Promotions Committee, through review of clinical evaluations, and may be considered when course directors assign grades.</i>	<i>Individual course directors have rules of classroom behavior specific to their course. Students are required to adhere to the standards set forth in each course syllabus.</i>

2.3 Student Professional Development: Academic Warnings and PDEs

Student professional development is considered on an individual basis each semester or more frequently as needed. Students who do not meet expectations in any area will receive an academic warning in the form of a corrective Professional Development Evaluation (PDE). A copy of the PDE form can be found in Appendix IV. Students who receive an academic warning in the form of a corrective PDE will have the opportunity to review their individual PDE with their academic advisor.

As future health professionals, students should adhere to the highest standards of professionalism. Examples of unprofessional conduct include, but are not limited to the following:

- Turning in assignments late
- Not completing didactic course evaluations
- Late submission of clinical evaluations
- Continued and/or repeated incomplete course evaluations
- Lack of or untimely responses to emails
- Inappropriate, disrespectful and/or unprofessional email content
- Not meeting deadlines for clinical requirements
- Arriving late for commitments including classroom and clinic
- Disruptive or disorderly conduct in a classroom or clinical setting
- Inability or unwillingness to receive constructive feedback
- Exhibiting a negative attitude towards work (classroom and clinic)
- Not demonstrating professional responsibility including dress, grooming and behavior appropriate to setting
- Inability to accept personal errors and work to correct them
- Not understanding one's own limitations
- Lack of humility, sensitivity and openness, particularly in culturally complex situations
- Lack of sensitivity, respect and altruism for patients, preceptors, faculty, colleagues
- Interacts with interprofessional team members in a disrespectful manner
- Any action that compromises the quality of patient care
- Any conduct, both on and off campus, that interferes with the student's ability to perform their professional duties or reflects poorly on the profession
- Other conduct that falls below that which befits a health professional

When a student receives an academic warning in the form of a corrective PDE, the Student Promotions Committee reviews that student's academic record and may further impose probation and remedial action (refer to sections "Student Probation" and "Student Remediation"). At the conclusion of the semester, or at the conclusion of the following semester if the PDE was provided at the end of the semester, for which the academic warning in the form of a corrective PDE was given, the Student Promotions Committee will again review the student's entire academic record in detail and decide on one of the following:

If the professionalism concern was <u>corrected with no further breaches</u>	The academic warning in the form of a corrective PDE will be removed from the student's file and will not be noted on future evaluations, letters of notification, or credentialing and privileges materials.
If the professionalism concern <u>was not corrected or further professionalism breaches occur</u> during the semester	The Student Promotions Committee may issue a formal Academic Warning letter or impose probation and remedial action. Probation and remedial action will be noted and remain in the student file and may be referenced as part of the credentialing and privileges processes as well as Program reference letters.

Repeated PDEs over the course of the student's training will be brought to the Student Promotion Committee for a plan of action.

An Academic Warning letter serves as a formal warning that further professionalism concerns will result in academic probation.

2.4 Student Professionalism Concerns

Professional conduct lapses include incidents that affect not only one's ability to practice, but also the reputation of the CHA/PA Program, the perception of its students, and the PA profession as a whole. Student concerns related to professionalism will be brought forward to the Student Promotions Committee (See Section 4.1).

2.4a Social Media and Photography

Students are prohibited from posting any patient information to social media platforms without the written consent of the patient or patient's guardian, in accordance with HIPAA guidelines. This written consent must be readily available for review by University entities.

<https://www.cuanschutz.edu/offices/communications/hipaa-authorization-model-release-form>

Students are prohibited from taking photographs of patients including photographs of a patient's body area except in the following circumstances:

- Written consent has been obtained from the patient or patient's guardian and is readily available for review.
- The photographs are being taken from the student's cell phone with the patient's consent and knowledge for the purpose of medical management. Furthermore, the patient is being photographed with a HIPAA-compliant electronic health record phone application.

Any breaches in patient confidentiality through the posting or sharing of photographs or patient information will be brought forth to the University of Colorado HIPAA-Compliance Office, Risk

Management, Legal Counsel, School of Medicine, and the clinical site for which the breach occurred. Breaches may result in immediate dismissal from the Program.

Students are expected to know how to protect their own privacy, those of their classmates, faculty, staff, and other colleagues and limit how, when, where and with whom information is shared (*adapted from Eastern Michigan University PA Program Social Media Policy*).

2.5 Student Communication with the Program

2.5a Modes of Communication

University email is the first line of communication with the Program. Faculty and staff email is checked during business hours, Monday through Friday 8am-4pm. Students are required to check their University email daily.

The Clinical Team email address should be used for all clinical experience communication. The Clinical Team email address is clinical-team@ucdenver.edu.

Individual faculty and staff voicemails are checked during the workday. Contact information for faculty and staff can be found in the Outlook Directory.

2.5b Timely Communication

Students should make every attempt to respond to emails within **2 business days** unless stated otherwise in the email. Students are asked to respond in acknowledgment of receipt of program related emails.

Faculty and staff will make every effort to respond to emails and voicemails within **2 business days**.

2.5c Clinical Experience Communication

<u>Issue</u>	<u>Contact Person</u>
Non-Serious rotation concerns	Appropriate clinical team member or main Clinical Team email
Serious issue after business hours	Emergency phone number provided by the Clinical Team
Serious issue during business hours	Phone: 303-724-7963
Inability to attend the clinical experience that day (injury, illness, family emergency)	Student must notify the preceptor and then notify the Clinical Team <u>and</u> Clinical Course Director
Preceptor illness or vacation	Clinical Team <u>and</u> Clinical Course Director
Needlestick, Exposure or Injury on a clinical experience	Inform preceptor and seek medical attention as per the published algorithm posted on the Clinical Experiences Canvas pages as well as on

	the CHA/PA Website. Contact the Clinical Course Director as soon as possible.
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For students who experience an emergency or serious issue while on rotation, outside of normal office hours, please contact the emergency number provided by the Clinical Team. Please send a text message identifying yourself before placing the call. Examples of serious situations include but are not limited to the following: abusive treatment, injury on rotation, fear for personal safety.

2.5d Locating Students

All Physician Assistant students are required to keep current address and telephone numbers updated with the following two offices:

Office of the Registrar	Phone: 303.724.8059 Fax: 303.724.8060 Email: student.services@cuanschutz.edu
CHA/PA office	Phone: 303.724.7963x3 Fax: 303.724.1350

When to contact these offices:

- In the event of a permanent change to phone number or home address
- In the event of a temporary change to phone number and/or temporary place of domicile
- In the event of a change of name

In an emergency, University personnel will make every effort to contact a student—whether that is via phone or email. For non-emergent, daily contact, the CHA/PA Program uses University email as its official method of communication; therefore, students are required to check their University email on a regular basis.

2.6 Attendance

2.6a Didactic Attendance

Students are required to attend class and take examinations at scheduled times. Exceptions can be made at the discretion of the course director(s) as outlined below. Absences may result in a lower grade for that test or course.

In the case of absence, students are expected to contact all Course Directors for the impacted course(s) promptly. Determination of excused absence will be left to the discretion of individual course directors. Requests for absences due to religious holidays or observances should be submitted in accordance with Appendix VI. Valid reasons for requesting an excused absence include:

- Personal/voluntary absence

- Illness/emergency or family emergency
- Administrative absence

If a student is absent from class, the student will need to obtain notes from their classmates and/or Canvas. **Recording of lectures or online conferencing during didactic sessions will not be permitted.**

Absences for personal/voluntary, or administrative reasons, may be denied if the request conflicts with an event that cannot be rescheduled. Students must not be on academic probation at the time of an excused absence request. Any request for an excused absence that conflicts with a scheduled Tuesday clinic must contact the Clinical Course Director and follow 2.6b. Students may submit no more than one personal/voluntary leave request per academic year.

Absences that are not pre-approved by individual course directors may be considered unexcused. Refer to the course syllabi for course requirements.

Definition of Didactic Absences:

An **Excused Absence** is an absence for which permission has been granted by the Course Director or Student Promotions Committee. Requests for absences due to religious holidays or observances should be submitted in accordance with Appendix VI. Examples of Excused Absences include:

- **Personal/voluntary absence:** Students must plan accordingly and request an excused absence at least three months before any personal/voluntary absence.
 - For any didactic course examination that will be missed, students must contact the appropriate Course Directors for the course(s) that will be missed. Requests will be considered on a case-by-case basis.
 - The student will coordinate scheduling with the course directors and document the agreed-upon plan for rescheduling any missed exam(s). In most instances, the student will take the missed exam(s) on paper, not through ExamSoft. Any missed exams should be completed by the end of the block/course, or the student will receive an Incomplete for the course until the examination has been completed.
- Students may submit no more than **one** personal leave request per academic year.
- **Illness/emergency or family emergency:** Students should notify the Course Directors as soon as possible and work with them to reschedule missed exams. Notification of an illness or a family member emergency less than one hour before a scheduled exam may be considered unexcused.
- **Administrative Absence:** A brief absence may be granted by the Student Promotions Committee for involvement in a state or national conference or meeting, such as a Student Officer or Teaching Fellow with the Physician Assistant Education Association (PAEA) or with the American Academy of Physician Assistants (AAPA). Students who are selected for these extra-curricular opportunities should notify their faculty advisor and directors of any courses that will be impacted by this absence. The faculty advisor will notify the Student Promotions Committee on the student's behalf.

An **Unexcused Absence** is an absence for which Course Directors or the Student Promotions Committee have not granted permission. Unexcused absences will be brought to the attention of the Student Promotions Committee and may result in a Professional Development Evaluation (PDE). Unexcused absences that result in missing a course exam will result in a “zero” grade on the missed exam.

2.6b Clinical Attendance

Students are required to attend clinic at scheduled times and work the hours set forth by the preceptor.

First Year students	Approximately 8 hours/day
Second Year students	Approximately 8 hours/day
Third Year students	The expectation of attendance in Y3 clinical rotations is 32+ hours per week in patient care (equivalent to full time practice). If these hours are not being met, the student is to contact the Clinical Course Director.

The student's clinic schedule can be found in Typhon.

Students in the first and second year are to attend clinic on Tuesdays only in the Fall and Spring semesters, only during their assigned rotation session. Students are not permitted to attend clinic outside of assigned rotation dates.

First and Second Year students will be excused from clinic during the Anschutz Medical Campus Fall Break, Spring Break and Holiday days. When a holiday occurs on a Monday, the following Tuesday is a didactic session, students are not attending clinical rotations. The schedule in Typhon should accurately reflect the expected days of attendance for first and second-year students. The clinical team provides communication to preceptors and clinical sites regarding expected attendance.

All requests for absences must be submitted to the Clinical Course Director prior to discussing this with the preceptor(s) (see below).

Exceptions to this rule are acute illnesses or emergency situations. In the event of acute illness or an emergency, students should contact the preceptor and the Clinical Course Director.

- Requests for changes in clinical schedules due to religious observations must be arranged in advance with the Clinical Team (see Appendix VI).

Definition of Clinical Absences:

An **Excused Absence** is an absence for which permission has been granted by the Clinical Course Director and the Preceptor. Excused absences are considered to occur in voluntary and involuntary situations as defined below:

- **Voluntary Absences:** An absence for an event such as personal appointments and family events. Voluntary absence requests must be submitted in writing to the Clinical Course Director at least 3 months (90 days) in advance. If accommodations can be made, an appropriate plan will be developed by the Clinical Course Director. Absence requests will be considered based on the student's standing and performance in the clinical year, pattern of absences and rotation/clinical site placement at the time of the requested absence.
 - Voluntary absences are not accepted for Y1 and Y2 clinical rotations. Third Year students may request up to 3 voluntary absences over the course of their clinical year. These days may not be consecutive and only one per clinical rotation will be

<p>considered. Requests for voluntary absences must be received 3 months in advance to be considered.</p> <ul style="list-style-type: none"> • Involuntary Absences: An absence for serious illness, jury duty and academic needs specified by the CHA/PA program (i.e., remediation, callback). If a student has an illness or other emergency, they must contact their preceptor(s) as well as the Clinical Course Director and the Clinical Team as soon as possible or prior to missing any time.
<p>An Unexcused Absence is an absence for which permission has not been granted by the Clinical Course Director. Unexcused absences may be brought to the attention of the Student Promotions Committee and may result in a notation on the Professional Development Evaluation (PDE) or failure of the rotation.</p>
<p>An Unexpected Preceptor Absence is an absence necessitated by an unexpected change in the preceptor's schedule or due to preceptor illness/leave. Students will not be responsible for making up a missed day due to an unexpected preceptor absence. The Clinical Team must be notified by the student within 24 hours of the rotation day cancellation.</p>

It is the student's responsibility to notify the Clinical Course Director and the Clinical Team via email of any and all absences (voluntary, involuntary, or preceptor-driven). Failure to do so may result in an academic warning in the form of a PDE, or failure of the rotation.

Plan for Excused Absences Approved by the Clinical Course Director:
First Year and Second Year Students
If more than one clinical day is missed, the Clinical Course Director will work with the clinical team and if needed, the Student Promotions Committee, to create a remediation plan.

Third Year Students: If more than two clinical days are missed during a one-month rotation, the Clinical Course Director will work with the Clinical Team and if needed, the Student Promotions Committee, to create a remediation plan. If there is a pattern of absence through the semester or year, a remediation plan may be warranted.
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2.6c Third Year Specific Considerations

During 3rd Year Clinical Experiences, the student may be required to be in the Denver Metro Area for CHAPA related program events such as class meetings, composite photographs, graduation paperwork, Callback and comprehensive assessments. Students will be notified of these dates by the CHAPA Program; Preceptors and clinical sites will be notified of these excused absences by the clinical team.

Inclement Weather:
Third Year students are expected to attend clinic even if the Anschutz Medical Campus is closed. If the rotation site is open during inclement weather, the student must make every effort to attend. If the site closes due to weather, the student must notify the Clinical Course Director and the Clinical Team immediately. If the student will NOT be attending clinic, it is the student's responsibility to contact the preceptor first to notify them that they will not be there and why. After contacting the preceptor, the student must email the Clinical Course Director to discuss make-up options.
Emergency or Illness:
If the student is ill and it would be inappropriate for the student to see patients, or if there is an emergency, the student must contact their preceptor and the Clinical Course Director. The student is to email the Clinical Course Director to discuss make-up options.

Other Absence Requests:

If the student needs to miss clinic for any reason other than an acute illness or an emergency, the student must receive approval from the Clinical Course Director prior to approaching the preceptor.

If more than **two** clinical days are missed during a one-month rotation, the Clinical Course Director will work with the Clinical Team and if needed, the Student Promotions Committee, to create a remediation plan. If there is a pattern of absences through the semester or year, a remediation plan may be warranted.

University Breaks/Holidays:

Third Year students are required to attend clinic during the Anschutz Medical Campus Fall Break, Winter Break, Spring Break and Holiday days in adherence with the schedule provided by their clinical rotation/preceptor.

Travel Time:

Third-year students attending an out-of-metro or rural area clinical rotation are permitted travel days based on the mileage distance from the Anschutz Medical Campus.

- Assigned clinical rotation sites **≤ 200 miles** from the Anschutz Medical Campus: students are permitted 2 travel days, one at the beginning of the month to travel to the site and one at the end of the rotation month to travel back. Students at clinical rotation sites **>200 miles from the Anschutz Medical Campus and any out of state rotations** are permitted up to 2 travel days at the beginning of the month and up to 2 travel days at the end of the month.
Discussion of travel needs must first occur with Clinical Course Director, followed by discussion with the Preceptor.
- (Please note that the travel distance of >100 miles is different from the AHEC definition for housing and is a CHA/PA Program policy)**
- Travel days are only taken from the month of the away rotation, not the month before or the month after.**

On-Call/Night Shifts:

On-call for responsibilities may be required for a rotation and the student must discuss the schedule with the preceptor at the beginning of the rotation. A rotation may require on-call nights or overnight shifts that end on the morning of the 1st of the following month. If so, the student may trade for another call day. But if the student works the early morning of the 1st of the month, they are responsible for communicating patient information to their successor before leaving. This may be done by chart notes or on rounds. The student will then need to report to their next rotation on the morning of the 1st (exceptions are travel time allotted for distant sites).

Job Interviews:

Scheduling a job interview during another clinical experience may be approved by the Clinical Course Director, if requested per the excused absence policy, and at the Clinical Course Director's discretion (based on the student's absence requests, pattern of absences and rotation/clinical site at the time of the request).

2.6d Jury Duty

Students summoned to jury duty must notify the Course Director for a didactic course or the Clinical Course Director and the Preceptor for a clinical rotation overlapping their summons for

jury duty. The student will contact the appropriate court to determine if they have been called for appearance.

If the student is called to appear for jury duty, they must notify the Course Director for a didactic course or the Clinical Course Director and the Preceptor for a clinical course. The student will need to provide the excused absence form from the court to the Course Director or Clinical Course Director verifying their attendance for jury duty.

If the student is not called to appear for jury duty, they must report to the required courses or clinical rotation site for that day.

If an exam is scheduled for the day the student is summoned to appear for jury duty, the student will follow the guidelines above and if called to appear for jury duty, the student will work with the Course Director and CHA/PA Program to reschedule the exam for a later date.

2.6e CAPE Assessment Attendance

Student attendance is required at all CAPE Assessments. Exceptions are only made in the following situations:

- **Illness/emergency or family emergency** – students should notify the CAPE Faculty Liaison as soon as possible.
- **Personal/voluntary absence** – we understand that scheduling of major life events may be out of a student's control. Students may miss **one formative** CAPE assessment over the course of their training if needed for a personal/voluntary reason. In order to obtain this excused absence, students must contact the CAPE Faculty Liaison at least 3 months in advance of the scheduled formative assessment.

An **Unexcused Absence** is an absence for which permission has not been granted by the CAPE Faculty Liaison or the Student Promotions Committee. Unexcused absences will be brought to the attention of the Student Promotions Committee and may result in a Professional Development Evaluation (PDE), or an Academic Warning letter for students who already have a PDE.

2.7 Clinical Experience Professional Requirements

2.7a Preparation for Clinical Experiences

Students are expected to study and adequately prepare for clinical experiences. The student should have a self-directed study plan in place and make a commitment to prepare for patient encounters and seek out learning opportunities while on rotation. Students should recognize that a preceptor's foremost responsibility is patient care and that their own education is intended to complement, not supersede this priority. Information, prework and preparation material for site-specific clinical experiences is located on Canvas. Students are responsible for the posted material posted on Canvas related to clinical rotations. Students are responsible for any information provided by the clinical preceptor/clinical rotation site.

2.7b Identification during Clinical Experiences

Name Tag and Badges:

A name tag identifying the student as a Physician Assistant Student **must** be worn at all times during the clinical experience. If a specific site requires additional identification (a facility badge, a short white coat, etc.) it is the responsibility of the student to comply. If separate badges are required at hospital sites, it is the responsibility of the student to complete paperwork necessary to obtain the required identification prior to the start of the clinical assignment. It is the student's responsibility to return the badge to the site prior to departure, if not, the student assumes the responsibility for fees associated with a lost badge. All students must return clinical site badges to meet graduation requirements.

Greeting Patients:

Students are required to identify themselves to patients by their name and by their CHA/PA student status (e.g., 1st Year PA student). The student must explain to patients their working relationship with the preceptor.

Signing Charts:

When a student signs a chart, they must identify their student status (e.g., PA-S3). The student signature on any official paperwork (e.g., charts, prescriptions) must be co-signed by their MD, DO, PA, NP, or other licensed healthcare provider clinical preceptor.

2.7c Student Supervision

Students are supervised by licensed/board certified physicians, physician assistants, nurse practitioners, and/or other licensed health care providers at all times. Under no circumstances should a student in the CHA/PA Program be permitted to practice independent of direct supervision. The preceptor or designee with equal education and qualification must be on site.

Under no circumstances should the CHA/PA student be used as an employee of the practice or represented to the clientele as such. Students should not be used as clerical staff, medical scribes or research assistants (e.g. pharmaceutical trials). Student should contact the Clinical Course Director if concerns arise regarding their role during a clinical experience.

2.7d Professional Dress Code Expectations:

On clinical experiences, students are expected to adhere to the following dress code expectations:

- Always wear the blue CU PA student name tag (*ARC-PA Standard B3.01*)
- Professional attire

2.7e Equipment

Students are responsible for providing their own diagnostic equipment, pen with black ink, and any quick references (e.g., Harriet Lane Handbook).

2.7f Student Information File

Student Information Files contain student specific information and are submitted to clinical rotation sites by the Clinical Team. Student Information Files requested by the side may include the following documentation:

- Malpractice Insurance Coverage verification
- Workers' Compensation Coverage verification

- Letter of Good Standing
- Verification of background check, fingerprint screening
- Verification and report of student immunizations and TB screening status
- Verification of HIPAA training
- Verification of other trainings assigned as part of CHAPA clinical requirements

The above files are sent to the side by the Clinical Team as part of on-boarding for rotations. Students may be responsible for submitting immunization verification as well.

2.8 Substance Abuse and Respect for the Rights and Property of Others

Other areas of professional conduct that the Student Promotions Committee may consider include substance abuse and respect for the rights and property of others.

2.8a Substance Abuse

Substance abuse compromises the student's ability to learn and to practice as a health provider. Intoxication or being under the influence of legal or illegal drugs and/or alcohol in a clinical or classroom setting will not be tolerated. Students who have a problem with alcohol and/or other substances should seek assistance from services available on campus or through the Colorado Physician Health Program (CPHP) (refer to Appendix II). In the event these behaviors affect academic performance, interprofessional relationships, patient care or clinical practice, the Student Promotions Committee may mandate evaluation by CPHP.

2.8b Respect for the Rights and Property of Others

Students should conduct themselves in a manner that recognizes the rights and property of others. Examples of inappropriate behavior include, but are not limited to the following:

- Theft
- Damage to University or personal property of others
- Disruption of educational or other activities on campus
- Illegal use of University facilities
- Harassment or physical assault
- Any other conduct that threatens the health or safety of others

In the event of illegal activity, the police department will be contacted, and the Student Promotions Committee will be notified.

2.9 Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule regulates the use and dissemination of individually identifiable health information and gives individuals the right to determine and restrict access to their health information. It requires that reasonable and appropriate technical, physical, and administrative safeguards be taken with electronic individually identifiable health information. Specifically, ensuring the confidentiality, integrity, and availability of all electronic protected health information we create, receive, maintain, or transmit.

All students enrolled in degree programs in a University of Colorado Anschutz Medical Program must be HIPAA certified. HIPAA training is a clinical requirement of the Clinical Bootcamp course in the fall of the first year and is necessary prior to starting clinical rotations at the CHA/PA Program. It is an online training completed through the University of Colorado Human Resources website and Skillsoft Percipio module. Additional trainings necessary for attendance in clinical rotations include nondiscrimination, sexual misconduct and reporting, regulated medical waste, and bloodborne pathogens – these trainings are clinical requirements completed in the Fall Clinical Bootcamp course.

2.10 Working While in the Program

Students are discouraged, but not prevented from working while in the Program as it often interferes with professional boundaries. Alterations to course or clinical schedules will not be made for students who choose to work while in the Program.

- Students must not be required to work for the Program (*ARC-PA Standard A3.04*)
- Student must not substitute for or function as an instructor or faculty for the Program (*ARC-PA Standard A3.05a*)
- Students must not substitute for or function as clinical or administrative staff (*ARC-PA Standard A3.05b*)

2.11 Teacher-Learner Agreement (Adapted from the CUSOM Policies and Procedures)

The University of Colorado CHA/PA Program holds in high regard professional behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. All members of the CHA/PA program and medical school community, including students, faculty, residents, fellows, staff, and administrators are held to high standards in these areas. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education, the term “teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn. Students and teachers share the challenge of learning and teaching not only the art and science of medicine, but also the acquisition of behaviors and values that characterize the ideal physician.

This Agreement serves both as a pledge and a reminder to teachers and students that their conduct in fulfilling their mutual obligations is the medium through which the profession perpetuates its ethical values. Failure to uphold the principles of the teacher learner agreement may result in referral to the Office of Professional Education (Faculty) or Student Promotions Committee (Students) (refer to Appendix VII).

2.11a Guiding Principles

Duty:

Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession's standard of care but also to model the values and attitudes required for preserving the medical profession's social contract with its patients.

Integrity:

Learning environments that are conducive to conveying professional values must be based on integrity. Students learn professionalism by observing and emulating role models who epitomize authentic professional values, attitudes and, especially, behaviors.

Respect:

Respect for every individual is fundamental to the ethic of medicine. Mutual respect between students, as novice members of the profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher-learner relationship, teachers have a special obligation to ensure that students are always treated respectfully.

2.11b Relationships between Students and Educators/Faculty/Staff

Students and educators (to include faculty, staff, clinical preceptors, clinicians, instructional faculty and guest lecturers) should recognize the special nature of the teacher-learner relationship, which is, in part, defined by professional role modeling, mentorship and supervision. There is a power differential, as expressed by the fact that educators often evaluate student performance, and the results of their evaluations may affect the student's future. Conversely, students evaluate the quality of their educators, and this can, to a lesser degree, affect the educator's career.

Because of the special nature of this relationship, students and teachers should strive to develop a relationship that is characterized by mutual trust, acceptance, and confidence. They both have an obligation to respect and maintain appropriate boundaries. Students and teachers must avoid all behaviors that conceivably could lead to the perception of a boundary violation. Avoiding boundary violations is crucial to a proper teacher-student relationship. There are similar boundaries between students and patients that exist because of the nature of this special and trusting relationship. Boundary violations or actions that may give the appearance of a boundary violation should routinely be avoided.

A partial list includes:

- Romantic involvements
- Business relationships, other than those that might emerge from joint educational projects
- Faculty or students accepting services or personal favors from each other (e.g., babysitting, house sitting, pet care, work in the office)
- Accepting substantial gifts
- Special treatment of a student, including gifts, meals, entertainment, or social contacts, that differs substantially from the usual teacher-learner relationship with other students.

2.11c Conflict of Interest between Faculty and Students

Health providers who provide health services, including psychiatric/psychological counseling, to a CHA/PA student or their primary family members will not be involved in the academic assessment or promotion of the CHA/PA student receiving those services. When students or their primary family members choose their health care providers from physicians who are on the faculty, they have the potential to be in a conflict-of-interest situation, where their provider is also evaluating their academic or clinical performance. Faculty members, the medical director

and program director are not allowed to participate as healthcare providers for students or primary family members and may not complete an evaluation for any students for whom they provide or have provided medical care including their primary family members. Conflicts arise between a faculty's role as the student's physician and their role as an evaluator of the student's performance. Faculty must notify students as soon as they recognize the conflict. Students likewise must notify a faculty member if they are assigned to a preceptor for assessment who is providing or has provided medical care for them or their primary family members in the past. The student must also notify the Clinical Coordinator who will find an alternative clinical site or provide an alternative preceptor for evaluation.

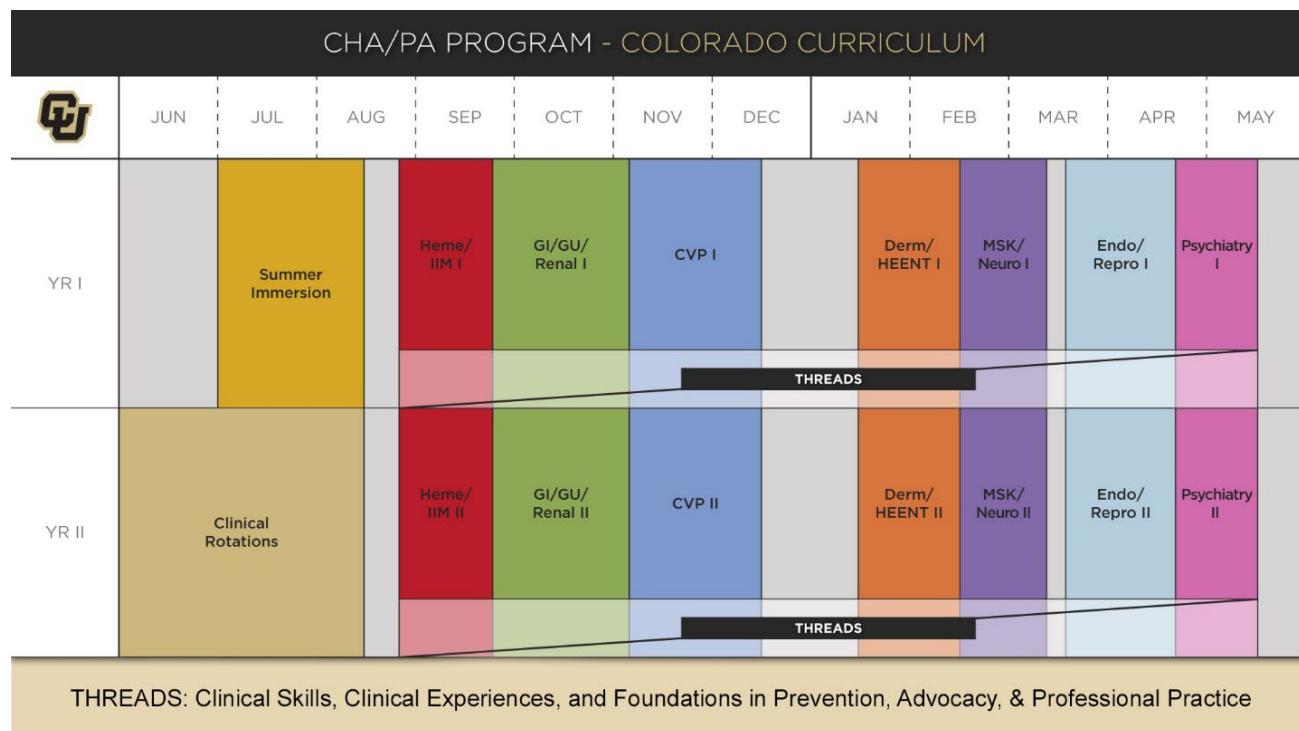
SECTION 3: CURRICULUM

3.1 The Academic Calendar

The First, Second, and Third Year academic calendars are found on the University of Colorado Anschutz Medical Campus Office of the Registrar webpage: <https://www.cuanschutz.edu/registrar/academic-calendars>

3.2 CHA/PA Program Curriculum

The CHA/PA Program's three-year curriculum is developed and implemented under the authority of the Dean of the School of Medicine following approval by the CHA/PA Curriculum Committee. The CHA/PA Student Academic Policies and Procedure Handbook, and the University of Colorado Anschutz Medical Campus Academic Catalog contain details of the curriculum. The three-year, innovative curriculum of the University of Colorado PA program is designed to integrate clinical and basic sciences to prepare graduates with the knowledge, skills, and attitudes to practice medicine as part of the health care team.



The program curriculum on the website at <https://medschool.cuanschutz.edu/physician-assistant-program> is the best source for updated curriculum information.

3.3 CHA/PA Curriculum Committee

The CHA/PA Curriculum Committee is composed of the CHA/PA Core Faculty and provides general oversight and evaluation of the curriculum. All new courses and changes to existing courses must meet the approval of this committee.

3.4 Course Schedules

Required classes and events for students may be scheduled by the CHA/PA Program between the hours of 8 AM and 5 PM Monday – Friday. Those times in which no course is scheduled are labeled as “Reflection/Study”.

3.4a Request for a schedule change

Due to the integrated nature of the curriculum, schedule changes will only be accommodated in extenuating circumstances. For students to request a schedule change to classes, exams, finals or other course-related activities, the following procedure must occur:

- The Class Representative will request a class schedule change directly with the Course Director and Didactic Coordinator.
 - The request for a change must be **unanimously** agreed upon by the class prior to contacting the Course Director and Didactic Coordinator.
 - The final decision will be provided to the Class Representative by the Course Director or the Didactic Coordinator.

3.4b Scheduling of outside events

Student groups wishing to schedule events may do so before or after regularly scheduled class time (i.e. before 8 AM or after 5 PM) and **must** receive approval from the CHA/PA Program Director prior to contacting guest lecturers. Once approved by the Program Director, students must work with the Academic Coordinator and Didactic Services Coordinator to reserve appropriate classroom locations for the event.

3.5 Clinical Experience Schedule/Preceptor-Student Relationship

All Clinical Experiences will be assigned by the Clinical Team based on the Accreditation Review Commission on the Education for Physician Assistant (ARC-PA) Standards, CHA/PA Program Requirements and Track requirements. Students are not required to provide or solicit clinical sites or preceptors (ARC-PA Standard 3.03).

Definition of the Preceptor-Student Relationship

The preceptor is an integral part of the teaching program. Preceptors will serve as role models for the student and, through guidance and teaching will help students' perfect skills in history taking, physical examination, effective communication, physical diagnosis, succinct recording and reporting, problem assessment, and plan development including a logical approach to further studies and therapy.

The preceptor should maintain a professional relationship with the PA student and at all times adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be appropriate and carefully selected so as not to put the student or preceptor in a compromising situation. Contact through web-based social networking sites (e.g., Facebook, Twitter) should be avoided until the student fully matriculates through the educational program. If the preceptor and student have an existing personal relationship prior to the start of the rotation, a professional relationship must be maintained at all times in the clinical setting.

CONFLICT OF INTEREST on Clinical Experiences: Healthcare providers who provide health services, including psychiatric/psychological counseling, to a PA student or their close family members have the potential to be in a conflict-of-interest situation. To that note, clinical educators are not allowed to complete an assessment for any students to whom they provide or have provided medical care. They are also not allowed to assess students for whom they provide or have provided medical care to close family members. While the student may still rotate in a setting with a preceptor with a conflict of interest, the named preceptor for the rotation and the preceptor who completes the clinical experience assessment must not have a conflict of interest. Students are required to notify the Clinical Coordinator of any potential conflict of interest situations to determine whether an alternative clinical site or clinical educator is warranted.

3.5a Rotation Length/Dates

First Year
One didactic preparatory clinical experience in the fall and one (1) clinical experience in a healthcare setting in the spring. Clinical experiences within the healthcare setting occur on Tuesdays only and are six (6) weeks in length (Session 1 or Session 2). The other weeks of the semester will be utilized for other program activities.
Second Year
Two clinical experiences in the summer semester, one (1) clinical experience in the fall semester and one (1) clinical experience in the spring semester. Clinical experience during the summer occurs daily for a 2-week duration. Clinical experiences during the fall and spring semesters occur on Tuesdays only and are six (6) weeks in length (Session 1 or Session 2). The other weeks of the semester will be utilized for other program activities.
Third Year
Rotations are one calendar month in duration. All rotations are scheduled to begin on the first day of the month and end on the last day of the month. During the 3 rd year, students are expected to follow the schedule set by their preceptors, which may include night, weekend, swing shifts and/or call (See "Attendance" in Section 2: Professionalism for more information).

3.5b First Year Clinical Experience Track Requirements

For those students involved in the Pediatric Critical and Acute Care Longitudinal Experience, placement at Children's Hospital Colorado will occur in the spring semester of the 1st Year.

For those students involved in the Care of the Hospitalized Adult in a Novel Graduated Experience (CHANGE), placement at University of Colorado Hospital will occur in the spring semester of the 1st Year.

3.5c Second Year Clinical Experience Track Requirements

During the 2nd Year, students will be placed in clinical experiences depending on the student's track (PCACLE, CHANGE, Rural, Traditional). Clinical experiences can occur in a variety of settings including: primary care, adult specialty care, pediatric specialty care, inpatient, outpatient, or emergency department.

Care of the Hospitalized Adults in a Novel Graduated Experience (CHANGE)
Students involved in the CHANGE Experience will be scheduled in their CHANGE experience at the University of Colorado Hospital.
Pediatric Critical and Acute Care Longitudinal Experience
Students involved in the Pediatric Critical and Acute Care Longitudinal Experience , will be scheduled in their Pediatric Critical and Acute Care experience at Children's Hospital Colorado, Main on the Anschutz Medical Campus.

Colorado Rural Healthcare Workforce Initiative
Students involved in the Colorado Rural Healthcare Workforce Initiative , and/or on the Rural Track, will be scheduled for Summer clinical experiences in rural settings.

3.5d International Clinical Experiences

An elective only international clinical experience in Guatemala is available for students. The Guatemala international clinical experience may be offered to students during the summer semester of the Second Year or during a one month Third-Year clinical experience. All international clinical experiences will be coordinated under the direct assistance of International Course Director. These rotations are subject to review and approval by the Student Promotions Committee.

The timing will be determined by the International Course Director and coordinated with the Clinical Team. Students will have the financial responsibility for tuition, travel (must purchase travel insurance), room/board, health and malpractice insurance.

Students will not be allowed to attend clinical experiences that are deemed unsafe for travel by the State Department or the University of Colorado. Students must understand that monies are required as a deposit for guaranteed travel. This money may be forfeited if the political or health condition of the visiting country changes prior to the clinical experience.

The policy on Immunizations for International Travel can be found in Appendix VI.

3.5e Clinical Experience Requests

Specific requests for first- and second-year clinical experiences are not considered. For third-year clinical experience requests, students must first confirm that the potential preceptor or site does not pose a conflict of interest (see section 2.11c). If any potential conflict exists, the request should not be made. The Clinical Team assigns all clinical experiences, and students are not required to provide or solicit clinical sites or preceptors (ARC-PA Standard 3.03).

- Within the State of Colorado (Required or Elective)**

If a student is interested in a clinical experience at a specific site or with a particular preceptor within Colorado, the following steps must be followed:

- Do not contact the site or preceptor until you have discussed the request with the Clinical Team.
- The Clinical Team will determine the appropriate communication process based on prior interactions with the site or preceptor.

- A Contract Request Form may be required, as determined by the Clinical Team.
- **Out-of-State (Required or Elective)**

If a student is interested in a clinical experience at a specific site or with a particular preceptor out-of-state, the following steps must be followed:

 - Students should only contact sites or preceptors where they have an established personal relationship. Do not “cold call” sites or preceptors, and do not contact other PA programs to request clinical experiences.
 - Submit a completed Contract Request Form to the Clinical Team. If the rotation is approved, the Clinical Team will make a courtesy call to PA programs in that state to confirm there is no conflict with their scheduling needs.
 - Students are responsible for arranging transportation and housing for out-of-state rotations.
 - Some states require additional authorization or fees for out-of-state students. Students are responsible for any fees and additional paperwork

3.5f Contract Request Forms

The Contract Request Form (CRF) is completed by the student and provides clinical site/preceptor information to the clinical team. The CRF form is available on Canvas.

<u>Within the State of Colorado</u>	<p>For a clinical experience request within the State of Colorado, after following the process for requesting a clinical experience described in 3.5e, if a Contract Request Form is deemed necessary by the Clinical Team, the student must submit a completed Contract Request Form to the Clinical Team.</p> <p>If submitted, the student acknowledges and accepts that he/she is declining a CHA/PA clinical experience provided by the CHA/PA Clinical Team and this experience will be provided to another CHA/PA student in need. Should the clinical experience on the Contract Request Form not occur, the student acknowledges that a replacement experience may not be immediately available and failure to complete the rotation during the assigned semester may result in an extended program.</p>
<u>Out-of-State</u>	<p>For a clinical experience request out-of-state, the student must submit a completed Contract Request Form to the Clinical Team.</p> <p>If submitted, the student acknowledges and accepts that he/she is declining a CHA/PA clinical experience provided by the CHA/PA Clinical Team and this experience will be provided to another CHA/PA student in need. Should the clinical experience on the Contract Request Form not occur, the student acknowledges that a replacement experience may not be immediately available and failure to complete the rotation during the assigned semester may result in an extended program.</p>

3.5g Third Year Requirements and Electives for All Students

Underserved Rotation Requirement

Consistent with the CHAPA mission, each student is required to have one clinical experience in an underserved setting regardless of the track in which they are enrolled. This may occur in a rural/out-of-metro area clinical site.

Rural/Out of Metro-Area Clinical Rotations

For rural/out of metro area clinical experiences, AHEC housing may be available for living accommodations. To qualify for AHEC housing the clinical rotation site location must be >40 miles from the Anschutz Medical Campus. The clinical team submits student information to AHEC for qualifying clinical rotations. The student is responsible for arranging transportation to the rural/out of metro-area clinical experience site and applying to AHEC for their rural living accommodations. Policies regarding AHEC housing can be found on Canvas.

When underserved experiences are scheduled, they may be combined with other requirements (i.e., one month could be in a rural family medicine practice fulfilling both the underserved and family medicine requirements, and another may be scheduled in an underserved pediatric practice, fulfilling the pediatric and underserved requirements). The determination of what the site will fulfill for requirements is made by the Clinical Coordinator.

<u>Vacation Month</u>
Each student will request a mandatory one-month vacation month during the Third Year. Every effort will be made to accommodate vacation month requests; however no more than 15 students may be on vacation in a given month. The vacation month date range will be the 1 st of the month to the last day of the month.

<u>Elective Clinical Experiences</u>
The number of elective clinical experiences available to a student depends on their respective track. Third Year students have the opportunity to complete a preference/interest form to submit to the Clinical Team for consideration in the placement at available elective rotations. Preferences for rotations are not guaranteed.

<u>Elective Clinical Experiences</u>
An elective international rotation experience in Guatemala may be offered to students during their Third Year clinical experiences. All international clinical experiences will be coordinated under the direct assistance of the International Course Director. These rotations are subject to review and approval by the Student Promotions Committee.

3.5h Rotation Cancellation

If a preceptor/site must cancel a rotation prior to the start date, the Clinical Team will secure a replacement clinical rotation site/preceptor for the student. The student is not required to find their own rotation.

3.5i Rotation Declined by 3rd Year Student

The Clinical Team will schedule and assign clinical rotations per ARC-PA, Program, and Track requirements. A student may choose to decline a rotation assigned and scheduled by the Clinical Team. If the student opts to decline a rotation, it becomes the student's responsibility to submit a Contract Request Form for the rotation replacement (see section 3.5e above).

A rotation may NOT be declined within 120 days from the scheduled start date of the rotation. If declined, the following will occur:

- The student must submit a written decline notice to the clinical team.
- The assigned rotation will be cancelled for that student
- The student must submit the Contract Request Form within 2 weeks of the written decline notice.

If the new rotation from the Contract Request Form cancels, does not meet requirements, or cannot be arranged by an agreed upon date, the student accepts that they may be placed on an extended program and delayed graduation.

A date for a response from the student to the clinical team on how they would like to proceed will be given by the Clinical Team.

3.5j Additional Clinical Rotation Experiences

Requests for additional clinical rotation experiences outside of the assigned Program required clinical experiences will not be accepted. Students may not participate in clinic activities outside of their assigned clinical rotation course. This includes experiences that may constitute shadowing, observation, or volunteer experiences at a clinical site.

3.6 Block, Thread and Non-Clinical Experience Course Directors

Course leadership is shared between all course directors (block, thread, and non-clinical experience course directors). These course directors work with the CHA/PA Curriculum Committee to design the specific content and presentation of the course materials. The Course Directors are expected to provide students with the overall objectives for the course. In addition, information regarding requirements of enrolled students and grading policies are presented at the onset of the course within the course syllabus. The Course Director has overall responsibility and authority of the content of their course. The Course Director reserves the right to lower a student's grade based upon individual professional behavior.

For clinical rotations, the Clinical Course Director assigns the final grade after reviewing the assessment(s) from the outside preceptor(s) in addition to other clinical course requirements in "Clinical Experience Requirements for a Passing Grade". The Clinical Course Director may consult with the preceptor and leadership team in cases where assessment is unclear.

3.7 Testing Policies and Procedures

The following are general procedures used for **ALL** examinations:

- All exams will occur in-person regardless of the modality used (e.g. online software - ExamSoft)
- Scheduled test times will be adhered to
- Exams will start and end as scheduled
- Students are expected to take exams as scheduled

- Exceptions may be made in the case of an emergency or an approved Administrative Absence. The student must communicate with the course director immediately. At the discretion of the course director and based on the student's case, the student may be granted the ability to reschedule the quiz, in a proctored setting, for completion of that requirement and awarding of a grade.

The following is the exam schedule during student's enrollment in the CHA/PA Program:

First and Second Year:
▪ Monday Quizzes: Occur each week for Block courses, and periodically in first year Clinical Skills courses. The exact dates are specified in the Clinical Skills syllabi. If there is a Monday holiday, these quizzes will be moved to Tuesdays.
▪ End-of-Week Exams: Occur every Friday of the Block course, except for the last Friday of the block (End-of-Block Exam)
▪ End-of-Block Exam: Occurs the final Friday of the Block course
▪ Anatomy Practicum: Based on individual Block requirements. If part of the Block course assessments, this will occur the final Friday of the Block course following the End of Block exam. More details regarding this assessment can be found in individual course syllabi.
▪ End of Semester Clinical Exam: Occurs every fall and spring semester during Finals Week at the Center for Advancing Professional Excellence (CAPE) (refer to Section 3.12 – 1 st and 2 nd Year Assessments).
▪ PACKRAT: First administration occurs in the Spring of the Second Year (refer to Section 3.12 – Second Year Assessments)
Third Year:
▪ End-of-Curriculum Written Exam: Occurs in the Spring of the Third Year (within four months of Program completion) (refer to Section 3.13a).
▪ End-of-Curriculum Clinical Exam: Occurs in Spring of the Third Year (within four months of Program completion) (Refer to Section 3.13b).
▪ PACKRAT: Second administration occurs in the Fall of the Third Year.

The following are general procedures pertinent to Written didactic examinations:

1. All online assessments for the CHA/PA program occur through a software program called Examplify.
2. Examplify requires the use of a laptop that must have parameters that were provided to students upon acceptance into CHA/PA.
3. Assessments will be administered on Mondays and Fridays through Examplify.
4. Assessments will have a deadline for downloading the exam one-hour prior to the start of quiz or exam.
5. The student should check Examplify itself to confirm the assessment downloaded.
6. Students who do not download assessments for Monday Quizzes and Friday End-of-Week Exams will not be allowed to take the exams and will receive a zero grade.
7. Students who do not download the assessment for End-of-Block Final Exam will either be allowed to download the exam upon arriving to class or take the exam on paper. It is the block directors' decision which option is available. Students will receive a 10% reduction in the exam grade.
8. If the student is having any technical problems with their account or with downloading a quiz or exam, they should contact Examplify support directly at 866.429.8889; or support@examsoft.com 24hrs/7days per week.
9. Students who miss a scheduled exam for an unexcused absence will receive a zero grade on that exam. See section 2.6a for additional information on absences.

**For all exams, the CHA/PA Program attempts to follow NCCPA procedures for exam taking.
Please following the procedures below:**

1. All cell phones and watches must be silenced and placed in a backpack.
2. Backpacks may be left on the floor at the back, front or sides of the room.
3. No food on desk.
4. A water bottle is permitted.
5. Absolutely no talking (including whispering) during exams.
6. Dry erase boards and pens will be provided for all exams and must be returned before leaving the classroom.
7. The exam proctors will not be able to answer questions on exam content during the exam.
8. If necessary, bathroom breaks may be taken. The exam must be left open, and the laptop left with the proctor until your return.
9. Laptop screens must be placed down when completed and not re-opened until after the exam has finished.
10. Once the student has completed the exam, if they leave the classroom, they may not re-enter until the exam is complete.
11. No phone use or note-taking is permitted during exam review.
12. The Honor Code is in effect with all exams.
13. The Grading and structure of written examinations can be found in the course syllabi.

Further information on the End-of-Program Written Examination can be found in Section 3.13a.

The following are general procedures pertinent to Clinical examinations:

1. Clinical Exams will occur at the Center for Advancing Professional Excellence (CAPE).
2. Scheduled exam times will be adhered to and cannot be changed without the approval of the CAPE Liaison.
3. Clinical exam formative feedback will be provided to the 1st and 2nd Year students after faculty review, which may occur up to 4-weeks after clinical exam completion. The feedback provided to the 1st and 2nd Year student may include Standardized Patient (SP) comments, checklists, videos, and overall score sheets.

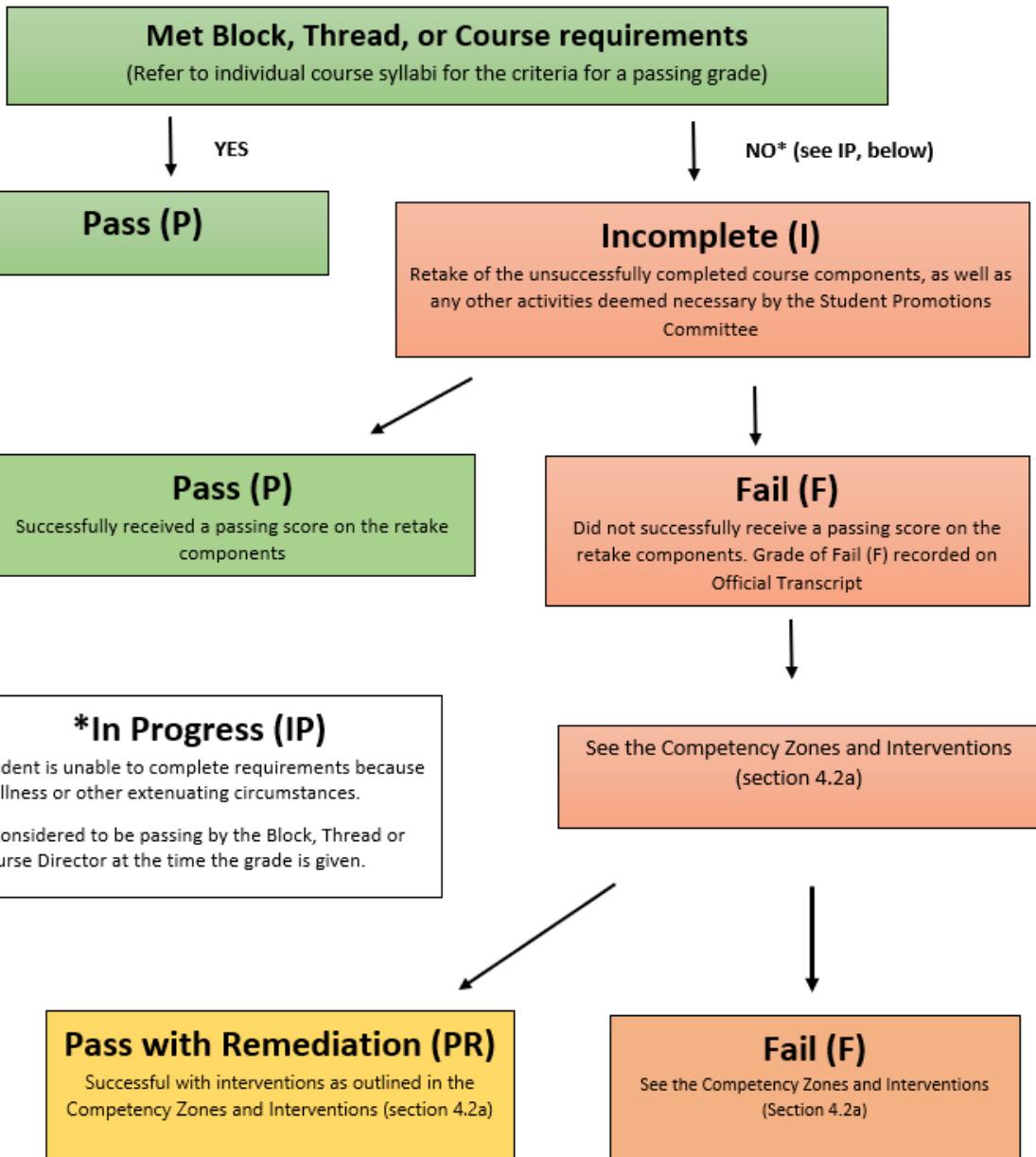
Further information on the End-of-Program Clinical Examination can be found in Section 3.13b.

3.8 Grade Report Symbol Information

This curriculum uses a pass/fail grading system to assess student performance. The following grades are possible in the curriculum – Pass (P), Fail (F), In Progress (IP), Incomplete (I), Pass with Remediation (PR) and Withdrawal (W).

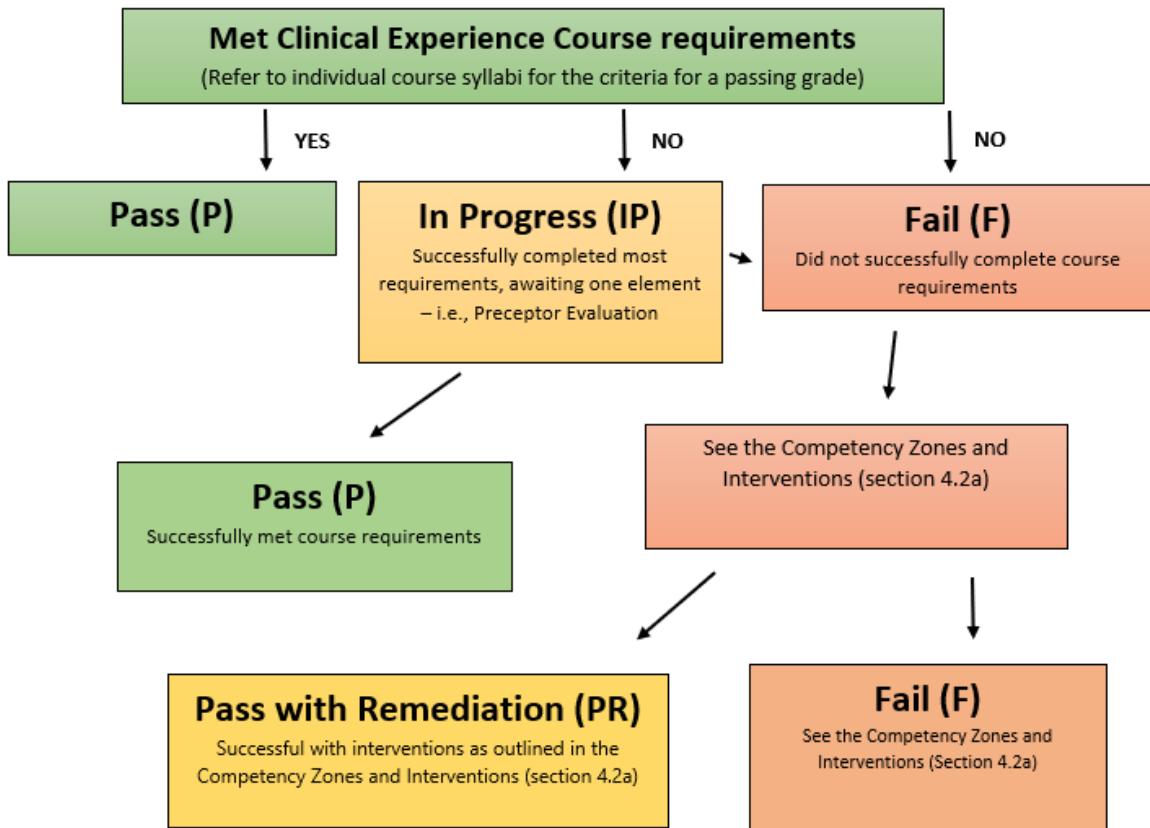
3.8a Didactic Grading Schema

- The following schema outlines possible didactic course outcomes and grades in the Colorado Curriculum
- Additional criteria for learning intervention and Promotions Committee review are outlined in 4.2a Competency Zones and Interventions



3.8b Clinical Grading Schema

- The following schema outlines possible clinical course outcomes in the Colorado Curriculum
- Additional criteria for learning intervention and Promotions Committee review are outlined in 4.2a Competency Zones and Interventions



3.8c Pass (P)

A grade of Pass (P) is given to a student whose performance meets the minimum passing requirements established by the Block, Thread, or Course Director.

3.8d In Progress (IP)

<u>Didactic Courses</u>	<p>A temporary grade of In Progress (IP) is given when a student is unable to complete the requirements for a Block, Thread, or Course because of illness or other extenuating circumstances AND is considered to be passing by the Block, Thread or Course Director at the time the grade is given.</p> <p>Once the student completes the course requirements, the Block, Thread, or Course Director will submit a grade change to the Registrar's Office indicating the final course grade. In this instance, a Pass (P) or Incomplete (I) grade will replace the In Progress (IP) as the official course grade. The official transcript will denote the final grade. See the 3.8e for process for Incomplete (I) grades.</p>
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<u>Clinical Experiences</u>	Within clinical experiences courses, if a student does not complete required components by the deadline (e.g., preceptor evaluation received), an In-Progress (IP) will be assigned. An In-Progress grade (IP) requires a subsequent successful completion of the required components. Once the student completes the required Clinical Experiences Course components, the Course Director will submit a grade change to the Registrar's Office indicating the final course grade. If the student successfully completes the required components, the grade of Pass (P) will replace the In-Progress (IP) as the official course grade. If the student does not successfully complete the required components, a grade of Fail (F) will replace the In-Progress (IP).
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Note: If a grade In Progress (IP) has been recorded and not rectified, the student will not be able to progress to the next level of training (e.g., 1st year to 2nd year, 2nd year to 3rd year, and 3rd year to graduation). This may result in an extended program and delayed graduation.

After one academic year from the end of the course, if the student has not completed the course requirements, an In Progress (IP) grade may be replaced by a grade of Fail (F). If the student receives a grade of In Progress (IP) and withdraws from the program prior to completing course requirements, the grade of In Progress (IP) will be recorded as an Incomplete (I) and will remain a permanent part of the official student transcript.

3.8e Incomplete (I)

A temporary grade of Incomplete (I) is given when a student **has not successfully completed** all of the Block, Thread, or Course requirements at the end of the Block, Thread, or Course **AND** successful completion of all required components is needed to meet the minimum passing requirements of the Block, Thread, or Course. It is the student's responsibility to contact financial aid, the bursar and registrar.

An Incomplete grade (I) requires a subsequent successful completion of the required course components to receive a Pass (P) grade. The student will have one (1) attempt to retake the required course components that were not successfully completed. Once the student completes the retake attempt of the required Block, Thread or Course components, the Block, Thread, or Course Director will submit a grade change to the Registrar's Office indicating the final course grade. Academic support may be voluntary or required prior to the retake, as outlined in the Competency Zones and Interventions.

Please see section 4.2a Competency Zones and Interventions for additional information on student performance metrics.

If the student successfully completes the required components, the grade of Pass (P) will replace the Incomplete (I) as the official course grade. If the student does not successfully complete the required components on the first retake attempt, the grade of Fail (F) will replace the Incomplete (I) as the official course grade. The official transcript will denote the final grade.

The student may retake the incomplete (I) course components based on the following schedule:

Semester of Course Needing Retake	Timing of Retake of the Required Components
Summer	May occur during the one (1) week break between the Summer and Fall semester
Fall	May occur during the Winter Break
Spring	May occur during the month of May

Note: If a grade of Incomplete (I) has been recorded and not rectified, the student will not be able to progress to the next level of training (e.g., 1st year to 2nd year, 2nd year to 3rd year). This may result in an extended program and delayed graduation.

After one academic year from the end of the course, if the student has not completed the course requirements, the Incomplete (I) grade may be replaced by a grade of Fail (F). If the student receives a grade of Incomplete (I) and withdraws from the program prior to completing course requirements, the grade of Incomplete (I) will remain a permanent part of the official student transcript.

3.8f Fail (F)

A grade of Fail (F) is given when a student does not:

1. Successfully pass the retake of the incomplete (I) requirements of a Block, Thread, or Course, **OR**
2. Successfully complete the interventions as per the Competency Zones and Interventions (section 4.2a) **OR**
3. Successfully pass a previously failed course

The Fail (F) grade is a permanent part of the university transcript. It is the student's responsibility to contact financial aid, the bursar and registrar. For further information on failing grades, refer to Section 4.2a "Competency Zones and Interventions" and Section 4.2b "Student Performance – Failure of a Course."

3.8g Pass with Remediation (PR)

A grade of Pass with Remediation (PR) is given to a student who received a Fail (F) and is successful with interventions as per the Competency Zones and Interventions (section 4.2a) with successful completion of the failed course in the next academic year. It is the student's responsibility to contact financial aid, the bursar and registrar.

Note: The Fail (F) grade will remain as a permanent part of the student's transcript.

3.8h Withdrawal (W)

Withdrawal (W) is a special symbol that is an indication of registration or grade status and is not assigned by the instructor. Note: The CHA/PA Program curriculum is built entirely on courses taken as pre-requisites or as part of the program. Therefore, a Physician Assistant student may withdraw from a course only with permission of the Student Promotions Committee. In most instances, withdrawing from a course will result in withdrawing from the Program since all courses must be in sequential order.

It is the student's responsibility to obtain the necessary signatures from the instructor as well as the Registrar. A Withdrawal (W) notation is recorded on the student's permanent record. Students who do not officially withdraw are subject to grades of Fail (F) for all course work.

3.9 Drop/Add Procedure

Students will be allowed to drop and add courses within a period specified by the Registrar for clinical experiences that have a change due to extenuating circumstances and didactic elective courses (Tracks) only as approved by the Clinical Course Director and Student Promotions Committee. Students seeking to drop or add a course after the specified period must obtain the Course Director's permission and work in conjunction with the Didactic Coordinator. All courses dropped after the conclusion of the initial drop period appear on the permanent record with the grade of Withdrawal (W).

After 2nd Friday of the semester (fall and spring semesters), courses may not be dropped unless there are circumstances clearly beyond the student's control (accident, illness, etc....). In addition to the Course Director's certification, the Program Director or his designee must grant approval to drop the course. There may be a fee associated with a drop/add if the change is made outside the specified drop/add period.

3.10 Online Course/Clinical Evaluations

3.10a Didactic Course Evaluations

Throughout the semester, students are required to evaluate each Course and Course Director, as well as Guest Lecturers as specified for that course. The course evaluations are completed online and are administered through the CHA/PA Program's System of Integrated Data (SID) software. Anonymous compilation of the evaluations is provided to Course Directors, and the CHA/PA Leadership Team. Evaluations are reviewed and used to make improvements to individual courses as well as the overall curriculum. Furthermore, anonymous student evaluations are provided to guest lecturers upon request. Therefore, constructive student feedback is extremely important in considering changes to curriculum.

Didactic course and course director evaluations will be due by 11:59 PM the day before an end-of-block exam or the day prior to the close of a semester-long course. Evaluations will open seven (7) calendar days prior to the due date. Guest lecturer evaluations will open after the lecturer's final presentation for that course and remain open for 7 days after the close of the course.

Failure to complete student didactic course evaluations will result in the following:

- A warning from the Chair of the CHA/PA Program Quality Committee will occur for the first offense.
- If student didactic course evaluations continue to not be completed for the following semester, the student's status will be brought to the Student Promotions Committee for notation of an academic warning in the form of a Professional Development Evaluation (PDE).
- If student didactic course evaluations continue to not be completed for three consecutive semesters, the student's status and the academic warning in the form of a PDE will be brought to the Student Promotions Committee for consideration of academic probation.

3.10b Clinical Experience Evaluations – Student Evaluation of the Preceptor

Students provide evaluations of clinical rotations using the online platform of Typhon.

Constructive feedback is important in evaluation and continued use of clinical sites as well as in providing clinical site education. The student evaluation is due no later than seven (7) calendar days following completion of the clinical experience.

Failure to complete student evaluation(s) of the preceptor may result in the following:

- A grade of In-Progress (IP) for the clinical experience at the end of the semester (this is dependent on the deadline for end-of-semester grade submission to the Registrar's office) AND/OR
- A warning from the Clinical Course Director will occur if the evaluation is submitted later than seven (7) calendar days after the completion of the clinical experience for the first offense.
- If evaluations continue to not be completed within seven (7) calendar days for the following clinical experiences, the student's status will be brought to the Student Promotions Committee for notation of an academic warning in the form of a PDE. If clinical course evaluations continue to be turned-in late while the student has a corrective PDE, the Student Promotions Committee may impose academic probation.

Feedback is provided to the clinical preceptors at the end of the academic year and/or by request on an as-needed basis (e.g., promotion) through a letter from the CHA/PA Program as per the CHA/PA Program's Evaluation Policy.

- i. Following the School of Medicine policy, specific feedback will be provided if the clinical preceptor has taught 3+ students in the academic year or 3+ total. All student information will be de-identified and placed in a form letter.
- ii. If a clinical preceptor has taught <3 students in an academic year, a feedback letter with overall generic comments will be provided.

3.11 Clinical Experience Requirements for a Passing Grade

Grades are assigned by the Clinical Course Director. The Clinical Course Director may obtain input via consultation with the preceptor and CHAPA leadership in the determination of a clinical experience grade. All clinical experiences are graded at the end of each semester (See Section 3.8). The following are requirements for a passing grade for 1st, 2nd, and 3rd Year clinical experiences:

- Patient Logging
- Preceptor Assessment of the Student
- Student Evaluation of Preceptor
- Additional requirements provided by the Clinical Course Director
- Additional assignments assigned by Clinical Faculty (e.g., PCACLE Track)

Late assignments are a breach of professionalism. A warning will be given for the first violation and subsequent violations will be reviewed by the Promotions Committee. If any of the requirements are missing or not meeting program-defined expectations at the time semester grades are due, the student will receive an "In-Progress" (IP) grade until the requirement has been met.

Refer to section 4.2a “Competency Zones and Interventions” for additional information on student performance metrics.

3.11a Patient Logging

Patient logging for clinical experiences is completed through the Typhon tracking system. The student will be required to log their patient encounters during clinical experiences in the 1st, 2nd, and 3rd year. Compliance with HIPAA is an absolute. Patient logging is monitored by the Clinical Course Director and is a component of the student’s clinical experience grade. The following are required with patient logging:

- Log patient encounter information, as required per the course syllabus, in Typhon
 - Required logging components: course/rotation, preceptor, clinical site, setting type, visit type, patient demographics, chief complaint, ICD-10 code, applicable technical skills and behavior/psych issues addressed.
- Complete logging within **seven (7) calendar days** after the completion of the clinical experience.
 - Failure to complete patient logging within **seven (7) calendar days** after the completion of the clinical experience may result in a warning for the first lapse followed by a notation of an academic warning in the form of a Professional Development Evaluation (PDE) for the second lapse. If late patient logging continues while the student has a corrective PDE, the Student Promotions Committee may impose academic probation.
 - Students are encouraged to review their Typhon graph printout with their preceptor(s) at the end of the rotation.

3.11b Assessment of Student Progression

The CHA/PA Program utilizes a developmental approach to assessment for clinical experiences. This method allows a preceptor to assess student performance based on the activities that the student was able to demonstrate rather than those that might be theoretical in nature. Using this assessment method, students can identify areas of strength and specific areas for improvement, guide their future educational goals, and provide a measure of their progression over three clinical years (refer to Appendix III).

The Preceptor Assessment of the Student is electronic and sent directly to the preceptor by the program through Typhon. If the preceptor prefers paper evaluation forms, the student should email or print out a pdf form and provide it to the preceptor, the preceptor should return the PDF directly to the Clinical Course Director via email. The pdf form is found on the CHA/PA website under “Preceptors”, “Preceptor Resources” and on the Canvas clinical page.

It is the student’s responsibility to meet with the preceptor to review performance mid-way through the clinical experience and arrange a time near the end of the clinical experience to meet and discuss the final assessment.

The Preceptor Assessment of the Student is due in the CHA/PA office within **seven (7) calendar days** following the student’s clinical experience.

3.11c Student Evaluation of the Preceptor

(See above in “Clinical Experience Evaluation – Student Evaluation of the Preceptor”)

3.11d Other Requirement for Third Year Students

The following are additional requirements for Third Year Students:

<u>Site-Specific Requirements:</u>
Clinical sites may have specific requirements for students to complete prior to starting the clinical experience. This may include but is not limited to paperwork, modules, drug screening, additional background checks and/or fingerprinting. The student must review these requirements and submit them by the designated deadline. Failure to complete the appropriate requirements and/or complete the requirements in the designated deadline may result in one or more of the following: <ol style="list-style-type: none">1. Inability to begin and/or forfeiture of a clinical experience resulting in an extended program and delayed graduation.2. A warning for the first lapse followed by a notation of an academic warning in the form of a Professional Development Evaluation (PDE) for the second lapse. If the behavior continues while the student has a corrective PDE, the Student Promotions Committee may impose academic probation.

3.12 First- and Second-Year Student Assessments

The first two years of the Curriculum contain four (4) formative assessments. These formative assessments are multi-modal and may include numerous types of assessment. Additionally, students are required to pass a summative exam in the Spring of the second year prior to entry into the 3rd year clinical phase.

Refer to section 4.2a “Competency Zones and Interventions” for additional information on student performance metrics.

3.12a First Year Formative Assessment

The First-Year formative clinical assessments are administered at the end of the Fall and Spring semesters during Finals week. Following completion of the assessment, First Year CHA/PA students will receive formative feedback and may meet with their academic advisor.

3.12b Second Year Formative Assessment

There are two types of formative assessments utilized in the second-year curriculum:

Second-Year Formative Clinical Assessment

The Second-Year formative clinical assessment is administered at the end of the Fall semester during Finals week. Following completion of the assessment, Second Year CHA/PA students will receive formative feedback and may meet with their academic advisor.

Physician Assistant Clinical Knowledge Rating Assessment Tool (PACKRAT):

In the Spring of the second year, students will also complete a formative written examination online known as the PACKRAT (Physician Assistant Clinical Knowledge Rating Assessment Tool). The PACKRAT does not have a pass/fail score and is designed to offer guidance to students in preparation for their clinical year. Students must complete the PACKRAT exam in the timeframe indicated by the Program before proceeding to the third year. Results of each examination may be discussed with the student individually by their advisor. This exam seeks to inform students of their strengths and areas for improvement, to guide self-directed learning over the course of the third year.

3.12c Second Year Summative Assessment

Second-Year Comprehensive Clinical Assessment

The second-year comprehensive clinical assessment is administered at the end of the Spring semester during Finals week. This is a clinical skills evaluation in the CAPE that is based upon program and professional competencies. Students must pass the Second Year Comprehensive Clinical Assessment, with a cumulative 70% or higher, in order to begin third year courses.

If a student fails the Second Year Comprehensive Clinical Assessment, the Student Promotions Committee will determine the plan for remediation based on a holistic review of the student's academic record. Remediation is based upon individual student needs and may consist of a structured, individualized plan that will assist the student in successfully passing the Second Year Comprehensive Clinical Assessment. An extended program may be necessary to accommodate re-take examinations and individualized remediation.

The assessment may be re-taken up to one (1) time. Failure to pass the Second Year Comprehensive Clinical Assessment after the second (2) attempt may result in dismissal from the Program. Please see below for additional information.

3.13 Third-Year Student Assessments

Physician Assistant Clinical Knowledge Rating Assessment Tool (PACKRAT):

In the Fall of the third year, students will re-take the PACKRAT. The PACKRAT does not have a pass/fail score and is designed to offer guidance to students in preparation for their end-of-curriculum and PANCE exams. Students must complete the PACKRAT exam in the timeframe indicated by the Program. Failure to complete the PACKRAT during the designated timeframe will result in review by the Student Promotions Committee. Results of each examination may be discussed with the student individually by their advisor. This exam seeks to inform students of their strengths and areas for improvement, and to guide self-directed learning in preparation for the summative program assessments below.

Within the four months preceding the completion of the CHA/PA Program, the CHA/PA Program administers the End-of-Curriculum Assessment (*ARC-PA Standard B4.03*). This assessment is a two-part examination, consisting of a written examination and a clinical skills examination.

The two parts of the End-of-Curriculum Assessment must each be passed to be eligible for Program graduation.

3.13a End-of-Curriculum Written Examination

The End-of-Curriculum Written Examination is completed online via the Physician Assistant Education Association's (PAEA) End-of-Curriculum exam. This examination occurs in the Spring of the Third Year or within four months of graduation (*Standard B4.03*). The student must pass the End-of-Curriculum Written Examination to graduate from the CHA/PA program. The CHA/PA Program determines the cutoff for passing, which may be different from the PAEA cutoff. If the PAEA End-of-Curriculum exam is not available, the CHA/PA Program will administer a comparable exam using the PAEA End-of-Curriculum exam blueprint.

Students will receive their End-of-Curriculum Written Examination scores within four (4) weeks following completion of the exam.

In the event of a failure of the first attempt at the End-of-Curriculum Written Examination, the student will have the ability to retake the exam one (1) time. Failure to pass the written examination after the second attempt may result in dismissal from the program.

3.13b End-of-Curriculum Summative Clinical Examination

The End-of-Curriculum Clinical Examination is completed at the CAPE during Spring of the Third Year or within four months of graduation (*Standard B4.03*). The student must pass the End-of-Curriculum Clinical Examination in order to graduate from the CHA/PA program.

In the event of a failure of the first attempt at the End-of-Curriculum Clinical Examination, a thorough review of the student's performance in the program will occur (e.g., didactic courses, clinical experience evaluations, professionalism evaluations, performance according to competencies). Using all these data points, the student will begin a formal remediation plan specific to the student's needs. An extended program may be necessary to accommodate the remediation plan and retake of the examination. The student may be responsible for costs associated with the extended program and retake process.

Following remediation, the student will have the ability to retake the exam one (1) time. Failure to pass the clinical examination after the second attempt will result in dismissal from the program.

SECTION 4: PROMOTION AND GRADUATION

4.1 The Student Promotions Committee

The Student Promotions Committee is charged by the School of Medicine with the maintenance of the academic and professional standards of the CHA/PA Program. **The goal of the Student Promotions Committee is the success of each individual student.** The committee has the responsibility to monitor student performance and assist students with academic and professional issues as they progress towards graduation.

The Student Promotions Committee is composed of all core CHA/PA Program faculty members with the Medical Director serving as a non-voting member. The Program Director acts as Chair. Student academic and professional performance is reviewed on an as-needed basis. When evaluating student performance, the Student Promotions Committee considers grades and academic warnings in the form of Professional Development Evaluations (PDE) as specified in the “Student Grades” and “Student Professional Development” sections. Although each incident is considered on an individual basis, the Student Promotions Committee reviews the student’s entire academic and professional progress when making decisions.

When a student is brought to the Student Promotions Committee for academic or professional performance concerns, the student’s academic advisor or CHA/PA will inform the student of the concern and offer them the opportunity to appear in front of the Student Promotions Committee or provide a written statement on their behalf. If appearing before the Student Promotions Committee, the student may choose to be accompanied by an advocate from the School of Medicine Advocacy Office, a faculty member, or another student (See Appendix II). This request for a student to appear before the Student Promotions Committee should occur prior to the Student Promotions Committee making a final decision. It is recommended that the student discuss the request and the timeline for appearance with their academic advisor. The student is then brought to the Student Promotions Committee for discussion, after which a formal letter will be provided to the student discussing the concern and process for correction and future success.

Actions by the Student Promotions Committee may consist of, but are not limited to:

- Recommending an academic warning in the form of a Professional Development Evaluation (PDE)
- Placing a student on academic probation
- Remedial action
- Program deceleration to encourage success
- Dismissal

The Student Promotions Committee will also act on the following student requests:

- Official non-medical leave of absence
- Official medical leave of absence
- Program leave
- Requests to return to active status after an official leave of absence or program leave
- Requests to drop academic/clinical Tracks
- Results of criminal background checks

The process to appeal decisions of the Student Promotions Committee is outlined under “Rights of Appeal”.

4.2 Student Performance

Block and Thread Directors report grades to the Registrar's Office. Student performance is reviewed at the end of each block and thread, and student performance issues are reported to the Student Promotions Committee. The Student Promotions Committee is responsible for recommending necessary corrective or remedial actions for student performance.

4.2a Competency Zones and Interventions

The CHA/PA Program uses a holistic student review to determine the zone in which a student is performing. There are specific interventions/recommendations that the Student Promotions Committee will use for students falling in the zones as outlined below.

While 70% is the cutoff cumulative score for passing a block or thread, program data has shown that students with course scores < 76% in two blocks during the didactic phase, are at a much higher risk of performing poorly in supervised clinical experiences and/or failing the PANCE. Therefore, block or thread scores below 76% will require additional intervention. Refer to the Zones of Competency below for further detail.

Academic Zones of Competency

Zone	Student Performance Metric(s)	Interventions
1	<ul style="list-style-type: none">Progressing in Program Competencies as expected	<ul style="list-style-type: none">Routine advisor check-ins
2	<ul style="list-style-type: none">Student performance on Friday quizzes shows ≥ 2 scores < 70% in the same block or adjacent blocksStudent receives 1 anatomy practicum score <70%Student has ≥ 2 incomplete or unsatisfactory thread assignments.Student scores <76% in a block.Student receives an incomplete in a block or threadConcerning performance on SOAP note(s) and/or oral presentation(s) in didactic coursesStudent receives <70% on a formative CAPE exam in Year 1 or Fall Year 2.	<ul style="list-style-type: none">Advisor meeting(s) to explore challenges are required.Learning Assistance and Remediation Specialist (LARS) intake required.Pass block/thread reassessment(s) if needed.
3	<ul style="list-style-type: none">After Zone 2 interventions have been in place for a minimum of 6 weeks, A student receives a second block score <76% and/or,	<ul style="list-style-type: none">Promotions Committee conducts a review of full academic recordIn the case of a clinical rotation failure, LARS intake interview

	<p>A student continues to have ≥ 2 Friday quiz scores < 70% in the same block or adjacent blocks.</p> <ul style="list-style-type: none"> • A student receives a 2nd incomplete in a block or thread • Student fails a clinical rotation • A Year 2 student scores <70% on the Spring Year 2 CAPE exam 	<p>required to identify and begin corrective interventions</p> <ul style="list-style-type: none"> • Deceleration may be required. • Academic probation may be required. • Colorado Physician Health Program (CPHP) evaluation may be required. • Pass block and/or thread reassessment(s) if needed. • Pass Spring Year 2 CAPE exam, if needed • For a clinical rotation failure, a retake of the clinical rotation will be required prior to program progression or completion. • A Year 3 student returning to supervised clinical experiences after Zone 3 interventions, will return in academic probation status.
4	<ul style="list-style-type: none"> • After Zone 3 interventions have been completed, student has persistent academic concerns including but not limited to: <ul style="list-style-type: none"> Receiving 1 incomplete in a block or thread, due to overall block or thread performance score(s) • A Year 3 student on academic probation following Zone 3 interventions fails a Y3 supervised clinical experience. 	<p>Dismissal from program may occur.</p>

Professionalism Zones of Competency

Zone	Student Performance Metric(s)	Interventions
1	<ul style="list-style-type: none"> • Progressing in Program Competencies as expected 	<ul style="list-style-type: none"> • Routine advisor check-ins
2	<ul style="list-style-type: none"> • Student does not adhere to the professionalism expectations outlined in the SAPP- Section 2. 	<ul style="list-style-type: none"> • Advisor meeting(s) to explore challenges are required. • A Professional Development Evaluation (PDE) will be issued.
3	<ul style="list-style-type: none"> • After Zone 2 interventions have been made, student has persistent lapses in professionalism including, but not limited to, additional PDEs whether or not for the same type of professionalism lapse or lapses occurring in different semesters. • A student egregiously violates professionalism expectations in a supervised clinical experience. 	<ul style="list-style-type: none"> • Promotions Committee conducts review of full academic record • LARS intake interview required to identify and begin corrective interventions • Academic deceleration may be considered • Professionalism concerns may result in a referral to the CAPE for assessment and intervention. • Colorado Physician Health Program (CPHP) evaluation may be required. • Some egregious violations of professional conduct on a supervised clinical experience may result in dismissal from the program, and are decided by the Promotions Committee on a case-by-case basis
4	<ul style="list-style-type: none"> • After Zone 3 interventions have been completed, student has additional professionalism lapse(s) 	<ul style="list-style-type: none"> • A Letter of Warning will be issued to the student
5	<ul style="list-style-type: none"> • After Zone 4 interventions, any lapse in expected professional behavior 	<ul style="list-style-type: none"> • Dismissal from program may occur.

4.2b Failure of a Course – Didactic:

A student may retake a failed course one (1) time only. Due to the logistical structure of the Colorado Curriculum, which requires material to build upon prior material, the student will be required to enter a remediation plan with a subsequent leave-of-absence until the failed course is offered again in the next academic year.

If a student receives two (2) failing (F) grades in the first 2 years of the didactic curriculum, the student may be dismissed.

In courses that utilize anatomy practicums as part of their End-of-Block exams and determination of a course grade, if a student does not successfully complete an anatomy practicum for that course, they will receive an Incomplete (I) grade for that course. One (1) retake attempt will be provided. The student will be required to retake the anatomy practicum at the end of the semester (refer to Section 3.8e for the process for an Incomplete (I) grade).

Please note: If a student is at risk of not completing a course successfully, the Student Promotion Committee and Course Directors will make every effort to notify the student of the final grade and student options within one week of the completion of the course. Course Directors will not be able to provide a definitive grade or progression plan on the final day of the course.

4.2c Failure of a Course – Clinical:

A student may retake a failed clinical course one (1) time only. The student will be placed at Zone 3 of the Zones of Competency and Interventions (see section 4.2a) and be required to complete the recommended interventions. This may result in registration for an Independent Study course with an extended program or a leave-of-absence. The student will have a delayed graduation.

If a student receives two (2) failing (F) grades in a Clinical Course throughout the 3 years of the curriculum, the student may be dismissed.

4.2d Deceleration

The Student Promotions Committee may require a student to decelerate as outlined in 4.2a (Competency Zones and Intervention).

The Student Promotions Committee will create a plan for student success. The student may be placed on an extended program with delayed graduation.

4.2e Academic Standing

To remain in “Good Standing”, a student must receive a passing (P) or (PR) grade in all courses, pass all clinical experiences/rotations, and successfully complete requirements for annual promotion.

The student will be considered **“Not in Good Standing”** and placed on academic probation if there is evidence of challenges in multiple areas with at least two of the following concerns:

- Failing (F) grade
- Incomplete (I) in a course
- Pattern of repeated low performance in courses

- Under performance in CAPE exams
- Corrective PDE

A student may also be considered “Not in Good Standing” and placed on academic probation after a full academic record review by the Promotions Committee that reveals evidence of challenges in multiple areas.

Regardless of academic standing, a student may be required to withdraw from leadership positions and/or involvement in elective courses (Tracks) if the following are noted:

- Incomplete (I) grade
- Pattern of repeated low performance in courses
- Corrective PDE

It is the responsibility of the student to know their academic status.

4.3 Requirements for Annual Promotion

There are specific requirements for each year for annual promotion.

4.3a First Year Requirements

The student must successfully pass all required first year courses and be in “Good Standing” before becoming eligible to begin second year courses.

4.3b Second Year Requirements

The student must successfully pass all requirements, complete the PACKRAT assessment, and be in “Good Standing” to begin third year courses.

4.3c Third Year Requirements

The student must successfully complete all requirements, pass the End-of-Curriculum Assessments, and be in “Good Standing” to complete the Program.

4.4 Course Requirements, Electives and Tracks

The requirements for each year of the CHA/PA Program must be completed successfully before a student can begin the next years’ curriculum. All students have the same didactic and clinical course requirements for the CHA/PA curriculum in all three years.

Students involved in specialized tracks may have additional didactic and clinical requirements beyond the required curriculum of the program.

Students must maintain all requirements for clinical rotations including immunization/health screening, OSHA training, mask-fit testing, HIPAA training, drug screening, and BLS certification. Expenses associated with maintaining these requirements may be the responsibility of the student.

4.5 Requirements for Program Graduation

The student must successfully complete all requirements for the first, second and third year of the Program and be in “Good Standing” to graduate. Graduates will receive a Master of Physician Assistant Studies degree. Students who complete all requirements of the first two years of the Program but do

not complete the clinical year may be eligible for a Master of Health Science (MHS) degree. To be considered for the MHS, eligible students must petition the Student Promotions Committee.

4.6 Extended Curriculum

Students are expected to complete their course requirements as full-time students over three years. Any students failing to complete Program requirements in the initial three years will be considered on extended curriculum. This may occur in instances of an Official Leave of Absence, an Official Medical Leave of Absence, a Program Leave, Zones of Competency at levels 3-5, failure of a summative clinical assessment, or need for special accommodations. The graduation date for a student on extended Program will coincide with the end of the semester in which coursework is completed. The maximum time to complete the Program is six (6) years from the time of matriculation.

Students on extended curriculum will incur additional tuition and/or fee expenses.

4.7 Student Academic Probation

The Student Promotions Committee may impose academic probation in instances of a failing (F) grade and/or unprofessional behavior. Probation may be imposed by the Honor Council in instances arising from a Student Honor and Conduct Code violation. The length of probation is determined on a case-by-case basis but may continue until graduation.

The Student Promotions Committee may impose conditions of probation including, but not limited to:

- Referral, evaluation and clearance by the Colorado Physician Health Program, student mental health, and/or an independent medical evaluation
- Referral to the University of Colorado Office of Case Management
- Official Leave of Absence
- Academic assistance

Students on probation:

- May not take elective didactic or Track clinical courses
- May be required to do all clinical course work at University of Colorado affiliated institutions or with preceptors in Colorado who are well known to the CHA/PA Program
- May be subject to immediate dismissal upon receipt of a single deficient grade (F) while on probation or other violation of the terms of the probation
- May not hold elected or appointed student leadership positions
- May not be allowed to participate in volunteer activities approved by the University
- May not graduate until academic status is returned to "Good Standing"

A student who has demonstrated that they have met the requirements of the Student Promotions Committee will be returned to "Good Standing" by a vote of the majority of Committee members.

4.8 Student Remediation

The Student Promotions Committee may require intervention as outlined in section 4.2a.

An official non-medical leave of absence may be necessary due to the required course sequencing. The student may be responsible for the cost of remediating coursework.

Due to the Third-Year clinical seminar course, graduation, and university completion requirements, no clinical rotations will be initiated and/or completed during the month of May. Eligibility for graduation will be determined by the Student Promotions Committee.

All students must complete all program requirements within a maximum of six (6) years from the time of matriculation. Failure to do so may result in dismissal from the program.

4.9 Student Dismissal

Any student who, in the opinion of the Student Promotions Committee, is deemed unfit for practice of medicine may be immediately dismissed from the CHA/PA program without a term on probation. “Unfit to practice” includes, but is not limited to:

- Actions that indicate a direct threat is imminent and severe
- The student’s physical or mental health increases the probability of an adverse effect on him/herself, a peer, or a member of the public
- Actions that are dishonest, unethical, or considered egregious

Furthermore, the Student Promotions Committee may consider dismissal from the CHA/PA program as outlined in section 4.2a or when a student is unable to meet the program’s technical standards (refer to Appendix I).

Students on probation or on an extended curriculum due to remediation activities are subject to immediate dismissal upon receipt of subsequent repeat failing grades, demonstrating unprofessional conduct (Section 2.3), violating the terms of probation, or as outlined in section 4.2a.

4.10 Requests for Leave of Absence (LOA)

There are different options for a leave of absence. The following are available to CHA/PA Students:

4.10a Official Non-Medical Leave of Absence (LOA)

A student requesting an Official Non-Medical LOA must submit a written petition to the Student Promotion Committee. The Student Promotions Committee may grant a leave of absence for a maximum of one (1) year placing the student on an extended program.

If the request for an Official Non-Medical LOA is granted, the student must meet with the Office of the Registrar, the Bursar’s Office and Financial Aid to complete the appropriate University paperwork. A student will begin the Official Non-Medical LOA in “Good Standing” or “Not in Good Standing” as determined at the time of the LOA by the Students Promotions Committee defined in the section entitled “Academic Standing Definition”. The student’s academic work, including course examinations, clinical requirements and professional behavior prior to beginning an Official Non-Medical LOA, will be used in determining the student’s status at the time the LOA begins.

At the time the Official Non-Medical LOA is granted, the Student Promotions Committee will establish criteria for return. Upon receipt of a petition to return, the Student Promotions

Committee will determine whether the student is eligible to continue the CHA/PA Program. Such a determination is based upon various factors including, but not limited to:

- The student's status at the time the leave began,
- The student's performance before taking the leave,
- Curricular or Program changes, if any, that occurred while the student was on leave

Additional requirements may be instituted due to changes in the program curriculum or policies since the leave began. An Official Non-Medical LOA for any reason may be granted for variable amounts of time, however, no more than **two (2) one-year leaves** may be granted; and all program requirements must be completed within the **maximum time of six (6) years** from the time of matriculation.

The two (2) one-year leave of absences may not be consecutive. If the student is not ready to return after a one (1) year Official Leave of Absence, the student must withdraw from the SOM Child Health Associate/Physician Assistant Program or be dismissed.

The Student Promotions Committee's determination of the student's status at the time of Official Non-Medical LOA begins is not appealable.

The Student Promotion Committee will contact the University of Colorado Office of Case Management for any student requesting an Official Leave of Absence.

4.10b Official Medical Leave of Absence

A student requesting an Official Medical LOA must submit the following:

- A written petition to the Student Promotions Committee for a non-medical leave of absence.
- Evidence from a licensed practitioner of medicine (MD/DO/PA/licensed mental health provider) that the student is under the care of the practitioner
- Completion of the appropriate University of Colorado Medical Leave of Absence steps found at: <https://www.cuanschutz.edu/student/support/medical-leave-of-absence>

Working in collaboration with the University of Colorado Student Outreach and Support Office, if the request for an Official Medical LOA is granted a student will begin the Official Medical LOA "in good standing" or "not in good standing" as determined at the time of the LOA by the Students Promotions Committee defined in the section entitled "Academic Standing Definition". The student's academic work, including course examinations, clinical requirements, and professional behavior prior to beginning an Official Medical LOA, will be used in determining the student's status at the time the LOA begins.

At the time the Official Medical LOA is granted, the Student Promotions Committee will work with the University of Colorado Student Outreach and Support Office to establish criteria for return. Upon receipt of a petition to return, the Student Promotions Committee will determine whether the student is eligible to continue the CHA/PA Program. Such a determination is based upon various factors including, but not limited to:

- The student's status at the time the leave began,
- The student's performance before taking the leave,
- Curricular or Program changes, if any, that occurred while the student was on leave

Additional requirements may be instituted due to changes in the program curriculum or policies since the leave began. A LOA for any reason may be granted for variable amounts of time, however, no more than **two (2) one-year leaves** may be granted; and all program requirements must be completed within the **maximum time of six (6) years** from the time of matriculation.

The two (2) one-year leave of absences may not be consecutive. If the student is not ready to return after a one (1) year Official Leave of Absence, the student must withdraw from the SOM Child Health Associate/Physician Assistant Program or be dismissed.

The Student Promotions Committee's determination of the student's status at the time of Medical Leave of Absence begins is not appealable.

4.10c Request to Return from an Official Non-Medical and Medical Leave of Absence

To request a return from an Official Non-Medical and Medical Leave of Absence, a student must submit:

- Work with the appropriate University of Colorado departments (Bursar's Office, Registrar, and Financial Aid; Student Outreach and Support Office - Medical Leave of Absence) prior to submitting a written petition to return to the Program.
- A written petition requesting return to the Program submitted to the Student Promotions Committee.
- The Student Promotions Committee must receive the written request no later than **10 calendar days** before the LOA ends.
- For a Medical Leave of Absence, documentation from a licensed practitioner of medicine (MD/DO/PA/licensed mental health provider) indicating the student can return to studies and clinical rotations may be asked for by the Student Outreach and Support Office.

If a student fails to submit a complete and timely petition to return to the Program, that student will be deemed permanently withdrawn from the Program and will not be permitted to reapply except through the standard application process described in "Rights of Reapplication". If the Student Promotions Committee denies the student's petition to return, the student may appeal that determination through the appellate process described in "Rights of Appeal".

4.10d Program Leave

During the Third Year, a student may request a program leave for at least 2 weeks duration due to personal reasons. Student requesting a Program Leave must submit:

- Written documentation clarifying and supporting the necessity of the Program Leave
- Estimation of the amount of time they will be absent
- Acknowledgement of understanding of extended program and delayed graduation

A request for a Program Leave must be submitted to the student's Academic Advisor. The academic advisor will provide the documentation to the Student Promotion Committee for discussion and approval. If approved, the student acknowledges and accepts that they will be

placed on an extended program and delayed graduation which may be affected by clinical site availability and summative examination schedules.

To request a return from a Program Leave, a student must submit:

- A written petition requesting return to the Program. A request for return must be submitted to the student's Academic Advisor.
- The Student Promotions Committee must receive the written request no later than **10 calendar days** before the Program Leave ends.

The Student Promotion Committee will contact Student Outreach and Support Office for any student requesting a Program Leave of Absence.

A student on an official non-medical or official medical leave of absence may NOT participate in CHA/PA program activities including, but not limited to, examinations, CHA/PA courses or student organization activities.

4.11 Track Change Requests

A student interested in leaving their track once track selection is complete, must submit a written petition to the Student Promotions Committee.

4.12 Need for Special Accommodations

The goal of the American with Disabilities Act (ADA) is to ensure that individuals with disabilities are not discriminated against or denied equal access to the same programs, services, and facilities available to others. It is the policy of the CHA/PA Program to provide reasonable accommodations to qualified students with a disability. Whether or not an accommodation is reasonable is determined on an individual basis. Students are encouraged to contact the Office of Disability, Access, and Inclusion (ODAI) with any questions.

If an individual has special needs or concerns about course requirements or clinical rotations related to a physical or cognitive disability, the student should seek evaluation through the Office of Disability, Access, and Inclusion. Costs associated with evaluation are the responsibility of the student.

If an individual has special needs or concerns about course requirements or clinical rotations related to religious beliefs, cultural issues, or other issues, the student must contact the Student Promotions Committee.

4.13 Requests for Withdrawal

Any student may withdraw from the University of Colorado CHA/PA Program at any time by presenting such notice in writing to the Program Director. A student's status at the time of withdrawal will establish whether the withdrawal is characterized as "Withdrawal in Good Standing" or "Withdrawal Not in Good Standing" (refer to "Academic Standing Definition"). The Student Promotions Committee determines the student's withdrawal status. Students who withdraw must complete the appropriate Withdrawal Form obtained from the Registrar. Students who withdraw retain the rights for reapplication as set forth in the "Rights of Reapplication" section of this document.

A student who withdraws from the CHA/PA Program prior to establishing an academic record (e.g. before receiving a grade for one or more courses) must reapply for admission through the usual admissions process as published by the Program.

4.14 Criminal Background Checks

As part of admission to the CHA/PA Program, all students are required to complete and pass a criminal background check prior to matriculation in accordance with the University Background Check Policy (chrome-extension://efaidnbmnnibpcapajpcglclefindmkaj/https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/4000-human-resources/4012---employment-background-checks.pdf?sfvrsn=adf8f3ba_2). A letter attesting to having passed this check is placed in the student's academic file and is sent to clinical experience sites when requested. A student who has passed a criminal background investigation after admissions and prior to matriculation in the CHA/PA Program will not be re-investigated except under the following conditions:

- The student has not participated in the Program for more than one (1) year
- It is determined by the Program that another criminal background investigation is warranted
- A clinical experience site requires an additional, more current, criminal background check be performed prior to the start of a clinical experience

Current students are required to report any criminal charges to the CHA/PA Program Director within thirty (30) days for any of the following types of offenses:

- Any felony charge
- Charges for drug or alcohol use or distribution
- Charges for serious or violent crimes
- Charges related to moral turpitude

Repeat criminal background investigations will require a new consent/release form signed by the student prior to conducting the background investigation as well as the payment of the background check fee. Students who refuse to consent to additional criminal background investigations will be subject to discipline, up to and including dismissal from the Program. The Student Promotions Committee will review results of the criminal background investigation. The student may be subject to probation or dismissal, pending the results of the review.

SECTION 5: Student Honor and Conduct Code

Students must adhere to the CHA/PA Program Student Honor and Conduct Code, as well as the Anschutz campus Conduct Code. The health professions are based on a high degree of trust by the individuals they serve. Students entering the health professions have a particular obligation to always conduct themselves in a manner that reflects ethical and honest behavior. The purpose of an Honor Code is to create an atmosphere of mutual trust and respect among all members of the campus and medical community. This document outlines the nature of the Code and the means by which it is upheld.

In accordance with the University of Colorado's requirement for each campus to have a student code of conduct, the University of Colorado Anschutz's Student Code of Conduct can be found and reviewed at <https://www.cuanschutz.edu/student/resources/StudentCodeofConductandGrievanceProcesses>

5.1 Academic Honor and Conduct Code

Education at the University of Colorado Child Health Associate/Physician Assistant Program (CHA/PA) is conducted under the honor system. All students entering health professional programs should have developed the qualities of honesty and integrity, and each student should apply these principles to his or her academic and subsequent professional career. All students are also expected to have achieved a level of maturity that is reflected by appropriate conduct at all times.

The Student Honor and Conduct Council reviews issues related to student academic dishonesty or unethical behaviors. In the event an issue does not clearly fall within the purview of either the Honor Council or the Student Promotions Committee, the Student Promotions Committee has the authority to determine which Committee (Honor Council or Promotions) will hear the matter. Issues related to professionalism will be referred to the Student Promotions Committee, while possible honor and conduct code violations will be reviewed by the Honor Council.

The Honor Council Committee will review cases alleging violations of the Honor and Conduct Code related to academic honesty, and unethical behavior. *NOTE: Issues other than academic honesty that are related to a course grade or program progression will be referred to the Student Promotions Committee.*

Examples of Honor Code Violations: It is not possible to describe every type of behavior which is dishonorable, thus the following list is not exhaustive but is intended to give examples of behavior that may constitute an honor code violation.

- Cheating or plagiarism on exams, assignments, research, or projects.
- Collaborating on an exam or assignment when specifically instructed not to do so.
- Taking more than the designated time on examinations.
- Signing absent peoples' names to attendance sheets.
- Keeping test materials that were to be turned in.
- Studying from prior years' examinations after forbidden to do so.
- Providing a false excuse for not taking a test or completing an assignment.
- Providing a false excuse for an absence during academic or clinical activities.
- Destroying or removing study materials made available to all students.
- Falsifying, in oral or written reports, work or tests performed on patients.
- Discussing a potential Honor Code violation with anyone other than the suspected student or members of the Honor Council.

- Deliberate failure to sign the class Honor Statement.
- Failure to report a potential Honor Code violation.

Unprofessional behavior: If a student, faculty member, or staff member is concerned about behavior that appears unprofessional but does not include lying, cheating, stealing or gaining unfair advantage over other students they should report it to the Student Promotions Committee. If they are unsure of where to report their concern, they may speak with a member of the Honor Council. The representative will report the concern to the Honor Council Chair and the Chair will decide if the behavior represents a potential Honor Code violation or a potential Professionalism violation. If the behavior represents a potential Professionalism violation, the Chair will forward the concern to the Student Promotions Committee.

5.2 Reporting Violations of the Honor Code

The primary responsibility for reporting violations of the Student Honor and Conduct Code resides with the individual who has committed the violation. However, fellow students and members of the faculty and staff also share this responsibility. Each student signs an agreement to adhere to the Student Honor and Conduct Code; therefore, all new violations must be reported. The acknowledgement form shall be placed in the student's file.

5.3 Guidelines for Implementing the CHA/PA Program Honor Code

Members of the University community, including faculty and students, accept the responsibility to maintain the highest standards of intellectual honesty and ethical and professional conduct. All students in the CHA/PA Program have an obligation to familiarize themselves with the guidelines and procedures for implementing the CHA/PA Program Student Honor Code. Ignorance of the guidelines and procedures may not constitute an affirmative defense of a violation. All questions and/or concerns regarding guidelines and procedures should be directed to the Program administration.

The CHA/PA Program has developed the following guidelines and procedures to review alleged violations of the Student Honor and Conduct Code and to make recommendations concerning violations of the Code. The Chairperson will convene the CHA/PA Student Honor and Conduct Committee as necessary. The Student Honor and Conduct Committee shall follow these guidelines to the extent possible; however, the Student Honor and Conduct Committee reserves the right to modify these procedures if necessary, based on extraordinary circumstances to be determined on a case-by-case basis.

5.3a Membership of the CHA/PA Student Honor and Conduct Committee

Voting members of the Student Honor and Conduct Committee will include three (3) faculty members, one of whom serves as a chairperson who shall only vote in circumstances where there is a tie, and three (3) students. An additional three (3) students, one per class, will be elected by their peers to serve as alternates should a student member of the committee be unavailable. A minimum of two (2) faculty and two (2) students must be present for decision-making. Decisions of the Committee shall be reached based on a simple majority vote.

- Faculty members will be appointed to the committee by the Program Director during PRISM meetings for the next academic year. Each committee member will serve a three-

year maximum term with one new member appointed at the beginning of the academic year (Summer).

- Alternate faculty members shall be appointed by the Program Director if one or more must recuse themselves (i.e. advisor, reporting party).
- Student members will be appointed or elected by their class. Efforts will be made to include students' representative of different academic years. Student members will serve three-year terms.
- The student member in the same class as the accused will not be called to a meeting.
- The Chairperson will be one of the faculty members and will be appointed by the Program Director to serve a one-year term, after which they will take the position of past-Chair for their final term on the committee.

5.3b Procedures in Cases of Suspected Violation of the Student Honor and Conduct Code

Faculty, staff, and students are strongly encouraged to report alleged violations of the Student Honor and Conduct Code. The failure of a student to report an observed violation of the honor code may constitute a violation of the honor code in itself and may subject the observer to an honor code proceeding.

- I. Any reasonable suspicion of a violation of the Student Honor and Conduct Code shall be reported to the Chairperson of the Student Honor and Conduct Committee and must be submitted in writing. Normally, disciplinary action will not be taken against the alleged violator until the Student Honor and Conduct Committee has deliberated. However, if the alleged violation threatens the welfare or safety of others, or is against the law, the Program Director of the CHA/PA Program will take appropriate action if necessary. This action may include immediate suspension.
- II. When a party has evidence that a student has violated the Student Honor and Conduct Code, he/she may meet with the student to discuss the issue, but this will be done as a courtesy and not in lieu of making a report to the Student Honor and Conduct Committee.
 - IIa. The reporting party (faculty/staff or student) may seek the counsel of a neutral person such as the Campus Ombudsperson, Student Outreach and Support Office, or Student Advocate Office.
 - IIb. While it is highly recommended that the student self-report the violation to the Chairperson, the observing party should still make an independent report within ten (10) business days of the violation.
- III. Upon receiving a valid honor code violation allegation, the Chair of the Committee will forward the allegation to the Committee for full review.
- IV. When an alleged violation is referred to the Student Honor and Conduct Committee, the Chairperson will notify the student(s) of the allegations and the date of the scheduled hearing, in writing, within ten (10) calendar days of the date of referral to the Student Honor and Conduct Committee.
 - a. Accused student: The student accused of violating the Student Honor and Conduct Code will be given an opportunity to present any relevant evidence or witnesses they wish during the hearing. The student may have a representative of their choice present at the hearing for advice and/or support during the proceedings. This representative may not speak on behalf

of the student. If the student accused of violating the Student Honor and Conduct Code has been notified, in writing, of the date of the hearing and does not attend, for any reason, the hearing process will proceed in their absence.

- b. The Student Honor and Conduct Committee may request witnesses to appear at the hearing and/or provide statements to the Student Honor and Conduct Committee; however, the Student Honor and Conduct Committee shall have no power to compel any individual to testify.
- c. The reporting party may either attend the proceedings in person or submit a statement of the incident in lieu of personally attending the hearing.

V. The Student Honor and Conduct Committee will hold a hearing:

- a. The hearing will be held, if possible, within **thirty (30) calendar days** of the student being notified of the alleged Student Honor and Conduct Code violation.
 - i. The student shall have the opportunity to submit a written pre-hearing statement in response to the allegations.
 - ii. The student shall have the opportunity to review any evidence against him/her prior to the hearing upon submission of a written request to the Chairperson.
- b. Any evidence received by the Honor Council Chairperson will be distributed via confidential email to the Honor Council Committee members prior to the scheduled hearing for their review.
- c.

VI. The Student Honor and Conduct Committee shall keep an adequate record of the hearing. The standard of proof for an Honor Code violation shall be the preponderance of the evidence. This means that it is more likely than not that the accused student violated the Student Honor and Conduct Code. The individual asserting that an Honor and Conduct Code violation has occurred has the burden of proving by a preponderance of the evidence that a violation has occurred.

VII. Following the hearing, the Student Honor and Conduct Committee will deliberate outside the presence of the parties or witnesses. Upon a majority vote, the Committee will make its decision. Decisions may include but are not limited to the following actions:

- a. Take no action against the student based on a finding of no violation
- b. Place the student on disciplinary probation for a specified period
- c. Suspend the student's registration at the University of Colorado, including extended studies, for a specified period
- d. Recommend dismissing the student permanently from the University of Colorado CHA/PA Program.

VIII. Recommendations of dismissal will be forwarded to the Student Promotions Committee for review and to render a final decision. If the Student Honor and Conduct Committee is unable to reach a majority opinion on whether the student violated the Student Honor and Conduct Code and what, if any, discipline should occur, the Chairperson will act as the tiebreaker.

IX. The hearing will be recorded, and the Student Honor and Conduct Committee shall keep a record of all documents associated with the case, as well as the action taken. All documents associated with the hearing will be kept in a secure file.

- X. In all cases, *the* student will be notified via University email with a read receipt of the Committee's decision within **five (5) calendar days** of the hearing.
- XI. If the student wishes to appeal the decision in the case, the appeal along with the rationale for the appeal shall be submitted in writing to the Dean of the School of Medicine or their designee within **seven (7) calendar days** of the date of the letter notifying the student of the actions of the CHA/PA Student Honor and Conduct Committee has been sent by certified U.S mail.
- XII. The Dean or their designee will review the decision of the Committee and the student's appeal and notify the student of her/his decision **within thirty (30) calendar days** of receiving the student's notice of appeal.
- XIII. The Dean or his/her designee will only reverse or modify the findings and decision of the CHA/PA Student Honor and Conduct Committee if he/she concludes by a preponderance of the evidence that one of the following situations exists:
 - a. New information regarding the student's alleged violation of the Student Honor and Conduct Code which was previously unknown to the student, or the Committee is discovered.
 - b. There was an error in the process that prevented the student from presenting relevant information to the Student Honor and Conduct Committee that could have materially changed the Student Honor and Conduct Committee's decision.
 - c. There is evidence that the Student Honor and Conduct Committee acted in an arbitrary or capricious manner.

The decision of the Dean or their designee is final.

- XIV. If the student is suspended, expelled, or otherwise unable to continue his or her academic studies either temporarily or permanently because of disciplinary or other action, the Chair of the Honor Council shall notify the CU DENVER Registrar of the change in the student's academic status and order the Registrar to suspend the student's registration.

Honor Council proceedings will be kept confidential to the extent required by law. Information may be shared with the Program Director and/or the Student Promotions Committee if the Honor Council Chair determines it may affect the student's education, or the education or safety of other students in the program.



SECTION 6: STUDENT RIGHTS

6.1 Rights for Appeals

All appeals are academic proceedings of the School of Medicine. All appeals must be submitted in writing to the appropriate appeal officer and must be submitted within the designated period for the appeal. Students will have an opportunity to present evidence to support their appeal. The student may be asked to appear before the Student Promotions Committee, School of Medicine Senior Associate Dean for Medical Education, or the Dean of the School of Medicine as part of the appeals review process. If this occurs, the student will be permitted to bring an advocate, but the advocate may not speak on behalf of the student. Actions by the Dean regarding readmission are not subject to reconsideration or appeal.

6.1a Appeal of Student Promotion Committee Decision

A student may appeal any adverse action taken by the Student Promotions Committee. Any student subject to appealable action by the Student Promotions Committee may request a reconsideration of that action by submitting a written request to the School of Medicine Senior Associate Dean for Medical Education no later than **ten (10) calendar days** from the date of the written notice of the Student Promotions Committee's decision. The written appeal must be addressed to the Senior Associate Dean for Medical Education, delivered to the Office of the Dean, and include all supporting facts and arguments. The appeal must cite the basis for the appeal and provide sufficient and detailed information to support the appeal. New evidence may not be presented in the appeals process unless the student can prove that it was unavailable during the prior decision and only with the approval of the School of Medicine Senior Associate Dean for Medical Education.

Failure to meet these conditions shall be sufficient cause to deny an appeal, in which case the finding(s) or sanction(s) of the previous decision shall be final. The School of Medicine Senior Associate Dean for Medical Education, or designee, shall make the determination as to whether these conditions have been met. If the conditions have been met.

During the appeals process, the Senior Associate Dean for Medical Education will not reconsider the facts and statements upon which the original decision was based but will consider only:

- Whether new information regarding the status of the student has been discovered, previously unknown to the student or to the School of Medicine.
- Whether there is an allegation of discrimination as determined by the appropriate Institutional Office. (*allegations of discrimination will be forwarded to the appropriate University office for investigation*)
- Whether there is evidence of a procedural error in the Student Promotions Committee's review that prejudiced the student's ability to receive a fair decision, or
- Whether there is evidence that the Student Promotions Committee acted in an arbitrary or capricious manner.

The Senior Associate Dean for Medical Education, or designee, may affirm or reject the Student Promotions Committee's decision or refer the matter back to the Student Promotions Committee for further consideration. The decision of the Senior Associate Dean for Medical Education is final.

6.1b Appeal of a Failing (F) Grade

Each course director has overall responsibility and authority for their course. Only the course director may assign a grade for the course.

A student may appeal a course grade only in the instance of a failing (F) grade. The appeal may be submitted in writing to the Student Promotions Committee within 10 calendar days of notification of a failing (F) grade. The appeal must be addressed to the Chair of the CHA/PA Student Promotions Committee and delivered to the CHA/PA main office. The appeal request should include all supporting facts and arguments and must cite the basis for the appeal. In addition, the appeal must provide sufficient and detailed information to support the appeal. If these conditions have been met, the Chair of the Student Promotions Committee will forward the appeal to the Student Promotions Committee.

During the appeals process the Student Promotions Committee will consider the following:

- Whether new information regarding the student academic progress has been discovered, previously unknown to the student or course director
- Whether there is an allegation of discrimination as determined by the appropriate Institution (*allegations of discrimination will be forwarded to the appropriate University office for investigation*)
- Whether there is evidence of a procedural error in the course directors' assignment of the final grade, or
- Whether there is evidence that the course director acted in an arbitrary or capricious manner.

The Student Promotions Committee may affirm or reject the Course Director's decision or refer the matter back to the Course Director for further consideration. The Student Promotions Committee's decision is final.

6.2 Rights of Reapplication

A student who withdraws after establishment of an academic record may reapply to the CHA/PA Program through the Student Promotions Committee once during the two academic years subsequent to the withdrawal. Information on the reapplication process may be obtained from the Program Director. The individual also has the right to apply to this or any other physician assistant school through the usual application process immediately upon withdrawal.

A student who is dismissed may reapply to the CHA/PA Program or any other Physician Assistant program through the regular admissions process immediately upon dismissal.

The rights of reapplication in the case of a student who withdraws prior to establishment of a record are reviewed in "Requests for Withdrawal".

6.3 Student Right to Review Academic File

Any enrolled student may review their entire academic file. Inquiries to review personal academic files should be directed to the Program Director.

SECTION 7: CLINICAL POLICIES

7.1 Immunization and Health Screening Requirements

Students are responsible for maintaining current immunization status and are required to follow Center for Disease Control (CDC) guidelines. Immunization requirements must be completed prior to the beginning of the first clinical experience in the spring of First Year and must remain current to continue clinical experiences. Annual tuberculosis screening is required. Yearly influenza vaccination is required yearly by designated date. Failure to provide updated documentation of immunization and screening requirements will result in the cancelation of clinical experience and review by the Student Promotions Committee.

The cost of vaccines, yearly tuberculosis screening, or other requirements is the responsibility of the student and/or the student's own health insurance. Students are advised to have insurance with adequate coverage for such expenses.

Additional immunizations may be required of those students planning to travel outside of the US for clinical experiences (refer to Appendix V).

7.1a University of Colorado Influenza Vaccination Policy

Policy Statement:

To protect students, patients, and employees from acquiring seasonal influenza disease and to help prevent the spread of influenza among patients, families, and the campus community, the University of Colorado School of Medicine requires that all students be vaccinated yearly for influenza. This policy applies to all currently enrolled students in the MD, PT, and PA programs.

Rationale:

In accordance with the University of Colorado Denver Administrative Policy, UC Denver Student Immunization Requirements and Compliance Policy, the School of Medicine may require yearly influenza vaccinations for all students. The CDC recommends yearly influenza vaccination as the first and most important step in protecting against flu viruses. All Health Care Workers and students in the health care professions should receive yearly vaccinations due to their exposure to those at high risk for complications from flu. Additionally, many of the University's affiliated institutions and clinical sites are requiring documentation of annual vaccination of all Health Care Workers and students in their institutions.

Live attenuated influenza vaccine (LAIV) may only be given to non-pregnant healthy persons aged 49 years and younger. Inactivated injectable influenza vaccine (TIV) may be administered to those for whom LAIV is contraindicated. TIV is preferred over LAIV for those who are in close contact with severely immunosuppressed persons when patients require protective isolation.

Procedure:

Students are required to provide proof of yearly influenza vaccination by October 1st to the designated individual within each program. If a clinical site requires influenza vaccination documentation earlier than the designated deadline, students must comply with the earlier deadline requirement set by the clinical site.

Students will be responsible for obtaining the vaccine and the costs associated with receiving the vaccine.

Noncompliance with this policy may result in withdrawal or withholding of a student from clinical rotation(s), which may limit the student's ability to graduate on time.

Exemptions:

Requests for exemptions may be granted under certain circumstances. **Students not receiving vaccination due to an approved exemption must still comply with any vaccination policy of each clinical site.**

Medical: A severe life-threatening allergy to eggs or other components of influenza vaccine is a contraindication for flu vaccination. Documentation from student's primary health care provider is required.

Medical: A history of Guillain-Barre Syndrome within six weeks following a previous dose of influenza vaccine is considered a precaution. Documentation from student's primary health care provider is required.

Religious: Exemptions for religious belief will be evaluated on a case-by-case basis. A written request and explanation are required.

7.2 TB Clearance

Per University of Colorado policies and procedures, students are required to have their TB status checked prior to matriculation. Annual TB screening is required by the CHAPA program.

7.3 Infectious Diseases, Body Fluid and Needle-Stick Exposures

University of Colorado has adopted policies and procedures for dealing with exposure to infectious diseases including, but not limited to, HIV, hepatitis, and tuberculosis. Students in the CHA/PA Program are required to adhere to these guidelines. Students should seek immediate medical attention as per the protocols defined by the Office of Risk Management published on the CHA/PA program website and provided to students on Canvas. Students must contact University Risk Management as well as the CHA/PA Program immediately after care is initiated.

University of Colorado has adopted policies and procedures for managing exposures. Students can find these policies and algorithms for treatment on the CHA/PA Website located at:

<https://medschool.cuanschutz.edu/physician-assistant-program>.

Students in the CHA/PA Program are required to adhere to these guidelines.

OSHA Training is completed in the Fall of year one and the Spring of year two through the University of Colorado Human Resources Website (Skillsoft Percipio) and includes Management of Medical Waste and Bloodborne Pathogens.

7.4 Drug Screens

The CHA/PA Program takes patient safety very seriously. Therefore, all students must submit to a 10-panel drug screen prior to starting the clinical experiences portion of their Program. A negative drug screen is required for participation in any clinical experience. This policy applies to all enrolled students in the MD, PT and PA degree programs.

A repeat 10-panel drug screen prior to entering the Third Year of the CHA/PA program is part of this requirement. Additional drug screen requirements for clinical rotations beyond the two described above, may be required prior to beginning a clinical rotation. Cost associated with additional drug screens is the responsibility of the student.

7.4a University of Colorado School of Medicine Drug Screening Policy

Policy Statement:

The University of Colorado School of Medicine requires that all students submit to a drug screen prior to starting the clinical experiences portion of their Program in the First Year, and a more comprehensive drug-screen prior to beginning in the Third Year. A negative drug screen is required for participation in any clinical experience. This policy applies to all enrolled students in the MD, PT, and PA degree Programs.

Rationale:

All health care providers are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student's possible impairment that could diminish the student's capacity to function in such a setting is imperative to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. Clinical rotations are an essential element of all curricula and are required of School of Medicine Students in the MD, PT, and PA degree programs. In addition, many licensing agencies require that individuals pass a drug screen as a condition of licensure and/or employment. It is thus in the interest of both students and the School of Medicine to identify and resolve potential issues where a student may not be allowed to participate in a clinical rotation due to the use of controlled or illegal substances.

The University of Colorado School of Medicine has the responsibility to attend to factors that may adversely affect the security of the clinical environment and thus increase liability exposure. As a result, the school seeks to enhance its scrutiny of the students involved in patient care activities and who are in clinical settings.

Drug Screening Process:

Students enrolled in the MD, PT, and PA Programs will receive information about the requirement for drug screening, deadlines for compliance, results reporting and associated fees from their respective educational program representatives. Students will be responsible for the

cost of the required drug screenings, either individually or through a student fee as determined by each program.

- Students will receive specific instructions from their program representatives regarding the location of the designated vendor drug screen sites and Drug Screen Authorization document to submit to the vendor including authorization for results to be released to the designated individual in their educational program.
- Results of the student drug screens will be reported electronically to the designated individual in the appropriate educational program, typically within two business days. The Medical Director of the designated vendor will conduct a review of the drug screen results to determine a passing or failing level. The information will be conveyed to the designated individual within the educational program. Students who receive a positive screen will be reviewed by the individual program. The individual program will review students who receive a positive screen either by a designated individual or a committee and any consequences will be communicated to the student in writing.
- The student has the right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify that the drug screen results are correct. Prior to making a final determination, that may adversely affect the student, the Program will inform the student of their rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made by the Program.
- Drug screening results will be recorded in an internal database within each educational program and maintained only for the duration of study for each student.
- Drug screen results may be reported to clinical rotation sites for clinical placements in compliance with contractual agreements.
- If required by specific clinical site, a student may be required to submit to additional drug screening based on the contractual agreements with those clinical sites.
- Any individual student may be required at any time to submit to immediate drug screening for cause. This may occur through the designated vendor, or it is possible that a contract with a specific clinical training site may have specific requirements dictating the process, handling, and reporting of “for cause” drug screening of an individual student while the student is participating in a clinical rotation there.
- Students who refuse to submit to any required drug screen will be dismissed from their program.

Positive Drug Screening Results:

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the Program. Students may be referred for evaluation and treatment through the Colorado Physicians Health Program (CPHP) or another designated program as a condition for remaining in the Program. Costs incurred are the responsibility of the student.

Students found to have a substance abuse problem that will likely pose a danger to patient care, as determined through the drug screening evaluation process, will be referred for independent evaluation and treatment at the student's expense.

Additional Policy/Procedure Information

The School of Medicine takes patient safety very seriously. The Technical Standards for students require that all students be able to meet the physical and cognitive demands of the clinical setting as well as exhibit sound judgment at all times. Students who are seriously ill, injured or taking medications that impairs judgment (including but not limited to, lawfully prescribed medications and Medical Marijuana) may not be able to meet the Technical Standards, and therefore may not be suitable for the clinical environment where patient safety is the topmost concern. A determination of any conditions on a student's ability to participate in clinical experiences or to otherwise proceed in the Program will be handled through a committee as determined by each program (MD, PT and PA).

Additionally, the School of Medicine is very concerned about alcohol and drug abuse. A student may be required to undergo evaluation and treatment through the Colorado Physicians Health Program (CPHP) or by another designated evaluation source in order to remain in the Program.

7.5 TB Mask Fitting

TB mask fitting for clinical experiences will occur in Year 1.

7.6 Worker's Compensation and Malpractice

This section explains the malpractice and worker's compensation coverage for CHA/PA students.

7.6a Malpractice

The School of Medicine provides professional liability coverage for its students through a combination of self-insurance and commercial insurance. This coverage is subject to the terms of the University of Colorado Self-Insurance and Risk Management Trust Coverage Document. The extent of coverage under the Trust may be limited by the nature of the PA training program with the University.

Coverage extends to an individual who is duly enrolled and matriculated as a medical student at the University of Colorado School of Medicine for all professional and educational activities that are within the course and scope of the individual's responsibilities as a student. Some example situations in which a student would not be covered:

- Students who are not enrolled during the summer months are not covered by this policy.
- Student who are enrolled but for which "activities" are not within the course and scope of the student responsibilities.
- Students on an approved Leave of Absence may not be covered and should work with the Office of Student Life for details.

Volunteer activities performed by CHA/PA students enrolled at CU are covered by the Malpractice Trust if they fall within the course and scope of the individual's responsibilities as a student. In most circumstances, the volunteer activity will be a recognized activity within the approved curriculum and course credit will be awarded to the student. In other situations,

contact the Professional Risk Management Office (303-724-7475) or the Office of the University Counsel (303-315-6617) for guidance. The Office of Student Life should approve all non-course credit volunteer activities in writing before engaging in the activity.

7.6b Workers' Compensation

Workers' compensation benefits may apply to students in clinical rotations. Students in on-campus classroom activities are not covered by workers' compensation. Workers' Compensation policies and procedures are managed by the University Risk Management, go to <http://www.cu.edu/risk>

7.6c Health Insurance

Students in the School of Medicine are required to carry personal health insurance. Students on Leave of Absence should work with the Office of Student Life to understand their health insurance options.



SECTION 8: OTHER POLICIES

8.1 University of Colorado Policy on Conflict of Interest between Health Care Professional Students and Industry Representatives.

The University of Colorado has created a policy regarding conflict of interest between health care professional students and industry representatives. This policy can be found at:

<http://www.ucdenver.edu/research/ORC/COI/Pages/default.aspx>

8.2 Site Visits

A representative of the Program may be visiting the clinical rotation site during the time a student is there. The purpose of a site visit is to monitor learning, assure that the rotation is appropriate for CHA/PA students, and identify areas for improvement. The site visit is intended to assess the learning environment, not to evaluate the student's knowledge. Students are encouraged to discuss any concerns they have about a site with the Clinical Team immediately.

8.3 Additional Clinical Experience Costs

All expenses related to clinical experiences are the responsibility of the student (e.g., parking, use of scrubs, additional background checks, drug screens, rotation applications). These expenses should be anticipated and budgeted for prior to the beginning of the scheduled clinical experience.

8.3a Fingerprints

Students are required to be fingerprinted through CBI (Colorado Bureau of Investigation). This occurs in the Fall of the first year during the Clinical Bootcamp course in accordance with the Code of Colorado Regulations rule effective July 1, 2024.

8.4 Participating in Community Service and Health Fairs

Outside of clinical rotations, the Program does not sanction or support students providing medical care or health screenings as health care providers. Students must be supervised in a clinical setting and are only covered by malpractice insurance and Workers' Compensation when in Program-Assigned clinical experience or testing.

If the volunteer service is a part of the clinical experience and the student will be actively supervised, this should be discussed with the Clinical Course Director.

Please note: If a student is on probation, the student must stop all volunteer activities.

8.4a DAWN Clinic (<https://www.dawnhealth.org/about-dawn/>)

Students who wish to volunteer at the DAWN Clinic must notify the Didactic Service Coordinator to be added to the CHA/PA Program list of volunteer members. Students must notify the

Didactic Services Coordinator prior to volunteering at the DAWN Clinic and must be included on the CHA/PA Program list of volunteer members to participate.

8.4b National Western Stock Show Health Fair

Students who wish to participate in the University of Colorado sanctioned National Western Stock Show Health Fair must communicate with the CHA/PA Clinical Course Director to discuss their intentions.

8.5 CHA/PA Program Convocation & University of Colorado Anschutz Medical Campus Commencement

8.5a CHA/PA Program Graduation

The CHA/PA Program Convocation occurs each year one week prior to the official Memorial Day holiday. Attendance at this ceremony and taking the CHA/PA Oath are required of all Program graduates. Petitions to be excused from the ceremony must be submitted in writing to the Student Promotions Committee and will be considered on an individual basis for extenuating circumstances only. The requirement to take the CHA/PA Oath will not be waived. Class members whose Program completion is delayed for any reason are invited to participate in the Convocation.

Students on extended program may be allowed to participate in the May Convocation. In the event participation is granted by the Student Promotions Committee, the student will not receive a diploma until all program requirements are successfully completed, and the student has graduated.

8.5b University of Colorado Anschutz Medical Campus Commencement

The University of Colorado Anschutz Medical Campus Commencement occurs the Monday prior to the Memorial Day weekend. This ceremony is highly encouraged but not required. This is the official graduation date for the PANCE application.

8.5c Expenses related to Graduation

Students are responsible for expenses related to graduation including the purchase of the sitting fee for the class composite photo and academic regalia (cap and gown).

8.6 Visitors and Guests

8.6a Non-CHA/PA Students

Only enrolled physician assistant students may participate in the required courses. In some courses, University of Colorado CHA/PA students and students from other professional schools are enrolled through a joint arrangement made by Course Directors and the CHA/PA Program.

8.6b Friends and Family

Students are not permitted to bring family members, friends, or other guests to lectures or small group sessions. These educational settings are reserved exclusively for enrolled students to maintain a focused and professional learning environment.

8.7 Preparation for Certification

The Program will forward the student's name and verification of the anticipated date of Program completion to National Commission on Certification of Physician Assistants (NCCPA). The student's graduation date is used to determine their eligibility to sit for the Physician Assistant National Certifying Examination (PANCE). NCCPA will then send the student an application form, which they will need to complete and return to NCCPA.

Students are not permitted to take this exam until they have graduated. The earliest the student may take this exam is seven (7) days after their graduation date. The official graduation date is the Friday before Memorial Day.

All transactions with NCCPA are strictly the responsibility of the student. The student will need to authorize NCCPA to forward their numerical scores to the Colorado Board of Medical Examiners or the State in which they plan to practice for their license. See www.nccpa.net for more information and FAQs.

8.8 Preparation for Licensure

8.8a Colorado Licensure

All transactions with the Colorado Board of Medical Examiners are strictly the student's responsibility – not the Program's responsibility. The Program will inform the Colorado Board of Medical Examiners (BME) of who has graduated and provide the required form(s) and a copy of the student's diploma. Graduates will need to forward their Board scores and official transcripts directly to the Colorado BME for the application to be complete. See www.dora.state.co.us/Medical/ for more information.

8.8b Other State Licensure

For applications for licensure outside the state of Colorado, the student must provide the Didactic Services Coordinator with the required paperwork. See www.aapa.org for information related to licensure in other states.

8.9 CHA/PA Program Reference Request

Requests for a Program reference must be submitted in writing to the Program Director. Information about the student is obtained from the student's official academic file. The CHA/PA letter is a historical summary and an evaluation of a graduate's overall potential capability as an employee. It is used in

response to letters requesting a reference. Students must supply written permission to release these letters.

The CHA/PA Program Reference Letter or Requests will include:

- The date of graduation
- An assessment of performance during the didactic and clinical years
- Selected quotations from clinical rotation evaluations (all preceptors are quoted directly)
- An overall evaluation of the student's potential based on the preceding data

8.10 CHA/PA Program Credentialing and Privileges Request

Requests for credentialing and privileges following graduation should be directed to the CHA/PA Program office. Requests will be provided within **10 business days**.

Any requests requiring previous malpractice insurance information should be directed to Professional Risk Management. Please allow **30 days** for a completed form.

8.11 Student Privacy

Pursuant to the Family Educational Rights and Privacy Act (FERPA), students may annually file written notification requesting the withholding of certain personal information from disclosure. Such requests must be filed with the Registrar's Office. Without such filing, the Registrar's Office will provide student director information regarding enrolled students, as permitted by law. The University of Colorado's FERPA Policy can be found at: <https://www.ucdenver.edu/registrar/student-resources>

In an emergency, both the CHA/PA Main Office (303-724-7963) and the Registrar's Office (303-724-8053) will make reasonable efforts to contact a student or a student's designated emergency contact.

8.12 Security Table for AMC and Clinical Sites

The following table will provide information on security measures on the Anschutz Medical Campus, at University-Affiliated Clinical Sites and clinical sites outside of the University.

Anschutz Medical Campus

During regular classroom hours: The security systems in place during regular classroom hours at the main Anschutz Medical Campus (AMC) include a full-service police force and security personnel who patrol the campus 24 hours a day 7 days a week 365 days a year. The University Police Department (UPD) for the University of Colorado Denver provides police, security, and access control to the AMC. The UPD maintains a full-service staff of 27 full-time police officers who hold police commissions with the State of Colorado. The UPD also employs 6 security guards and 13 full-time Emergency Communications Center personnel in addition to administrative staff. Blue light emergency call stations are located outdoors throughout the AMC and are regularly assessed and maintained. The push button on the pole dials directly to the UPD and a dispatcher answers on the speaker. At the entrances to most buildings on the AMC are call boxes that are mounted to the buildings or within pedestals that contain a telephone. The police department can be contacted from any of these devices by pressing the call button, or by dialing 911 or x4-4444 from any campus telephone. Every elevator has a call button on the control panel that is a direct link to UPD. Upon request, the UPD will provide escorts to any of the parking lots and near-by side streets that are within a four-block radius of the university. All buildings and offices have Emergency Preparedness Quick Reference Guides available to any student or employee that outlines what to do for any type of emergency. If a student dials x 4-4444 or calls, 303-724-4444 on campus the emergency will be responded to immediately via emergency communications.

The University of Colorado Denver | Anschutz Medical Campus Emergency Notification System, commonly referred to as the RAVE system, provides campus emergency notification via text and voice-message when conditions develop on or near the Denver-based campuses which pose an imminent threat of danger to the campus community. Chancellor Don Elliman has determined that all students, faculty, and staff will automatically receive emergency alerts and campus closure notifications via university-issued email addresses. In addition to the Emergency Notification System (RAVE), students, faculty, and staff can sign up to receive general alert information from university safety and facilities personnel on the campus Alerts Webpage. They can also get updates regarding the operational status of the campus by going to the Alerts Webpage or by calling 1-877-463-6070.

Outside regular classroom hours

The standard and default hours of operation for the security of exterior entrance doors on the Anschutz Medical Campus are from 6:00 a.m. to 6:00 p.m. After hours, those individuals enrolled in the Access Control System (badging) will be able to enter any access controlled door for which after-hours access has been granted to that cardholder.

Security at Clinical Sites

The University of Colorado Hospital (UCH): is under the jurisdiction of the UPD and is served by many of the campus security systems. There are on-site security staff present on the AMC 24 hours a day 7 days a week 365 days a year, with officers staffing the main patient/visitor entrances 24 hours a day and a minimum of 2 security personnel in the Emergency Department at all times. Security staff stay in constant contact with the call center and have direct connection to campus police and area law enforcement. The 24-hour call center keeps constant watch on exterior and interior activities. Security staff monitor the parking lots and buildings 24 hours a day, seven days a week and do patrol on a scheduled routine basis. Each parking lot has ample lighting to assure optimum visibility and are monitored by security camera systems 24 hours a day 7 days a week. Emergency "Blue" phones are located throughout parking lots and garages, as well as along all pedestrian walkways. Security also provides a variety of support activities for staff, students, patients and visitors including: Escorts to and from personal vehicles, recharging dead vehicle batteries, Assistance in contacting services related to keys locked in the car, flat tires and disabled automobiles. Students, staff, patients, and visitors can call 911 for any emergency and they will be connected with the Hospital Shared Services Emergency dispatchers or can dial x8-7777 to request an escort to their vehicle after dark.

The Children's Hospital Colorado (CHCO) is under the jurisdiction of the UPD and is served by many of the campus security systems. Students are able to request escorts to their vehicles.

Denver Health (DH) security officers are available 24 hours a day, 7 days a week, and are responsible for providing a safe and secure environment for all patients, visitors and staff. Security can be reached by dialing x67444 from any hospital or clinic telephone or by dialing (303) 436-7444 from outside the system. Students are also able to request escorts to their vehicle.

The Denver Veteran's Affairs (VA) Office of Security and Law Enforcement (OS&LE) is responsible for developing policies, procedures and standards that govern VA's infrastructure protection, personal security and law enforcement programs; protecting Veterans, visitors, and staff on department facilities and grounds. The VA Eastern Colorado Health Care System has a Police Service and its officers provide 24-hour patrols of the facility and parking lots. For general police assistance, please dial 1-888-336-8262 x5233. In case of an emergency, dial 1-888-336-8262 x3911. On-site 24/7 security personnel are available to walk students to their cars or respond to their needs and can be reached at 303-393-5233. The VA Medical Center is federal property and as such all persons and bags are subject to search.

Off-campus clinical sites are expected to comply with accreditation requirements for safety and security.

APPENDIX I: Technical Standards

School of Medicine CHA/PA Program Technical Standards for Admission, Promotion and Graduation

SECTION 1: Introduction

Applicants for admission to the School of Medicine Child Health Associate/Physician Assistant (CHA/PA) program and continuing students must possess the capability to complete the entire curriculum and achieve the degree. In addition to successfully completing all courses in the curriculum, students must be able to acquire the knowledge and skills necessary to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the Master of Physician Assistant Studies (MPAS) degree, therefore, must possess skills and abilities in the following domains: observation; communication; motor; intellectual-conceptual, integrative, and quantitative; behavioral; and professionalism/ethics.

Candidates for the Master of Physician Assistant Studies (MPAS) degree must be able to meet these technical standards, with or without reasonable accommodation (see Section II).

II Reasonable Accommodations

The University of Colorado CHA/PA Program is committed to diversity and to attracting and educating students who will make the population of healthcare professionals' representative of the national population. We provide confidential and specialized disability support and are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

Students who, after review of the technical standards determine that they require accommodation(s) to fully engage in the program, should contact the [Office for Disability, Access and Inclusion \(ODAI\)](#) to confidentially discuss their accommodations needs. Given the clinical nature of the program, additional time may be needed to implement accommodation(s). Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

III Technical Standards

IIIa Observation

Students must be able to obtain information from lectures, demonstrations and experiments in the basic sciences including, but not limited to, anatomic, physiologic, and pharmacologic demonstrations with cadavers and animals; microbiologic cultures and microscopic studies of microorganisms and tissues; and diagnostic images. Students must be able to assess a patient accurately and completely at a distance and closely and interpret diagnostic information to determine a patient's condition.

IIIb Communication

Students must be able to communicate with patients to elicit information, to detect changes in mood and activity, and to establish a therapeutic relationship. Students must be able to

communicate via English effectively and sensitively with patients and all members of the healthcare team both in person and in writing.

IIIc Motor

Students must, after a reasonable period of time in the program, possess the capacity to perform a physical examination and perform diagnostic maneuvers. Students must be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients. Such actions require some coordination of both gross and fine muscular movements, balance, and equilibrium.

IIId Intellectual; Conceptual; Integrative and Quantitative

Students must be able to assimilate detailed and complex information presented in both didactic and clinical coursework and engage in problem-solving. Candidates are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. In addition, students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities.

IIIe Social and Behavioral

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, fellow students, faculty, and staff. Students must be able to tolerate physically and mentally taxing workloads and to function effectively under stress and to attend classes and clinical placements regularly. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Students must also be able work effectively as a member of a health-care team and be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Compassion, honesty, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education processes.

IIIf Ethics and professionalism

Students must maintain and display ethical and moral behaviors commensurate with the role of a physician assistant in all interactions with patients, faculty, staff, students, and the public. The student is expected to understand the legal and ethical aspects of the practice of medicine and function within the law and ethical standards of the medical profession at all times.

IV School Policies

A. Tests and Evaluations

To evaluate competence, the CHA/PA Program employs periodic examinations in varied formats, including oral, written, and practical, as an essential component of the curriculum. Successful completion of these examinations is required of all students as a condition for continued progress through the curriculum.

B. Clinical Performance

Demonstration of clinical competence is of fundamental importance to the program. Attending to the needs and care of the patient is tantamount to the practice of medicine. The process of preceptor evaluations of a student's clinical performance is an integral and essential component of the curriculum. In addition, students must meet program expectations for each clinical experience.

All Candidates for the Master of Physician Assistant Studies (MPAS) will be regularly evaluated to determine their ability to meet the Academic and Technical Standards of the CHA/PA Program.

I, the undersigned, have read and understand the Technical Standards for Admission, Promotion and Graduation for the University of Colorado CHA/PA Program.

Signature

Date

Printed Name

Appendix II: University of Colorado Anschutz Medical Campus Student Services/Student Advocacy

SECTION 1: CHA/PA STUDENT SERVICES

1.1 Student Advisors

All students are assigned a core faculty member as their academic advisor. Advisors are available as a resource for the students in the achievement of academic and professional goals throughout the Program.

SECTION 2: AMC CAMPUS STUDENT SERVICES

The following resources are readily available for self-referral or faculty/staff referral:

2.1 Student Outreach and Support Office

CONTACT INFORMATION:

<https://www.cuanschutz.edu/student/support/case-management>

2.2 Campus Assessment, Response and Evaluation (CARE) Team

CONTACT INFORMATION:

<https://www.cuanschutz.edu/student/support/care-team>

2.3 Office of Disability, Access, and Inclusion

CONTACT INFORMATION: (303) 724-5640

<https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion>

2.4 Office of Equity

CONTACT INFORMATION: 303-315-2567

<https://www1.ucdenver.edu/offices/equity>

Notice of Nondiscrimination

The University of Colorado Denver | Anschutz Medical Campus does not discriminate on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The University takes affirmative action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal opportunity to all students and employees.

2.5 Office of Diversity, Equity, Inclusion and Community Engagement

CONTACT INFORMATION: (303) 724-8003

<https://news.cuanschutz.edu/diversity-equity-inclusion-community>

2.6 Office of Professional Excellence

CONTACT INFORMATION: (303) 724.4PRO (4776)

<https://www.cuanschutz.edu/offices/professionalism>

2.7 Ombuds Office

CONTACT INFORMATION: (303) 724-2950

<https://www1.ucdenver.edu/offices/ombudsoffice>

2.8 Student Mental Health Services

CONTACT INFORMATION: (303) 724-4716

<https://medschool.cuanschutz.edu/psychiatry/programs/student-resident-mental-health>

SECTION 3: STUDENT ADVOCACY

3.1 School of Medicine Student Advocacy Office

CONTACT INFORMATION: Jon Repine, MD (303) 724-4788 (Cell: 303-917-4257)

SECTION 4: OTHER STUDENT SERVICES

4.1 COLORADO PHYSICIAN HEALTH PROGRAM (CPHP)

CONTACT INFORMATION: (303) 860-0122; 899 Logan Street, Suite 410, Denver, CO

Appendix III: Assessment of Student Progression

The CHA/PA Program is utilizing a developmental assessment method for clinical experiences. This allows preceptors to assess our students' skills, attitudes, and behaviors in a developmental approach, focusing on the skills that the student demonstrates in the clinical experience. The assessment allows students to identify areas of improvement and strengths, guide their future educational goals, and provide a measure of their progression through 6 of 8 CHA/PA Competencies over three (3) clinical years.

Participation	Typical Learner Level	Narrative Description of the Learner
<u>Student observed preceptor perform activity, but lacked knowledge/skills to perform</u>	<ul style="list-style-type: none"> • Majority of 1st Year CHA/PA students • 2nd Year CHA/PA students in surgical or highly specialized practice 	Learner is not participating in direct patient care, rather s/he is participating in active observation of the preceptor's patient care, interpersonal and communication skills, and interprofessional collaborations.
<u>Student participated with the preceptor in performing activity, but lacked the knowledge and/or skills to fully accomplish activity</u>	<ul style="list-style-type: none"> • Some 1st Year CHA/PA students • All 2nd Year CHA/PA students 	<ul style="list-style-type: none"> ➤ Learner can accurately gather and clearly communicate most of the history of present illness (HPI) to the preceptor but may still be working on efficient and accurate physical exam skills. ➤ Learner generates a working differential for a simple or common clinical presentation (i.e. sore throat, ear pain, painful urination), but more complex cases may be difficult for the learner with more gaps in the medical decision-making and management plan. ➤ Learner can formulate a SOAP note and a rudimentary oral report, recognizing normal and abnormal findings, but may not have a full understanding of what information is pertinent to include, correct placement of information or how to communicate abnormal findings. ➤ Learner is respectful in interprofessional interactions but may not fully understand health care members' roles to collaborate fully.
<u>Student performed activity with direct help of the preceptor, who stepped in as needed</u>	<ul style="list-style-type: none"> • Advanced 2nd Year CHA/PA students for common problems • All 3rd Year CHA/PA students—early in 3rd Year 	<ul style="list-style-type: none"> ➤ Learner can accurately gather and communicate the history of present illness (HPI) and pertinent positive or negative facts for common presentations but may still need guidance on details of more complex presentations. ➤ Learner has a solid foundation in basic exam skills and common special tests but may need the preceptor to demonstrate or refine exam techniques and efficiency. ➤ Learner begins prioritizing the working differential and labeling new problems for a simple or common clinical presentation (i.e. sore throat, ear pain, pain with urination), but complex cases may be difficult for learner with more gaps in the medical decision-making and management plan. ➤ Learner can complete the S &O of the SOAP note and oral presentation but may need the preceptor to provide context and medical decision-making rationale for the assessment and plan. ➤ Learner is respectful in interprofessional collaborations and begins to recognize and draw on the roles of team members with preceptor's help.
<u>Student performed activity and only needed the preceptor to double-check findings</u>	<ul style="list-style-type: none"> • All 3rd Year CHA/PA students—late in 3rd Year 	<ul style="list-style-type: none"> ➤ Learner accurately gathers and clearly communicates history and exam findings for common presentations, with preceptor confirming findings.

		<ul style="list-style-type: none"> ➤ For most clinical presentations, learner generates broad differential and uses objective data to narrow differential to most reasonable options. ➤ Learner uses rationale medical decision making to provide at least three management options for the diagnosis. ➤ Learner completes the S, O & A sections of the SOAP note and oral presentation independently but may need preceptor to provide context and medical decision-making rationale for plan of choice. ➤ Learner is respectful in interprofessional interactions and collaborates with team members independently after discussing plan with preceptor.
Student performed activity independently, but under the supervision of the preceptor	<ul style="list-style-type: none"> • Highly advanced 3rd Year CHA/PA students at end of their training 	<ul style="list-style-type: none"> ➤ Learner is an accurate communicator of the patient's story, the objective findings, and their medical rationale, demonstrating precise histories and exams consistently, which engenders trust from the preceptor and care team. ➤ Learner requires little to no assistance in determining an assessment and rationalizing both an immediate and follow-up management plan. ➤ Learner completes organized and accurate SOAP notes and offers accurate, logical, and succinct presentations. ➤ Learner is respectful in all interprofessional interactions and collaborates independently with varied team members in a trustworthy manner.
Student is <u>not on track</u> to achieve competency in activity	<ul style="list-style-type: none"> • Early observational experiences may reveal a student has not yet been exposed to the knowledge or skills needed for competency 	<ul style="list-style-type: none"> ➤ Learner is unable to answer "why" questions regarding risk factors, etiology, pathophysiology, or clinical findings for clinical presentations already covered in didactic curriculum. ➤ Learner is unable to identify gaps in medical knowledge. ➤ Learner is unable to develop improvement goals and when given suggestions fails to work toward those goals.
Student is <u>on track</u> to achieve competency in activity	<ul style="list-style-type: none"> • Early 2nd through mid-3rd Year CHA/PA students 	<ul style="list-style-type: none"> ➤ Learner is still acquiring skills or knowledge, but shows evidence of some working knowledge, as s/he can answer some "why and how" questions related to basic science and clinical medicine. ➤ Learner is self-directed and motivated to make improvements. With adequate exposures, authentic practice and commitment to the time needed to fill in gaps, the learner will achieve all aspects of the competency.
Student has <u>achieved</u> competency in activity	<ul style="list-style-type: none"> • All levels of CHA/PA students are expected to behave in a professional manner and have achieved Professionalism competency • Majority of 3rd Year CHA/PA students 	<ul style="list-style-type: none"> ➤ Learner is timely, well dressed, honest, follows instructions, takes feedback well and is respectful to everyone. ➤ Learner conveys compassion, empathy, sensitivity and openness to culturally diverse patients.

Appendix IV: Professional Development Evaluation Form

Professional Development Evaluation Form Child Health Associate/Physician Assistant Program

The three elements of this form were informed by the CHA/PA competencies and milestones document and meet the Professionalism Domain. The Professionalism Domain competency states that a PA Graduate will: “demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.” It is expected that a student will meet expectations for each of the professionalism areas described below. If a student is not meeting expectations, this evaluation form will be provided to the student with specific feedback requiring corrective action.

Student:	Date:	Sem/Yr:
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1. DUTY AND ACCOUNTABILITY (PRO-1)

Demonstrates duty and accountability to patients, families, professional colleagues, and society. Specific behaviors to meet this competency domain include:

1A. Demonstrate the ability to receive constructive feedback and evaluation to provide high quality care and promote education excellence	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

1B. Respond promptly and appropriately to responsibilities including timely reporting for duty, prompt and active attendance at commitments, timely completion of requirements, and all required tasks with adherence to rules set forth in the Student Academic Policies and Procedures	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

1C. Uphold the primacy of patient needs and welfare	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

1D. Takes initiative and attempts to solve problems independently before seeking additional assistance	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

1E. Understands own limitations and seeks help appropriately	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

1F. Advocates for patients and profession	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

1G. Embraces work with a positive attitude	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

2. INTEGRITY AND HONESTY (PRO-2)

Behave with integrity and honesty. Specific behaviors to meet this competency domain include:

2A. Demonstrate basic professional responsibility including but not limited to appropriate dress, grooming, and behavior appropriate to setting	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

2B. Document and report clinical and administrative information truthfully	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

2C. Document and report clinical and administrative information truthfully	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

2D. Accept personal errors and honestly acknowledge them	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

2E. Works to correct personal/professional errors, when necessary	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

3. COMPASSION, RESPECT, AND TOLERANCE (PRO-3)

Demonstrate compassion, respect and tolerance for patients and colleagues. Specific behaviors to meet this competency domain include:

3A. Demonstrate humility, sensitivity, and openness, particularly in culturally complex situations	
Meets Expectation	Needs Improvement
<i>Comment:</i>	

3B. Demonstrate sensitivity, respect, and altruism (concern for the best interest of others) for patients, preceptors, faculty, and colleagues

Meets Expectation	Needs Improvement
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Comment:

3C. Demonstrate behavior that enhances collegiality

Meets Expectation	Needs Improvement
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Comment:

3D. Interacts with interprofessional team members in a respectful and collaborative manner

Meets Expectation	Needs Improvement
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Comment:

Additional Comments:

Student Signature:

Date:

The above signature acknowledges my receipt of the CHA/PA professional development evaluation form.

Adapted from "Project Professionalism", American Board of Internal Medicine, 1996

Appendix V: Student Immunization for International University Travel Policy

ADMINISTRATIVE POLICY STATEMENT

Policy Title: Student Immunization for International University Travel

Brief Description:	The policy outlines the CHA/PA program statement regarding immunization prior to University-sanctioned experiences internationally.
Effective:	June 1, 2024
Approved by:	Jonathan Bowser
Last Reviewed/Updated:	April 5, 2024
Applies to:	CHA/PA Faculty & Students

Reason for Policy: The CHA/PA program has determined that students who travel internationally for clinical and other learning experiences require immunization for vaccine-preventable diseases in order to protect their health. This determination and the following policy are in accordance with ARC-PA Standard 5th edition (A3.07).

I. POLICY

All CHA/PA students who will travel internationally on clinical and/or other learning experiences that have been approved by the University and/or CHAPA program shall be required to provide proof of vaccination to the CHA/PA Program at least 4 weeks prior to beginning their experience. The vaccinations required for the specific country or region in which the student will travel, will be determined by the Global Health Track course director or their designee, according to the current recommendations posted on the CDC website under the section *Traveler's Health, For Clinicians* (<https://wwwnc.cdc.gov/travel/>)

II. VACCINATIONS

Guatemala for extended stay/study abroad

Vaccination	Recommendation	Guidance
Hepatitis A	Most travelers	2 doses separated by >6 mo.
Hepatitis B	SOM requirement for matriculation	See SOM Clinical Requirements for matriculation
Typhoid	Recommended for most travelers, especially those who are staying with friends or relatives; visiting smaller cities, villages, or rural areas where exposure might occur through food or water; or prone to "adventurous eating"	Oral, live attenuated: 1 capsule q 48 hours x 4; booster q 5 years --OR-- IM, capsular polysaccharide: 0.5 mL x 1; booster q 2 years

Nepal for extended stay/study abroad

Vaccination	Recommendation	Guidance
Hepatitis A	Most travelers	2 doses separated by >6 mo.
Hepatitis B	SOM requirement for matriculation	See SOM Clinical Requirements for matriculation
Japanese encephalitis	Recommended for travel to southern lowlands between June-October	2 doses administered IM on days 0 and 28

Typhoid	Recommended for most travelers, especially those who are staying with friends, relatives, hostels and host homes; visiting smaller cities, villages, or rural areas where exposure might occur through food or water; or prone to "adventurous eating"	Oral, live attenuated: 1 capsule q 48 hours x 4; booster q 5 years --OR-- IM, capsular polysaccharide: 0.5 mL x 1; booster q 2 years
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Tanzania for extended stay/study abroad

Vaccination	Recommendation	Guidance
Hepatitis A	Most travelers	2 doses separated by >6 mo.
Hepatitis B	SOM requirement for matriculation	See SOM Clinical Requirements for matriculation
Cholera	Recommended for travel to most parts of Tanzania	1 single oral dose given 10 days prior to potential exposure
Typhoid	Recommended for most travelers, especially those who are staying with friends or relatives; visiting smaller cities, villages, or rural areas where exposure might occur through food or water; or prone to "adventurous eating"	Oral, live attenuated: 1 capsule q 48 hours x 4; booster q 5 years --OR-- IM, capsular polysaccharide: 0.5 mL x 1; booster q 2 years
Malaria	Travelers going to certain areas of Tanzania (All areas below 1,800 m (\approx 5,900 ft) elevation, including Ifakara) should take prescription medicine to prevent malaria. Depending on the medicine you take, you will need to start taking this medicine multiple days before your trip, as well as during and after your trip. Talk to your healthcare provider about which malaria medication you should take.	Recommended chemoprophylaxis Atovaquone-proguanil (Malarone), doxycycline, mefloquine (Larium).

III. REVIEW

This document will be reviewed yearly by the Global Health Track course director and updated in accordance with the CDC guidelines.

Appendix VI: Religious Accommodation Policy

ADMINISTRATIVE POLICY/PROCEDURE STATEMENT

Policy Title: Religious Accommodation Policy

Brief Description: The University of Colorado Child Health Associate/Physician Program will provide religious accommodations to all students in accordance with federal law and University policy.

Effective: September 1, 2024

Approved by: Jonathan Bowser

Last Updated: August 21, 2024

Applies to: CHA/PA Faculty, Staff & Students

Policy: The CHA/PA Program provides religious accommodations for sincerely held religions and religious beliefs in accordance with federal law and the University of Colorado's Protected Class Nondiscrimination Policy. Religious accommodations will not be denied unless the requested accommodation creates an undue hardship on the University. Whether a requested accommodation creates an undue hardship is a fact-specific inquiry which must be determined on a case-by-case basis. However, a minor disruption is not considered an undue hardship, rather the burden of the accommodation must be substantial in the overall context of the University. Accommodations may include schedule adjustments, schedule flexibility, or alternative academic assignments.

PROCESS: The process set forth below should be followed when a student requests an accommodation for religious purposes. However, failure to follow the process does not preclude the student from receiving an accommodation. Please note that the course instructor, director, or Program Director may contact the Office of Equity at any time for consultation about a student's request.

A student should review the course syllabus and schedule at the beginning of the course and promptly notify the course instructor or director of any anticipated accommodation needs, providing as much notice as possible. The student should clearly specify the reason for the requested accommodation and identify that the request is being made pursuant to religious or sincerely held belief.

The course instructor or director should consider the student's request and determine whether the student's request can be accommodated without causing an undue hardship.

Accommodations might include excusing class absences, rescheduling an exam or giving the student a make-up exam, allowing an individual or group presentation to be delivered on a different date, allowing a student to attend a different discussion section for the same class that week, adjusting a due date, or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Accommodations in the clinical setting may include excused absences, make-up shifts, scheduling shifts on different days, or extending the clinical course.

The course instructor or director may not request documentation about the student's sincerely held religious belief or practice. If the course instructor or director has concerns about this or believes that documentation is necessary, they may contact the Office of Equity to consult about whether this request is appropriate and necessary.

If the course instructor or director determines the requested accommodation creates an undue hardship, the course instructor or director should confirm this decision with the Program Director who will consult with the Office of Equity prior to denying a student's accommodation request.

If the student and the course instructor or director cannot agree on an accommodation, the course instructor or director shall bring the matter to the Program Director who will contact the Office of Equity for a decision.

APPENDIX VII: TEACHER-LEARNER AGREEMENT

<u>Teachers Must:</u>	<u>Students Must:</u>
<p><u>Duty</u></p> <ul style="list-style-type: none">• Maintain high professional standards in all interactions with patients, students, colleagues and staff;• Provide relevant and timely information;• Provide explicit learning and behavioral expectations early in a course;• Provide timely, focused, accurate and constructive feedback on a regular basis;• Practice insightful (Socratic) questioning, which stimulates learning and self-discovery and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive;• Be familiar with the Student Honor Council process and the Student Professionalism Committee process and the role that faculty and students play in each;• Provide thoughtful and timely evaluations at the end of a course;• Disclose to students, during lectures, seminars and mentored research activities, the existence of any financial ties or conflicts-of-interest that are related to the material being taught;• Be familiar with the responsibilities of the Teacher-Learner Agreement and utilize appropriate mechanisms to encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately and to treat all such reports as confidential.	<p><u>Duty</u></p> <ul style="list-style-type: none">• Be active, enthusiastic, curious learners who work to enhance a positive learning environment;• Demonstrate professional behavior in all settings;• Recognize that not all learning stems from formal and structured activities;• Recognize their responsibility to develop personal learning goals and to participate as active learners;• Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine;• Recognize the privileges and responsibilities that derive from the opportunity to work with patients in clinical settings;• Recognize the duty to place patient welfare above their own;• Recognize and respect patients' rights to privacy;• Provide teachers and the CHA/PA Program with constructive feedback that can be used to improve the educational experience;• Be familiar with the responsibilities of the Teacher-Learner Agreement and utilize appropriate mechanisms to report exemplary professionalism and professionalism lapses.
<p><u>Integrity</u></p> <ul style="list-style-type: none">• Display honesty, integrity and compassion;• Solicit feedback from students regarding their perception of their educational experiences and personal interactions;	<p><u>Integrity</u></p> <ul style="list-style-type: none">• Recognize personal limitations and seek help whenever it is needed;• Display honesty, integrity and compassion; these attributes include the responsibility for upholding the CHA/PA Honor Council Principles;• Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse";
<p><u>Respect</u></p> <ul style="list-style-type: none">• Treat students fairly, respectfully and without bias related to age, race, ethnicity, gender, sexual orientation, religion, spiritual or political beliefs, disability or country of origin, federal and state protected classes;• Be prepared and on time;• In all educational, research and clinical care settings, welcome and respect patients and others who lower socioeconomic backgrounds, disadvantaged, uninsured or non-English speaking;• Recognize and respect patients' rights to privacy	<p><u>Respect</u></p> <ul style="list-style-type: none">• Treat teachers and fellow students fairly, respectfully and without bias related to age, race, ethnicity, gender, sexual orientation, religion, spiritual or political beliefs, disability or country of origin; federal and state protected classes;• Be prepared and on time;• In all educational, research and clinical care settings, welcome and respect patients and others who are lower socioeconomic backgrounds, disadvantaged, uninsured or non-English speaking;• Recognize and respect patients' rights to privacy

APPENDIX VIII: Mistreatment Policy

(Adapted from the School of Medicine Policies and Procedures:

<https://medschool.cuanschutz.edu/education/current-students/support-for-students/policies-procedures-guidelines#ac-12-mistreatment-policy-4>

A8.1 Standards of Behavior and the Definition of Mistreatment

The University of Colorado Child Health Associate/Physician Assistant Program (CHA/PA) has a responsibility to provide an environment conducive to effective learning and compassionate, high quality patient care by creating an atmosphere of mutual respect and collegiality among faculty, residents, students, and staff. The CHA/PA Program is committed to creating a learning, research and clinical care environment that is supportive, that promotes learner well-being and that is free from ridicule, exploitation, intimidation, sexual or other forms of harassment, physical harm and threats of physical harm. To that end, the CHA/PA Program will not tolerate the mistreatment of students, nor will it tolerate retaliation against any learner because they reported, in good faith, a violation of the school's professionalism standards. The CHA/PA Program shall also:

- provide mechanisms and procedures by which learners may safely report mistreatment against them or others
- provide information to students about what will happen to their reports of mistreatment
- use data from these reports to educate faculty, residents, professional staff and others about what constitutes mistreatment, with the goal of reinforcing a culture of respect.

A8.1a Definition of Mistreatment

The American Association of Medical Colleges states, "Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process." Examples of mistreatment include:

- public belittlement or humiliation
- verbal abuse (e.g., speaking to or about a person in an intimidating or bullying manner)
- physical harm or the threat of physical harm; requests to perform personal services
- being subject to offensive sexist remarks, or being subjected to unwanted sexual advances (verbal or physical)
- retaliation or threats of retaliation against students
- discrimination or harassment based on race, religion, ethnicity, sex, age, or sexual orientation
- the use of grading or other forms of assessment in a punitive or discriminatory manner

A8.1b Suboptimal Learning Environment

Although it is not mistreatment, a suboptimal work or learning environment can interfere with learning, compromise patient care, marginalize students and cause significant distress among students. Student feedback about suboptimal learning environments should be given to course or block directors, to the Program Director as appropriate or reported in your course or block evaluation.

A8.1c Procedures for Reporting Student Mistreatment

If a student feels that they have been subject to mistreatment in the learning or clinical environment, the student should contact the Office of Professional Excellence. The Office can serve as an advocate for fair and equitable treatment for medical students and can facilitate confidential and safe reporting of mistreatment or abuse. For further information, go to the Office of Professionalism. To make an online report, go to Report an Incident or Mistreatment

For FAQs, go to Medical Student Mistreatment

FAQs:<http://www.ucdenver.edu/academics/colleges/medicalschool/facultyAffairs/Professionalism/Documents/Mistreatment%20FAQ%20-%201-19-2017.pdf>

If a student feels that they have witnessed or been subject to sexual misconduct, or discrimination or harassment based on a protected characteristic, the student should contact the University's Office of Equity. Policies and procedures can be located here:

<https://www.ucdenver.edu/offices/equity>

Contact by phone: 1-888-CU-TITLE

Contact by email at equity@cuanschutz.edu

To make an online report, click on the Submit a Report or Request button

If a student feels that they have witnessed unprofessional behavior in the learning or clinical environment, the student should contact the Office of Faculty Relations. The Office can serve as an advocate for fair and equitable treatment for medical students and can facilitate confidential and safe reporting of unprofessional behavior. For further information, go to the Office of Faculty Relations.

- To make an online report, go to Report an incident of professional excellence or unprofessional behavior
- If a student feels that they have witnessed or been subject to sexual misconduct, or discrimination or harassment based on a protected characteristic, the student should contact the University's Office of Equity. Policies and procedures can be located here: University Policies and Procedures

Contact by phone: 1-888-CU-TITLE

Contact by email at equity@ucdenver.edu

To make an online report, click on the Submit a Report or Request button.