The contents of this handbook describe the academic policies and procedures of Tufts University School of Medicine’s (TUSM) Physician Assistant (PA) Program, which is part of the Public Health and Professional Degree (PHPD) Programs. This handbook is for informational purposes only and does not constitute a contract between the University and any applicant, student or other party. The University reserves the right to make changes, without notice, in any course offering, requirement, policy, regulation, date, and financial or other information contained in this handbook. Questions regarding the content of this handbook should be referred to the Office of Student Services for the Public Health Programs and Professional Degree Programs at 617-636-0935.

NOTICE OF EQUAL OPPORTUNITY
Applicants for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Tufts University are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. In addition, it is the policy of Tufts University that educational and employment decisions made by it should be based on the principle of equal opportunity. The consideration of factors such as sex, race, color, sexual orientation, national or ethnic origin, age, religion, Veterans status or disability unrelated to a person’s ability, qualifications and performance is inconsistent with this policy.

VIOLENCE FREE UNIVERSITY POLICY STATEMENT
Tufts University is committed to maintaining an environment where individuals are safe to learn, work and live. In support of this commitment, Tufts will not tolerate violence or threats of violence anywhere on its campuses or in connection with university-sponsored programs. The university has established threat assessment and management teams to evaluate and address violence and threats of violence made towards members of the Tufts University community.
# TABLE OF CONTENTS

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>2</td>
</tr>
<tr>
<td>ACADEMIC CALENDARS</td>
<td>6</td>
</tr>
<tr>
<td>2022 ACADEMIC CALENDAR (YEAR 1: DIDACTIC)</td>
<td>6</td>
</tr>
<tr>
<td>2023 ACADEMIC CALENDAR (YEAR 2: CLINICAL) **</td>
<td>7</td>
</tr>
<tr>
<td>POLICY ON RELIGIOUS HOLIDAYS</td>
<td>8</td>
</tr>
<tr>
<td>ADMINISTRATIVE DIRECTORY</td>
<td>9</td>
</tr>
<tr>
<td>Physician Assistant Program</td>
<td>9</td>
</tr>
<tr>
<td>Administration - Public Health &amp; Professional Degree Programs</td>
<td>9</td>
</tr>
<tr>
<td>PART A: MISSION STATEMENT, GOALS, AND COMPETENCIES</td>
<td>11</td>
</tr>
<tr>
<td>ACADEMIC POLICIES AND PROCEDURES</td>
<td>12</td>
</tr>
<tr>
<td>Standards of Academic and Professional Conduct</td>
<td>12</td>
</tr>
<tr>
<td>Student Honor Code</td>
<td>14</td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>14</td>
</tr>
<tr>
<td>Didactic Year Information</td>
<td>15</td>
</tr>
<tr>
<td>Disclosure of Criminal Arrests, Charges, or Convictions</td>
<td>19</td>
</tr>
<tr>
<td>Procedures for Ethical Misconduct</td>
<td>19</td>
</tr>
<tr>
<td>Other Ethical Misconduct</td>
<td>20</td>
</tr>
<tr>
<td>Reporting Curriculum Related Complaints</td>
<td>20</td>
</tr>
<tr>
<td>Clinical Year Information: Please see Part B of this Handbook for a Full Overview of the Policies for the Clinical Year</td>
<td>21</td>
</tr>
<tr>
<td>Grading in the Didactic Year</td>
<td>21</td>
</tr>
<tr>
<td>Grading in the Clinical Year: Please see Part B of this Handbook for Overview of Grading During the Clinical Year</td>
<td>21</td>
</tr>
<tr>
<td>Standards of Work</td>
<td>21</td>
</tr>
<tr>
<td>Course Remediation</td>
<td>22</td>
</tr>
<tr>
<td>Deceleration</td>
<td>22</td>
</tr>
<tr>
<td>Self-Directed Study</td>
<td>22</td>
</tr>
<tr>
<td>Academic Probation and Dismissal</td>
<td>23</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>23</td>
</tr>
<tr>
<td>Treatment of Course Withdrawals, Incomplete(s)/Not Reported, Repeated Courses, and Transfer Courses</td>
<td>25</td>
</tr>
<tr>
<td>Maintaining Satisfactory Academic Progress</td>
<td>26</td>
</tr>
<tr>
<td>Financial Aid Warning</td>
<td>26</td>
</tr>
<tr>
<td>Appeal for reinstatement of financial aid eligibility</td>
<td>26</td>
</tr>
<tr>
<td>Financial Aid Probation</td>
<td>27</td>
</tr>
<tr>
<td>Academic Plan</td>
<td>27</td>
</tr>
<tr>
<td>Tutoring</td>
<td>27</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Graduation</td>
<td>27</td>
</tr>
<tr>
<td>Transfer Credits</td>
<td>28</td>
</tr>
<tr>
<td>Student Course Evaluations</td>
<td>28</td>
</tr>
<tr>
<td>Student Employment</td>
<td>28</td>
</tr>
<tr>
<td>TUSM Physician Assistant Student Social Media Policy</td>
<td>30</td>
</tr>
<tr>
<td>CLINICAL ANATOMY LABORATORY POLICY &amp; PROCEDURES</td>
<td>33</td>
</tr>
<tr>
<td>Patient Privacy</td>
<td>33</td>
</tr>
<tr>
<td>Security</td>
<td>33</td>
</tr>
<tr>
<td>Safety</td>
<td>34</td>
</tr>
<tr>
<td>Supply Stations</td>
<td>35</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35</td>
</tr>
</tbody>
</table>
ACADEMIC CALENDARS

2022 ACADEMIC CALENDAR (YEAR 1: DIDACTIC)

Spring Semester

January
1   New Year’s Day observed. Administrative offices closed; No classes
4 – 6 First Year Orientation
10  Spring Semester Begins
17  Martin Luther King, Jr. Day observed. Administrative offices closed; No classes

February
21  Presidents’ Day observed. Administrative offices closed; No classes

April
18  Patriots’ Day observed. Administrative offices closed; No classes
19 – 22 Final Examination Week
25 – 29 Vacation Week

Summer Semester

May
2   Summer Semester Begins
30  Memorial Day observed. Administrative offices closed; No classes

June
20  Juneteenth observed. Administrative offices closer; No classes

July
4   Independence Day observed. Administrative offices closed; No classes

August
8 – 12 Final Examination Week
15 – 26 Vacation Weeks

Fall Semester

August
29  Fall semester begins

September
5   Labor Day observed; Administrative offices closed; No classes

October
10  Indigenous Peoples Day observed; Administrative offices closed; No classes

November
11  Veterans’ Day observed. Administrative offices closed; No classes
23 – 25 Thanksgiving recess. Administrative offices closed; No classes

December
12 – 15 Final Examinations
16  Clinical Orientation
19  Winter Break begins
24 – 31 Christmas recess. Administrative offices closed
# 2023 Academic Calendar (Year 2: Clinical) **

## Spring Semester

### January
1. New Year’s Day observed. Administrative offices closed
2. Spring Semester and Clinical rotations begin
16. Martin Luther King, Jr. Day observed. Administrative offices closed

### February
20. Presidents Day observed. Administrative offices closed

### April
17. Patriot’s Day observed. Administrative offices closed

## Summer Semester

### May
1. Summer semester begins
29. Memorial Day observed. Administrative offices closed
29 – June 2. Vacation Week

### June
19. Juneteenth observed. Administrative offices closed

### July
4. Independence Day observed. Administrative offices closed
31 – Aug 4. Vacation Week

## Fall Semester

### September
4. Labor Day observed. Administrative offices closed
4. Fall semester begins

### October
9. Indigenous Peoples’ Day observed. Administrative offices closed

### November

### December
11 – 15. Summative assessments
18 – Jan 5. Winter Break

## January 2024
1. New Year’s Day observed. Administrative offices closed
8. Final month begins
15. Martin Luther King Day observed. Administrative offices closed
16 – 17. Capstone Presentations
26. Final Day of the Program
27. Graduate Reception
** Events are subject to change: Observation of all holidays by second year PA students is determined by the clinical sites and is contingent upon the student’s clinical responsibilities. Holidays observed on the TUSM school calendar do not define holidays for second year students and may be excluded.

POLICY ON RELIGIOUS HOLIDAYS

It is University policy that all classes will be held on religious holidays such as Rosh Hashanah, Yom Kippur, Ash Wednesday and Good Friday. However, every attempt will be made to not schedule examinations or quizzes on such days. Any student who anticipates difficulty meeting requirements due to religious beliefs must inform the course director before such course work is missed. Any student who is unable to participate in an examination or course requirement because of his/her religious beliefs will be given the opportunity to make up the missed examination(s) and/or course requirement(s).

Instructors may reschedule classes due to religious beliefs or unforeseen circumstances. Every effort will be made to reschedule the class on a day that is convenient for both.
## PHYSICIAN ASSISTANT PROGRAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth Buyea DHSc, PA-C</td>
<td>Program Director</td>
<td>Poser Hall, Rm 203</td>
<td>617-636-6613, <a href="mailto:beth.buyea@tufts.edu">beth.buyea@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Joseph Sansone, PA-C</td>
<td>Associate Program Director, Director of Clinical Education</td>
<td>Posner Hall, Rm 211</td>
<td>617-636-4002, <a href="mailto:joseph.sansone@tufts.edu">joseph.sansone@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Scott Epstein, MD</td>
<td>Medical Director</td>
<td>MedEd Building, Floor 3</td>
<td><a href="mailto:scott.epstein@tufts.edu">scott.epstein@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Rosanne Washington, MHS, PA-C</td>
<td>Director of Didactic Education</td>
<td>Posner Hall, Rm 204</td>
<td>617-636-2720, <a href="mailto:rosanne.washington@tufts.edu">rosanne.washington@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mark Freedman, PA-C, MHP</td>
<td>Faculty</td>
<td>Posner Hall, Rm 209</td>
<td>617-636-3842, <a href="mailto:mark.freedman@tufts.edu">mark.freedman@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mercedes Colangelo, MPH, PA-C</td>
<td>Faculty</td>
<td>Posner Hall, Rm 210</td>
<td>617-636-3581, <a href="mailto:mercedes.colangelo@tufts.edu">mercedes.colangelo@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Haili Dunbar, PA-C</td>
<td>Faculty</td>
<td>Posner Hall, Rm 205</td>
<td>617-636-3778, <a href="mailto:haili.dunbar@tufts.edu">haili.dunbar@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Rayne Loder, MHS, PA-C</td>
<td>Faculty</td>
<td>Posner Hall, Rm 206</td>
<td>617-636-3820, <a href="mailto:rayne.loder@tufts.edu">rayne.loder@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Johanne Noble, MA</td>
<td>Program Manager</td>
<td>Posner Hall, Rm 202</td>
<td>617-636-0405, <a href="mailto:johanne.noble@tufts.edu">johanne.noble@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Sarah Palmer</td>
<td>Administrative Assistant</td>
<td>Posner Hall, Rm 201</td>
<td>617-636-0405, <a href="mailto:paprogram@tufts.edu">paprogram@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jane Legon</td>
<td>Clinical Administrative Assistant</td>
<td></td>
<td></td>
<td><a href="mailto:jane.legon@tufts.edu">jane.legon@tufts.edu</a></td>
</tr>
</tbody>
</table>

## ADMINISTRATION - PUBLIC HEALTH & PROFESSIONAL DEGREE PROGRAMS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviva Must, PhD</td>
<td>Dean, Public Health &amp; Professional Degree Programs</td>
<td>M&amp;V Wing, 1st Floor</td>
<td>617-636-0446, <a href="mailto:aviva.must@tufts.edu">aviva.must@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Janice Gilkes, MA</td>
<td>Assistant Dean of Student Services</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-2497, <a href="mailto:janice.gilkes@tufts.edu">janice.gilkes@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Olivia Zimra-Turley, MEd</td>
<td>Associate Director of Student Programs &amp; Affairs</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-0406, <a href="mailto:olivia.zimra_turley@tufts.edu">olivia.zimra_turley@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Christina McCormack</td>
<td>Department Manager</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-0819, <a href="mailto:christina.mccormack@tufts.edu">christina.mccormack@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Matt Williams</td>
<td>Registrar</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-6538, <a href="mailto:matt.williams@tufts.edu">matt.williams@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>James Cart</td>
<td>Associate Registrar</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-2954, <a href="mailto:james.cart@tufts.edu">james.cart@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Office/Building</td>
<td>Phone</td>
<td>Email</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------</td>
<td>------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Katie Donovan, MBA</td>
<td>Director, Career Services</td>
<td>Sterns Wing, 118</td>
<td>617-636-3446, <a href="mailto:katie.donovan@tufts.edu">katie.donovan@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Doina Iliescu</td>
<td>Assistant Director, Career Services</td>
<td>Sterns Wing, 117</td>
<td>617-636-3519, <a href="mailto:doina.iliescu@tufts.edu">doina.iliescu@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Rosemary Hilliard, M.Ed.</td>
<td>Director of Admissions</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-6645, <a href="mailto:rosemary.hilliard@tufts.edu">rosemary.hilliard@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Madison Thorpe, MA</td>
<td>Admissions Counselor</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-2127, <a href="mailto:madison.thorpe@tufts.edu">madison.thorpe@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Helen Williams, MA</td>
<td>Director of Enrollment Systems and Marketing</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-6873, <a href="mailto:helen.williams@tufts.edu">helen.williams@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jess Ronan</td>
<td>Academic &amp; Student Services Assistant</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-2127, <a href="mailto:jessica.ronan@tufts.edu">jessica.ronan@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Alessa Rosa, MBA</td>
<td>Communications Specialist</td>
<td>Sterns Wing, 118</td>
<td>617-636-370, <a href="mailto:Alessa.rosa@tufts.edu">Alessa.rosa@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Helen Williams, MA</td>
<td>Director of Enrollment Systems and Marketing</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-6873, <a href="mailto:helen.williams@tufts.edu">helen.williams@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jess Ronan</td>
<td>Academic &amp; Student Services Assistant</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-2127, <a href="mailto:jessica.ronan@tufts.edu">jessica.ronan@tufts.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jess Ronan</td>
<td>Academic &amp; Student Services Assistant</td>
<td>M&amp;V Wing, Suite 142</td>
<td>617-636-2127, <a href="mailto:jessica.ronan@tufts.edu">jessica.ronan@tufts.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL STUDENT SERVICES**

- **Bursar/Cashier**: Posner 1, 617-636-6551
- **Campus Police**: M&V 1, 617-636-6610
- **Student Advisory & Health Administration**: Posner 4, 617-636-2700
- **Dental Health Services**: 1 Kneeland Street, 617-636-6828
- **Financial Aid**: Med Ed 8, 617-636-6574
- **Hirsh Health Sciences Library**: Med Ed 4, 617-636-6705
- **Parking Office**: 274 Tremont Street, 617-636-5580
PART A: MISSION STATEMENT, GOALS, AND COMPETENCIES

Mission Statement
The mission of the Tufts University School of Medicine Physician Assistant Program is to educate a diverse body of students who will learn to participate in all aspects of the health care continuum, including disease prevention and management, health promotion and maintenance, and end of life care. As patient advocates, they will be integral members of the health care team, improving access to care for all populations and across all communities they serve.

The Program fulfills this mission with a commitment to the following values:

- **Competence:** Use medical knowledge and technical skills to provide patient-centered care that is safe, equitable, and evidence-based, all while working cohesively on interdisciplinary health care team
- **Humanism:** Enhance compassion in caring for patients and demonstrate responsibility and accountability through active community engagement and volunteerism
- **Cultural humility:** Engage in self-reflection and lifelong learning involving self-awareness of personal and cultural biases as well as awareness and sensitivity to significant cultural differences of others
- **Professionalism:** Act in accordance with the highest standards of integrity through the demonstration of respect, honesty, compassion, personal accountability, collegiality, and teamwork.
- **Social responsibility:** Serve and advocate for all people in diverse communities and clinical settings, recognizing the impact social determinants of health have on the health of our patients.

Program Competencies
The aim of the School of Medicine PA program is to develop highly competent, intellectually curious, and caring physician assistants. Program competencies were created with review of the Core Competencies for New Physician Assistant Graduates Competencies for Physician Assistants which can be found here: [https://paeaonline.org/our-work/current-issues/core-competencies](https://paeaonline.org/our-work/current-issues/core-competencies). Appendix A lists the Tufts University School of Medicine PA Competencies which must be met prior to program completion.
STANDARDS OF ACADEMIC AND PROFESSIONAL CONDUCT

All students are required to adhere to the Tufts University School of Medicine (TUSM) Code of Conduct in addition to those defined by the program and which govern the Physician Assistant profession. Success in the Physician Assistant profession requires certain behavioral attributes including: empathy, discipline, honesty, integrity, the ability to work effectively with others in a team environment, and the ability to address a crisis or emergency in a composed manner.

The subject matter in PA education can be of a very sensitive and sometimes disturbing nature. Students are reminded that the purpose of the educational sessions is to prepare them to provide physician-supervised primary health care to all persons and in all environments, without regard to the student’s own personal beliefs and biases.

The program will not tolerate incivility by any member of the PA community. Examples of incivility include rude, sarcastic, obscene, disruptive, or disrespectful remarks or behavior; verbal or physical threats; or damage to property.

The Accreditation Standards for Physician Assistant Education state:

“The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to respond to emergencies in a calm and reasoned manner. Essential attributes of the graduate PA include an attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare.”

Adherence to these attributes requires that Physician Assistants and Physician Assistant students exhibit a high level of maturity and self-control even in highly stressful situations. In keeping with these precepts, Physician Assistant students must conduct themselves in a highly professional manner consistent with the patient care responsibilities with which they will be entrusted during their training in the Program.

Students must adhere to the following standards. Failure to do so will result in referral to the Ethics Committee on Student Conduct and may result in disciplinary sanction or dismissal from the Program.

Behavior: Students are expected to behave in a responsible, reliable, and dependable manner. The student must project a professional image in manner, speech, and interpersonal relationships that are consistent with being a medical professional. The student should recognize their personal limitations and biases, whether they are intellectual, physical, or emotional, and strive to correct them. They must demonstrate the professional and emotional maturity to manage tensions and conflicts and should seek professional help when necessary. These expectations in behavior begin upon enrollment in the program and extend through program completion.

Respect: Students are expected to treat all patients, faculty, program staff, clinical preceptors, and fellow students with dignity and respect. Conflicts should be resolved in a diplomatic and reasoned manner.
Students should be sensitive and tolerant with regard to diversity in the student and patient population. Physician Assistant training involves a close working environment with other students and includes physical examination of fellow students, and discussion groups that may reveal information of a personal nature. These situations must be approached with respect for the privacy, confidentiality, and the feelings of fellow students.

**Flexibility:** Physician Assistant training involves instruction from practicing clinicians with unpredictable schedules. At times, lectures or clinical sessions may need to be adjusted with short notice.

**Integrity:** Integrity is the quality of consistency and steadfast adherence to a defined code of ethics. It includes honesty and soundness of mind and body. Students are expected to demonstrate integrity by following all policies, described below, pertaining to academic dishonesty and unethical behavior. Violations will be referred to the Ethics Committee on Student Conduct for investigation and may result in dismissal from the PA Program.

Physician Assistant students are also expected to display the highest ethical standards commensurate with work as a health care professional. These are outlined in the *Guidelines for Ethical Conduct for the Physician Assistant Profession* published by the American Academy of Physician Assistants and can be found [here](#).

**Identification:** Physician Assistant students must always identify themselves as such to patients and site staff, and never present themselves as physicians, residents, medical students, or graduate Physician Assistants. Students must wear a short, white, clinical jacket while at all clinical sites unless instructed not to do so by the clinical site or the Program. Students must always wear their official nametag while at clinical sites, regardless of input from a preceptor. While in the Program, students may not use previously earned titles (i.e. RN, DC, Ph.D., etc.) for identification purposes.

**Confidentiality:** Students must respect the confidentiality of patients and fellow students and are not permitted to discuss any patients by name outside the clinical encounter situation. *Adherence to regulations is mandatory.* Students should not discuss other students with preceptors. For academic presentations and history and physical assignments, all patient-identifying data including name, initials, date of birth, and facility where seen will not be included. Violation of patient confidentiality would be a violation of the code of conduct and will result in disciplinary action as well as possible dismissal from the program.

It is expected that students abide by Tufts University School of Medicine’s Standards of Academic and Professional Conduct, which exemplify a standard of behavior that will establish a firm foundation for future professional conduct and respect for the academic environment of Tufts University School of Medicine. This requires avoidance of any form of intellectual dishonesty as well as the demonstration of respect for the rights and wellbeing of others, including all students, faculty, staff, and other members of the Tufts University School of Medicine community. Tufts students are expected to be responsible citizens not only of the Tufts community but also the greater community. Students are expected to comply with all university policies, local ordinances, and state and federal laws. Students are expected
to avoid activities that harm the reputation of the University or its members. Students also may not engage in conduct that poses a danger or threat to others.

Notwithstanding the above, legitimate and peaceful activities, including but not limited to protests of certain University policies, whether expressed on or off campus, and provided that such activities are lawful and do not interfere with normal University functions, shall not be deemed to be a breach of this code of conduct.

STUDENT HONOR CODE
All PA students will be required to adhere to the following policy:

I agree to uphold the TUSM Standards of Academic and Professional Conduct. If I observe ethical (i.e., academic or professional) misconduct, in the interest of supporting these standards, I will take one or more of the following actions:

1. Confront the individual(s) to receive an explanation and to gain satisfaction that there was no intention of breaching the TUSM Standards of Conduct. (It is expected that many incidents will be dealt with in this manner.) If satisfaction is not gained, I will take further action (see 2. and 3. below);
2. Consult with a Student Affairs administrator, an Educational Affairs administrator, or a student Ethics Representative regarding my observations in order to determine whether a written report should be made to the Dean for Students or his/her designee; and/or
3. Submit a signed written report of the alleged infraction to the Dean for Students or his/her designee.

PROFESSIONAL BEHAVIOR
PA students are expected to exhibit professional behavior and attitudes regardless of their location. Classroom behavior should be professional, courteous, tolerant, and respectful of others’ points of view, beliefs, cultures, and religion. Attire and appearance in the classroom reflects not only on the student but also the Program and Tufts University as faculty, visitors, and other students share the resources of the TUSM campus. Professional practice is a required competency for the PA profession and students will be assessed regularly as to their adherence to these standards. Didactic faculty has the option of subtracting up to 10% from a student’s final grade for unprofessional behavior (see course syllabus).

Dress code: The dress code may be modified by the Program Director at their discretion to deal with unusual weather extremes. If the Program Director modifies the dress code for severe winter weather (i.e., blizzard conditions), jeans without rips or tears may be worn. In times of severe summer weather (i.e., heat wave), shorts are permitted.

- Business casual attire is considered appropriate attire for Orientation and the classroom.
  - No jeans, leggings, shorts, T-shirts, sneakers, flip-flops, tank tops, ripped clothing, etc.
  - Skirts need to be reasonable length
  - Collared shirt (such as a dress or polo shirt) is acceptable without a tie
- Business attire and a white coat is expected when in the presence of patients
- Program scrubs may be worn for cadaver, procedure, or physical diagnosis labs only.
- Shorts and/or special athletic attire may be worn for certain physical diagnosis labs upon authorization by the Course Director. They may not be worn to other classes.
• TUSM IDs are required for any student to enter a University facility.
• Hats, hoods, sunglasses, head coverings (other than in religious observance), torn clothing, shirts with potentially offensive slogans, beach or gym attire, etc. are considered unacceptable for the classroom.
• In accordance with hospital policies, jewelry should be limited to wedding or engagement rings, and small earrings (Limit two earrings per ear lobe in conservative color). Facial piercings should be removed for any clinical setting. Unacceptable: hoop earrings > .5 inches in diameter or length, earrings on upper ear, exposed eyebrow, tongue, cheek, lip, nose, chest, back or belly piercings.
• Perfumes, colognes, or other fragrances and heavy use of cosmetics should be avoided as these may serve as allergens for some patients in the clinical setting.
• Acrylic nails are prohibited in any clinical setting.
• Facial hair should be trimmed and well-groomed because N95 fit testing may require a close shave to obtain proper fit.
• In any clinical setting, student attire will conform to the local standard. Dress must conform to accepted health and safety regulations of the office practice, clinic, or hospital setting. Short white laboratory coats that are clean and in good repair, TUSM IDs, and conservative attire—clean shirts with collars; clean and pressed trousers or skirt; and shoes with closed-toes—are required.

Dress Code/Image Policies for the clinical sites should be discussed the first day of rotation. Clinical site policies take precedence, and all students should adhere to those policies. Inappropriate attire, as deemed by the clinical preceptor, may result in the student being barred from access to patients and the facility.

Although cell/smartphones and other devices are common tools in clinical practice and are useful adjuncts with regard to medical and drug information, making or taking personal calls while actively engaged in clinical activities is unacceptable behavior. Cell phones must be turned off completely while in class. They are not to be used in class without the instructor’s permission.

DIDACTIC YEAR INFORMATION
This section provides general information for the didactic year, which starts in January and runs through December. There are three semesters (spring, summer, and fall) with approximately nine courses running at any given time. Students must successfully complete the didactic year in order to progress to the clinical year (see grading section for definition of successful completion).

Textbooks
A list of required and/or recommended textbooks and options for purchasing will be provided to enrolled students before each semester. Each course will list required and/or recommended textbooks in the course syllabus.

Medical Equipment
All students will receive an updated medical equipment list with purchasing options once they are enrolled into the PA Program.

**Required Supplies**
Two pairs of scrubs are required attire. Scrubs will be worn for procedural workshops and gross anatomy laboratories. The pair used in anatomy lab should not be used in other classes. Instructions on how to purchase scrubs will be provided once enrolled in the PA Program. Scrubs are NOT intended to be worn in the classroom or as substitutes for scrubs provided at clinical affiliations.

Two lab coats are required. One will be provided by the Physician Assistant Program.

A personal computer or iPad is required. The University supports both PCs and Apple platforms. The TUSM campus is 100% WiFi enabled. Your laptop should have WiFi capacity if you wish to utilize the resources of the University Medical Library while on campus. Internet access at home is also recommended.

**Attendance**
Due to the intense nature of the curriculum, even short absences from class can be detrimental to a student’s advancement within the program. It is the student’s responsibility to notify the Director of Didactic Education and the Course Director of any absence. Any anticipated absence longer than three days should be discussed with the Program Director in advance. Approval of each request is made on a case-by-case basis and there is no guarantee that the approval will be granted. During the clinical year, the student must notify the site director or clinical preceptor and the Director of Clinical Education if an absence is necessary.

**Obtaining an Excused Absence**
Semester calendars and program breaks are established well in advance of students’ matriculation in the program in order to give students and staff sufficient notice of academic schedules and requirements. The Program administration is aware that certain important immediate family functions may arise from time to time that will conflict with the academic calendars. These issues will be reviewed on a case-by-case basis.

- Contact the Director of Didactic Education to request an excused absence.
- Students should weigh the academic risks of missing classes and possibly exams by requesting excused absences from school.
- Course Directors are under no obligation to create separate exams for students who miss class assignments/exams for non-medical issues. Students who anticipate missing an exam while on an excused absence should meet with the Course Director to explore possible options.
- Formal documentation of serious medical illness will be required for any missed examination and authorization for any makeup examination.
- The Program Director reserves the right of final authorization for any and all makeup examinations.

**Sick Days**
Sick days should not be used for regularly scheduled medical appointments that could otherwise be rescheduled outside of class time. In the case of acute illness or serious personal issue, students are expected to:

- Notify the Director of Didactic Education via email before class. The Course Director should be notified as well.
- Contact the Program Director for anticipation of more than 2 day’s absence

Failure to provide proper notification and receive an approved absence from the Program Director or Director of Didactic Education will result in a grade of zero for the examination. Make-up examinations for approved absences will be at the discretion of the respective course directors. Repeated tardiness to class is considered unprofessional conduct and, at the discretion of the instructor, may result in reporting the incident(s) to the Promotions Committee. Absences and/or tardiness can result in course failure, the delay of completion of the program, or other disciplinary action.

**Snow Day Policy**

When weather threatens school or university closings, delayed arrivals and early dismissals, information will be available by calling (617) 627-INFO as early as 6:00AM, or by logging onto the [University home page](#).

If a Tufts University campus closes due to snow, we will announce it via the following channels. These are the only official sources of a snow closing announcement.

- University homepage ([www.tufts.edu](http://www.tufts.edu)) and Announcement’s site ([announcements.tufts.edu](http://announcements.tufts.edu))
- Sent via email from CampusClosings@tufts.edu to members of the affected campus(es)
- 617-627-INFO (617-627-4636) for all campuses and 508-839-6124 for additional details for the Grafton campus
- [Facebook](#) (TuftsUniversity) and [Twitter](#) (@TuftsUniversity).

Information monitors at Dowling Hall, the Fletcher School’s Hall of Flags, the Tisch Library, Dewick/MacPhie Dining Hall, and Campus Center on the Medford/Somerville campus also feature weather and other emergency information. Email messages may also be distributed if conditions warrant.

Tufts also provides information to several major media outlets who broadcast weather-related school closings and delayed arrivals, including TV Channels 4, 5 and 7, and AM680 radio and WBZ news radio 1030. However, because these outlets provide limited information, the University strongly encourages faculty, students, and staff to refer to Tufts’ own weather and emergency information outlets.

In the event of a closure University administrative offices will generally remain open but operate remotely and PHPD Classes will meet, or not, depending on the degree program.

**Campus Based MPH, MBS, and PA Didactic Coursework, DPT Onsite Clinical Skill Labs Snow Days**

In the event of a University or campus closure due to inclement weather, classes will not meet **unless they were already scheduled to meet online.** In person classes that don’t meet will be rescheduled or
replaced with asynchronous or recorded content under the purview of the course director. Cancellation or delayed start for DPT Clinical Skill Labs will be separately communicated by the DPT Program Director.

DPT and PA Clinical Education Snow Days
While students are completing site-based clinical education/rotations they should consult with their site to determine if that site will be open for business during times of inclement weather. If the site is open and a student can safely report to their site during an inclement weather event they are expected to do so. If weather conditions make it unsafe to travel to a site, the student should notify the Director of Clinical Education (DPT program) or Associate Program Director (PA Program) as well as their supervisor at the clinical site.

Examination Policy
Presentation and timing of examinations are at the discretion of the individual Course Directors. These are usually conducted using ExamSoft© and the student’s own personal laptops or tablet. Students are expected to:

1. Download the exam at least 1 hour before the start of an examination
2. Ensure that laptops or tablets are charged and in good working order prior to taking an examination. The devices must be compatible with the software and university resources
3. Scrap paper is not allowed during the exam unless provided by the proctor. If requested, one sheet of colored paper will be available and collected by the exam proctor at the end of the exam.
4. Smart watches are not allowed during any exam (classroom or simulation lab)

All examinations are deemed “secure” exams unless declared “open” by the Course Director. This means that these exams are covered by the university’s policies on honest and ethical behavior. Violations of these policies will be dealt with in accordance to university’s policies and disciplinary action, including dismissal from the university may be incurred. Any attempt to secure, share, distribute, sell, or post any secure exam without express permission of the Course Director will be considered a violation of the university’s honesty and ethical behavior policy.

Examination Reviews
With the Course Director’s authorization, didactic year examinations may be made available for a secure review in the PA Program office 24 hours after exam results are released. Up to 4 students may review a released exam at a time in the PA office. These exams may NOT be copied, recorded, photographed, scanned or made available in any format whatsoever. Students may not bring cellphones or recording devices into the review, nor may they make handwritten notes or copies of the exam. They may bring the working copy of their exam results as released by the Course Director.

Course Liaisons
Questions for Course Directors should be channeled through course liaisons. Course liaisons may email faculty with questions accumulated from fellow students and then forwarded to the Course Director. These emails to Course Directors should be sent during normal business hours. In cases of impending examinations, emails may be sent on a weekend during the day but faculty are not obligated or expected to respond immediately at that time.
Faculty Advisors
Each student is assigned a faculty advisor at matriculation. It is the student’s responsibility to make and keep periodic appointments with their advisor. In lieu of posted office hours, students may email their advisors and arrange a mutually convenient meeting time. These appointments should be limited to no more than 30 minutes.

DISCLOSURE OF CRIMINAL ARRESTS, CHARGES, OR CONVICTIONS
While enrolled in the program, all students must notify the Program Director of any convictions, guilty pleas or “no contest” pleas to any felony, misdemeanor or other offense; or any arrests, charges against the student, or investigations by law enforcement or professional licensing authorities in which the student is a target. Such notice must occur as soon as possible, but in no event later than three (3) working days following the event or the student’s knowledge of the event. Matters disclosed will follow the disciplinary review procedures for ethical misconduct outlined below. Nondisclosure or falsification of this information may be grounds for disciplinary action, up to and including dismissal from the program.

PROCEDURES FOR ETHICAL MISCONDUCT
The following incidents represent academic misconduct:

- Plagiarism
- Cheating on quizzes or examinations
- Misrepresentation or falsification of data within a course or thesis
- Significant disregard for customary professional procedures or the policies of professional practice sites where students are placed.

Reporting process
Faculty must report all instances of suspected academic misconduct to the Academic Review Committee. The report must include supporting documentation and the proposed course consequences. Faculty must notify students either before or at the same time the documentation is submitted to the Academic Review Committee.

Academic Review Committee
The Academic Review Committee will determine whether the claim is substantiated. If substantiated the Committee, together with the faculty member claiming misconduct, will determine course consequences. The Committee will also recommend program consequences.

Program consequences may take two forms: non-disciplinary sanction or disciplinary sanction. Non-disciplinary sanctions do not affect the student’s permanent record and consist of warnings or reprimands. Disciplinary sanctions range from placing documentation of the incident in the student’s permanent record to recommending expulsion from the program. A repeat warning may lead to disciplinary sanctions. Upon completing its review, the Committee will send its findings to the student and the Dean of PHPD. The Dean will meet with all students for whom there was a substantiated claim.

Determination of program consequences
The Dean of PHPD determines program consequences for academic misconduct.

If the Dean pursues a disciplinary sanction, the case is sent to the PHPD Student Ethics and Promotions Committee for review. The Committee may decide and implement all disciplinary sanctions except dismissal from the program. Recommendations for dismissal from the program are reviewed by the TUSM Student Ethics and Promotions Committee. The Committee will send its findings to the student.

**Appeal of the finding of academic misconduct, course consequences and/or program consequences**

Students wishing to appeal the findings of the Academic Review Committee must notify the Dean of PHPD within five working days of communication of the finding. These appeals will be reviewed by the PHPD Student Ethics and Promotions Committee. Students wishing to appeal the findings of the PHPD Student Ethics and Promotions Committee must notify the Dean of PHPD within five working days of communication of the finding. These appeals will be reviewed by the TUSM Student Ethics and Promotions Committee. (See below for description of review process.)

**OTHER ETHICAL MISCONDUCT**

The same reporting, review and appeal procedures will be followed for reports of student ethical misconduct as for academic misconduct. Students wishing to make such a report should contact the Associate Dean of PHPD. Faculty wishing to make a report should contact the Academic Review Committee.

**REPORTING CURRICULUM RELATED COMPLAINTS**

Program leadership and faculty are working toward delivering an anti-racist and inclusive curriculum and learning environment. Feedback from students is always welcome.

Students with concerns about the curriculum, ranging from concerns about the content of a single slide to the organization and delivery of an entire course, are encouraged to discuss their concerns as noted below. Students can anonymously share these concerns using the curriculum reporting portal.

As a reminder, any Tufts University community member has the right to raise concerns or make a complaint without fear of retaliation. Complaints of discrimination, harassment, and/or sexual misconduct may be made by reporting to the Office of Equal Opportunity. The link also provides the opportunity to report anonymously and can be found on the OEO’s website here: [https://oeo.tufts.edu/reporting/](https://oeo.tufts.edu/reporting/)

**Physician Assistant Program Reporting**

Either the course liaison or individual students may report concerns to the Director of Didactic Education or Program Director. If they feel the concern is not adequately addressed, or if they do not feel comfortable bringing the concern to the Director of Didactic Education or Program Director, they may contact the Assistant Dean for Student Services, or express their concern anonymously using the link below.

CLINICAL YEAR INFORMATION: PLEASE SEE PART B OF THIS HANDBOOK FOR A FULL OVERVIEW OF THE POLICIES FOR THE CLINICAL YEAR.

GRADING IN THE DIDACTIC YEAR
Graduate students’ work is graded at the end of each semester using a system of letter grades and quality points to evaluate student performance.

Letter Grades
The TUSM Physician Assistant Program uses the following grading system:

<table>
<thead>
<tr>
<th>NUMERIC SCORE</th>
<th>LETTER GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67-69</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>&lt; 59</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

At the graduate level, the grade A signifies work of distinction, and the letter B represents work of good quality. Any grade below a B- is considered a failing grade and the course will not count toward the degree requirement. The letter grades C+, C, C-, D or F represent work below the standard expected for a graduate student and will not be counted toward the degree requirements.

GRADING IN THE CLINICAL YEAR: PLEASE SEE PART B OF THIS HANDBOOK FOR OVERVIEW OF GRADING DURING THE CLINICAL YEAR.

STANDARDS OF WORK
Students must pass all courses and clinical rotations as defined below and maintain an overall cumulative GPA of 3.0 in order to be granted a degree. If a student’s cumulative GPA falls below 3.0, the student will be placed on academic probation and referred to the Promotions Committee. They will remain on academic probation until they raise their GPA to 3.0 or higher.

A grade of B- or better is considered a passing grade for a didactic course. If a student fails one course with a grade below a B- within any given semester during the didactic year, they will receive an academic warning letter from the program director and be referred to the PA Remediation Committee for remediation based on the remediation policy stated below. If a student fails two courses with a grade below a B- within any given semester during the didactic year, the student will receive a letter from the Dean of Public Health and Professional Degree Programs and be referred to the Promotions Committee for disciplinary action which would include deceleration or dismissal from the program.
Please see part B of this handbook for an overview of the standards of work required during the clinical year as well as expectations for program completion.

Student grades are reviewed monthly by the Program Director and principal faculty. In an effort to be proactive, if a student’s grade within an individual course is falling below the program standards throughout any given semester, the student’s advisor will be notified by either the Program Director, Director of Clinical Education or the Director of Didactic Education and the student advisor will request a meeting with that student to discuss support and available resources.

If a student receives more than two course grades of B- in any given semester, they will receive an academic warning letter from the Program Director and be required to meet with the Program Director and their advisor to discuss support and available resources.

**COURSE REMEDIATION**

Didactic course remediation will be offered to any student who fails no more than one course in any given semester as defined by the individual course syllabus. A course failure indicates that the student failed to meet standards of work as prescribed by the program. Students with a failing grade in any course will initially be given an Incomplete (I). The PA Remediation Committee will be responsible for developing a remediation plan with the student based on the deficiencies outlined by the course coordinator of the course the student failed. This remediation plan will include an assignment as well as a reassessment. Students will be required to meet with the PA Remediation Committee within two weeks of the course grade being posted and they will have two weeks to complete the remediation plan. Students will be allowed to attend all didactic classes while completing the remediation plan. If the student successfully completes the remediation assignment and reassessment examination with a passing grade of 80% or above, indicating they have met the standards of work as prescribed by the program for the course, their course grade will be changed from an (I) to a (B-). If the student does not complete the remediation assignment by the deadline or scores below an 80% on the reassessment examination, their course grade will be changed from an (I) to their original course grade and they will be referred to the Promotions Committee which would result in deceleration or dismissal from the program. If the student fails two or more didactic courses in one semester, their course grades will be submitted to the Registrar’s Office and the student will be referred to the Promotions Committee for disciplinary action which would include deceleration or dismissal from the program.

DECELERATION

Deceleration is defined as delaying graduation by up to one year to retake a course or clinical rotation to achieve a passing grade and cumulative GPA of 3.0 or better in order to meet the necessary requirements for graduation. This may require the student to re-enter the program in the following class, complete a Self-Directed Study Course prior to entering the clinical year resulting in a delay of clinical rotations and graduation or repeating a clinical rotation resulting in a delay of graduation. Any student request for deceleration (for personal or academic reasons) must be made in writing to the Promotions Committee which has sole discretion to grant or deny the request.

SELF-DIRECTED STUDY
Due to the nature of course scheduling in this program, courses are only offered once a year. Research has shown that having a student disrupt their education by sitting out two semesters in a row while waiting for a course to be repeated is not conducive to learning and could negatively impact the student’s academic success moving forward. Therefore, if a student is recommended by the Promotions Committee to repeat a didactic year course (decelerate), they will have the opportunity to complete a self-directed study starting in January following successful completion of the remainder of the didactic year curriculum, resulting in a delayed start to clinical rotations and graduation. The components of the self-directed study will be determined by both the course coordinator and the Remediation Committee. Students will have six weeks to successfully complete the self-directed study course. If they successfully complete the self-directed study, they will then be allowed to enter their clinical rotations. If the student fails to successfully complete the self-directed study, they will be referred to the Promotions Committee for disciplinary action including dismissal from the Program.

**ACADEMIC PROBATION AND DISMISSAL**

Students are placed on academic probation if their cumulative GPA falls below a 3.0. Students placed on academic probation will first be reviewed by the PA Program Promotions Committee for consideration of denial of advancement or dismissal from the program. Students on academic probation (failure to achieve an overall GPA of 3.0 or better) will not be permitted to enter their clinical year. If a student on academic probation receives no grades below a B in the semester subsequent to being placed on academic probation, that student will be removed from probation.

Failure of more than one course or clinical rotation is grounds for dismissal from the program, regardless of the student’s GPA or grades in other courses. A grade of “Fail” earned on a clinical rotation will result in the student being placed on academic probation and referred to the PA Promotion Committee. The student must repeat the rotation they failed in February following the January board review, thereby delaying his/her graduation. Elective rotations may not be used to repeat a rotation. Any student receiving a second “Fail” for a clinical rotation will be referred to the Promotions Committee and is subject to dismissal from the program.

The Promotions Committee meets every semester to review student academic progress. The PA Promotions Committee forwards all recommendations for dismissal to the TUSM Student Evaluation and Promotion Committee. Final decisions on dismissals are made by the TUSM Committee which has jurisdiction for students in all programs. In cases where dismissal of a student is being discussed by either the PA or TUSM committee, the student will be notified ahead of time and invited to address the Committee. Any student who is denied advancement or dismissed has the right to appeal the decision to the TUSM Student Appeals Committee as per the student handbook.

**SATISFACTORY ACADEMIC PROGRESS**

Federal regulations require the Tufts School of Medicine Public Health and Professional Degree programs to establish Satisfactory Academic Progress standards for students who are awarded federal financial aid funds. The following standards apply to all matriculated students, whether they are financial aid recipients or not. Students who fail to maintain Satisfactory Academic Progress during any semester may be placed on Financial Aid warning, Financial Aid probation and/or academic plan, suspension or may be dismissed, in accordance with the policies of the PHPD program. Students who
are terminated from financial aid eligibility may continue their studies but are required to self-pay and make payment arrangements through the Bursar’s office.

The standards of Satisfactory Academic progress measure a student’s performance in three areas: maximum timeframe, cumulative grade point average (GPA) and cumulative completion rate. The student’s academic progress shall be evaluated at the end of each semester. Academic Progress for both part-time and full-time students will be evaluated under the criteria given below.

Maximum Timeframe Allowance
PA students will be evaluated to determine if they have achieved satisfactory levels of academic progress. In order to achieve satisfactory academic progress, a student must complete their degree requirements within 150% of the program’s published length in accordance with the standards established by their program as noted below:

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>Minimum Time for Degree (years)</th>
<th>Maximum Time for Degree (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician Assistant Program (MS)</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Grade point average (“GPA”):
As part of the Satisfactory Academic Progress assessment, students will be evaluated to determine if they have achieved satisfactory levels of academic progress. In order to achieve satisfactory academic progress, a student must earn a minimum GPA in accordance with the chart below:

This table applies to the PA Class Entering the program in Spring 2022

<table>
<thead>
<tr>
<th>Physician Assistant Program (MS)</th>
<th>Cumulative credits attempted</th>
<th>Minimum GPA required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>0 – 79</td>
<td>2.7</td>
</tr>
<tr>
<td>Year Two</td>
<td>80 – 130</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Although a grade of B- is considered a passing grade for an individual course and will be counted toward degree credit, a cumulative GPA of 3.00 is required in order to be granted a degree from a Tufts University PHPD Program.

Completion Rate (Credit Hour Progression)
As part of the Satisfactory Academic Progress assessment, each student’s cumulative Completion Rate will be evaluated by comparing the total number of attempted credit hours with the total number of credit hours earned. In order to achieve satisfactory academic progress, a student must earn a minimum percentage of credits attempted in accordance with the chart below:

This table applies to the PA Class entering the program in Spring 2022

24
<table>
<thead>
<tr>
<th>Physician Assistant Program (MS)</th>
<th>Cumulative credits attempted</th>
<th>Percentage of Credit Hours that must be Successfully Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>0 – 79</td>
<td>50%</td>
</tr>
<tr>
<td>Year Two</td>
<td>80 – 130</td>
<td>67%</td>
</tr>
</tbody>
</table>

Credits attempted are those hours a student is registered for at the conclusion of the add/drop period each semester as defined by the Registrar’s Office. All classes for which a student is registered after that date will be included.

Successfully completed credit hours is defined as the total number of hours which a student receives a grade of B- or better.

**TREATMENT OF COURSE WITHDRAWLS, INCOMPLETE(S)/NOT REPORTED, REPEATED COURSES, AND TRANSFER COURSES**

Withdrawals (W): Credit hours for courses dropped before the conclusion of the add/drop period that no longer appear on the student’s enrollment record or transcript will not count as a course attempted. Credit hours for courses in which a student has remained enrolled after the Drop/Add period for which the student receives a "W" grade, will count as a course attempted.

Incompletes (I): Credit hours for courses in which a student has an incomplete grade or the faculty has not reported a grade at the time in which SAP is reviewed will be included in the course attempted hours. However, as there is no current grade in the system, these courses will not be included in the cumulative GPA determination at such time.

Repeated courses: For required courses that are repeated due to failure, only the most recent grade is included in the student’s cumulative GPA when determining the GPA (SAP) standard. When determining if a student is meeting the Completion Rate (SAP) standard, credit hours for the original failure and the most recent course will count as a course attempted.

Students who receive a grade of less than a B in a course may repeat the course in order to attempt to earn a better grade. If a student re-takes a course and passes it, they will receive credit for the course; both grades are included on the student transcript, and in computation of the GPA. No more than 2 courses may be re-taken in this manner. Any given course may only be counted once toward a PHPD degree or certificate requirement. When determining the GPA (SAP) standard and when determining if a student is meeting the Completion Rate (SAP) standard both courses will be included in the SAP determination. Students may only receive aid to repeat a previously passed course one time. Students that opt to repeat a course a subsequent time must pay for that course.

Transfer Credits: Credit hours for approved transfer courses used to fulfill degree requirements will be included when determining SAP Completion Rates.

**NOTE:** Due to the “Lock-step” nature of the curriculum, withdrawal or taking an incomplete grade in a course in the Physician Assistant Program may result in deceleration of up to one year in the Program.
MAINTAINING SATISFACTORY ACADEMIC PROGRESS
The Registrar’s Office in conjunction with the Office of Financial Aid will monitor SAP at the end of each semester including Fall, Spring, and Summer. Written notification will be sent to students placed on Financial Aid Warning, Financial Aid Probation, Financial Aid Termination, and Financial Aid Reinstatement if making SAP status.

A change in program will not affect a student’s SAP standing. Students who are requesting re-entry into the university will return with the SAP status calculated at the time of withdrawal. Students requesting admission into a new degree program after graduation will begin as a first term student with a new SAP history.

FINANCIAL AID WARNING
Upon determining that a student is not making satisfactory academic progress, students will be placed on a “financial aid warning status” for a period of one semester during which the student will continue to be eligible for financial aid. This status is assigned to a student automatically once determined that the student is not progressing satisfactorily and is effective for the next semester. No appeal is necessary, and the student will be reviewed again at the end of the next semester. The status of students who have reached the required completion rate and are meeting the required GPA will be considered to be making SAP at the end of the warning period. Once the initial warning period has ended, students who are not making satisfactory academic progress will no longer be eligible to receive financial aid unless they submit an appeal and it receives approval - see section on Appeal and Financial Aid probation.

APPEAL FOR REINSTATEMENT OF FINANCIAL AID ELIGIBILITY
Students who are terminated from financial aid eligibility for not meeting satisfactory academic progress standards (SAP) and who have extenuating circumstances may appeal to reestablish their eligibility. Students may not use financial aid to make retroactive tuition and fee(s) payments.

The appeal must be based on extenuating circumstances that prevented a student from meeting the requirements of the satisfactory academic progress policy. Circumstances may include extreme medical issues, a death in the immediate family, employment related hardship, military mobilization, and/or extreme personal problems. Students must indicate specific information on why they failed to make satisfactory academic progress and what has changed that will allow them to meet these standards at the next evaluation.

Students may appeal the maximum timeframe allowance, GPA and/or the completion rate component of Satisfactory Academic Progress. There are no limits to the number of appeals that students may submit. However, subsequent appeals may not be based on the same circumstance as previous appeals.

Appeals should be submitted along with necessary documentation within 10 days of being notified that they are no longer eligible to receive financial aid and mailed to: Financial Appeals Committee, Attn: John Matias, 136 Harrison Avenue, Boston, MA 02111. The Financial Appeals Committee will review the request and respond to the student in writing with the decision. This decision is final and may not be appealed.
If the appeal is denied, students may continue their studies but are required to self-pay and make payment arrangements through the Bursar’s office. Standards of academic progress will continue to be monitored each semester and students will be notified: 1) whether they continue to not meet the standards or 2) should their eligibility change and they become eligible based on meeting the standards.

FINANCIAL AID PROBATION
If the appeal is approved, students will be placed on Financial Aid Probation. Financial Aid Probation is generally for one semester, and the student is eligible to receive financial aid funding during that time. After the semester ends, students will again be evaluated to determine if they are making Satisfactory Academic Progress. If they are not, students’ aid eligibility will be terminated unless the student was required to be on an academic plan that lasted longer than one semester as part of their original probation. – See Academic Plan below for additional information.

ACADEMIC PLAN
In certain circumstances, an Academic Plan may be created for a student who will not be able to complete the necessary benchmarks to regain SAP status by the end of the Financial Aid Probation period. The Academic Plan includes benchmarks that must be completed for each successive semester in order to continue on the plan and continue to be eligible for financial aid. Academic Plans must be approved by the PHPD Promotions Committee.

TUTORING
Tutoring in the didactic year is available at the recommendation of course directors for students who have done poorly on an examination. The Program Director or Associate Director must approve the tutoring plan. The Program will pay $25.00 per hour for tutoring sessions leading up to the next examination in that course. Tutoring is restricted to one course per semester and is not available to students in the clinical (second) year of the Program. The PA Program office will maintain a list of approved tutors, who are drawn from upper class students in the PA Program, and are subject to the approval of the Program Director.

DEGREE REQUIREMENTS

- The physician assistant program is 25 months in length.
- Students proceed as a cohort through the first year which is comprised of 29 core didactic courses in three semesters.
- The second year is comprised of 11 clinical rotations over the course of 12 months through basic medical disciplines, including one elective clinical rotation.
- No substitution or transfer of course credits is permitted.
- Prior to advancing to the second year, students must have demonstrated satisfactory academic performance in all coursework. No student may advance to the second year with any incomplete grades.
- Prior to graduation all students must successfully complete: all clinical rotations, the capstone project, and comprehensive and objective structured clinical examinations, and demonstrate they have met all program competencies.
- Students must receive a satisfactory professional behavior evaluation.
• All work must be completed within 25 months from the date of matriculation into the program. The only exception will be students who have been decelerated.

GRADUATION
In order to graduate, students must successfully complete all degree requirements. In addition, all financial obligations must be paid to TUSM before the degree is awarded.

The Trustees of Tufts University must approve all graduate degrees. Degrees offered by the Public Health and Professional Degree Programs are granted in August, February, and May. Upon finishing the PA Program, students can request a letter of completion of studies from the Registrar to facilitate licensure. Degrees will officially be conferred in early February.

There is one University-wide Commencement ceremony per year that is generally held on the third Sunday in May. Students are eligible to participate in the ceremony if they have graduated prior to the May ceremony they seek to participate in, or will be graduating that May.

TRANSFER CREDITS
Students may have taken undergraduate or graduate courses at other institutions; however, students may not use these courses as substitutes (advanced standing) for any course in the PA Program curriculum. All courses in the curriculum must be taken within the Program.

STUDENT COURSE EVALUATIONS
In an effort to continuously improve the quality of the courses and programs, the PA Program and its faculty are constantly seeking feedback. Therefore, all students are expected to complete a student course evaluation for each course in which they are enrolled. The goals of the course evaluations are to:

• To provide the course director with feedback on each student’s opinion on the quality of the course.
• To provide program directors with information to use in planning for improvements to the programs.

Administration of Evaluations
Course evaluations are administered online during the last two weeks of each course and the last week of each clinical rotation. The evaluations are anonymous and have no markers to identify students.

Distribution of Results
The evaluations include a statistical summary and the narrative comments of each student and are available in the Office of Student Services.

Program/Course Director Access
Aggregated results of the student evaluations are distributed to the Program Director as well as the Dean for the Public Health and Professional Degree Programs. In addition, each course director receives the results for their course.

STUDENT EMPLOYMENT
Due to the intense nature of the entire curriculum and variable schedules in the clinical year, students are strongly urged NOT to work while enrolled in the PA Program. Employment of enrolled students by the Program is prohibited. The exception to this policy is that second year students in good academic standing may serve as tutors for first year students, with written permission of the Program Director. While students may assist faculty in didactic, laboratory, or clinical settings to share their knowledge or experience, students may not serve as the primary instructor or the instructor of record in any circumstance. Nor may students substitute for clinical or administrative staff in their supervised clinical practice experiences.
TUSM PHYSICIAN ASSISTANT STUDENT SOCIAL MEDIA POLICY

This policy, including examples and best practices has been adapted from the American Medical Association (AMA) Policy: Professionalism in the Use of Social Media

The Internet has created the ability for physician assistant (PA) students and other health care providers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support PA student's personal expression, enable individuals to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to widely disseminate public health messages and other health communication. Social networks, blogs, and other forms of communication online also create new challenges to the patient-physician relationship.

PA students should be aware of the following when maintaining a presence online:

1. PA students should be cognizant of standards of patient privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable patient information online (this includes pictures or comments that even though they don’t have typical identifiers, might be unusual enough to be surmised).
2. When using the Internet for social networking, PA students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, PA students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate (for their profession).
3. If they interact with patients on the Internet, PA students must maintain appropriate boundaries of the patient-physician relationship in accordance with professional ethical guidelines, just as they would in any other context. Students should not "friend" or accept "friend" requests from patients who are under or have been under their care.
4. To maintain appropriate professional boundaries PA students should consider separating personal and professional content online.
5. When PA students see content posted by colleagues (fellow students) that appears unprofessional they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms or the individual does not take appropriate action to resolve the situation, the PA students should report the issue to one of the student affairs deans.
6. PA students must recognize that actions online and content posted may negatively affect their reputations among patients and colleagues, may have consequences for their medical careers, and can undermine public trust in the medical profession.


Practical Suggestions for Best Practices and Compliance with Social Media Policy

30
1. **Take Responsibility and Use Good Judgment.** You are responsible for the material you post on personal blogs or other social media. Be courteous, respectful, and thoughtful about how others may perceive or be affected by postings. Incomplete, inaccurate, inappropriate, threatening, harassing, or poorly worded postings may be harmful to others and may be in violation of the TUSM Honor Code. In addition, such statements/postings may damage relationships, undermine Tufts' reputation, discourage teamwork, and negatively impact our commitment to patient care, education, research, and community service.

2. **Think Before You Post.** Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives. Future employers (including residency programs) can often have access to this information and may use it to evaluate you. Take great care and be thoughtful before placing your identifiable comments in the public domain.

3. **Protect Patient Privacy.** Disclosing information about patients without written permission, including photographs or potentially identifiable information, is strictly prohibited. These rules also apply to deceased patients and to posts in the secure section of your Facebook page that is accessible by approved friends only.

4. **Protect Your Own Privacy.** Make sure you understand how the privacy policies and security features work on the sites where you are posting material.

5. **Respect Work Commitments.** Ensure that your blogging, social networking, and other external media activities do not interfere with your work commitments.

6. **Identify Yourself.** If you communicate in social media about Tufts, disclose your connection and your role. Use good judgment and strive for accuracy in your communications. False and unsubstantiated claims, and inaccurate or inflammatory postings may create liability.

7. **Use a Disclaimer.** Where your connection to Tufts is apparent, make it clear that you are speaking for yourself and not on behalf of any organization. A disclaimer, such as, “The views expressed on this [blog; website] are my own and do not reflect the views of my school/hospital,” may be appropriate.

8. **Respect Copyright and Fair Use Laws.** For your institution’s protection as well as your own, it is critical that you show proper respect for the laws governing copyright and fair use of copyrighted material owned by others, including your institution’s own copyrights and brands.

9. **Protect Proprietary Information.** Do not share confidential or proprietary information that may compromise business practices or security. Similarly, do not share information in violation of any laws or regulations.

10. **Seek Expert Guidance.** Consult with communications specialists or school administrators if you have any questions about the appropriateness of materials you plan to publish or if you require clarification on whether specific information should be publicly disclosed before you disclose it publicly.

**Example Scenarios of Professionalism and Social Media Use**

1. A PA student receives a “friend” request on their Facebook page from a patient encountered during the clinical skills course.

   Guideline: It is inappropriate to accept ‘friend’ request from patients, unless the provider-patient relationship has ended. Even after the provider-patient relationship has ended, it would be inappropriate
to discuss health-related information. Best practices: Protect patient privacy. Do not accept friend requests from current or former patients.

2. A PA student has a blog on which they post reflections about both personal and professional issues. The student has just finished the clinical skills course. A patient, whom the student met during the course, comments on the student’s blog and discloses protected health information with the expectation that the student will continue the discussion.
   Guideline: Social media discussion with a patient should not directly address health concerns of individual patients. Best practices: Protect patient privacy.

3. A PA student is on their outpatient rotation and “tweets” that they just finished seeing an interesting patient with their preceptor and describes the clinical findings of that patient.
   Guideline: It is difficult to be certain that information disclosed in posts (such as on Twitter®) is not identifiable to that particular patient. Other posts by the same student could indicate his/her school and current rotation, leading to circumstances that indirectly identify the patient, such as by naming a very rare disease. Best practices: Protect patient privacy. Do not blog/Tweet or post anything about patients.

4. A PA student is shadowing an OB/GYN physician. The student posts (on their Facebook page) a picture of a baby whose delivery they observed, expressing joy, best wishes to the family, and congratulating everyone involved in this excellent patient outcome.
   Guideline: Without written patient/representative consent, this is a clear violation of patient confidentiality, even if the patient is not named. Best practices: Protect patient privacy. You may not post this picture without consent and best practice would be never to post this picture.

5. A PA student writes in their blog, naming an attending physician who did minimal teaching and recommending that other students not take clinical electives with that physician.
   Guideline: Legitimate critique of an educational activity is appropriate, so long as professionalism is maintained. However, there are more effective and less public mechanisms for relaying this type of information. Best practices: Use good judgment; think before you post.

6. A PA student wearing a medical school tee-shirt is tagged in a photo taken at a local bar and posted on a friend’s Facebook page. The medical student is clearly inebriated.
   Guideline: The two issues are that: (1) the logo identifies the affiliation to the institution; and (2) the unprofessional behavior of the student is available for all to see, including current medical school faculty/students/administrators, future employers, and patients. The picture may show unprofessional behavior that violates our professional behavioral standards regardless of when/where it took place. The PA student did not post the photo, but should do everything possible to have the photo removed and remove the tagging link to the student’s own Facebook page. Best practices: Protect your own privacy; think before you post.


This policy has been approved by TUSM Executive Council: September 2019
The use of human cadaveric material for medical education and research is a privilege, not a right. The bodies available for dissection here at Tufts University, were donated by individuals who cared so much about education and research that they have made this very important decision. The following policies and procedures are based on PATIENT PRIVACY, SECURITY, SAFETY, and MAINTENANCE so that both student and faculty alike maintain the highest standards of DIGNITY & RESPECT that our donors and their families so rightly deserve.

PATIENT PRIVACY:

The right of privacy and confidentiality due all medical patients are always extended to our anatomical donors. This donor should be considered your first patient

- Use of cameras, cell phones, or other photographic or video equipment, are not permitted in the laboratory at any time, by anyone, no exceptions!

- In consideration of the family members of those who have donated to Tufts, refrain from conversations regarding anatomical material outside the lab.
  - No anatomical specimen or cadaveric material shall be removed from the laboratory for any reason.
  - Only students, course faculty, and other authorized Tufts University personnel are allowed access in the anatomy labs. NO EXCEPTIONS!!
  - Cadavers should always be appropriately covered prior to leaving the lab.

Students caught violating any of the above lab policies will immediately be reported to the Dean and referred to the Ethics Committee, where a letter will go into their personal file. If caught a second time, you will no longer be allowed to enter the Anatomy Lab. There will be NO EXCEPTIONS!

SECURITY:

- All access to the lab is via electronic ID card key and granted on an “at need basis”. NO EXCEPTIONS! All admittance will be recorded in the University ID card database.

- The Main Anatomy Lab will maintain the same hours of operation as the Hirsh Health Sciences Library, located on the Boston Campus.

- Laboratory doors are always to remain closed.

There are two blue emergency security buttons located in the lab. If a situation occurs where Tufts Police are needed, hit the button and the Police will respond to the lab.
SAFETY:

- Absolutely no contacts are to be worn while studying in the laboratory. **NO EXCEPTIONS!**

- **Gloves:** Are supplied and required while dissecting in the laboratory. Ripped gloves must be replaced immediately. Used/torn gloves are to be discarded in an appropriate trash receptacle.

- **Apron:** Aprons will be supplied during the course. Write your name on the front of the apron, so to assist faculty during lab time.

- **Goggles:** Each student will receive a pair of goggles at the beginning of the course. Goggles or eyeglasses are always to be worn while in the lab, as contacts are never to be worn at any time in the Anatomy Lab.

- **Clothing:**
  - Scrubs are required and **must** be washed regularly. Students are to follow OSHA requirements that lab attire be washed separately.
  - A long-sleeved lab coat is optional and must be washed regularly. Students are to follow OSHA requirements that lab attire be washed separately.
  - Footwear should consist of closed-toe shoes (i.e., no flip-flops or sandals).
  - Long hair should be pulled back for protection.
  - *It is recommended, for easy accessibility, that the above items be stored in your locker or at your table when you are not in the lab.*

- **Dissection/Surgical Instruments:** Great care should be taken when using any of the instruments in the anatomy lab. When instruments are not in use, they should be placed back in the instrument tray. At the end of class/session, all instruments should be cleaned and placed back in their proper storage compartment. **DO NOT LEAVE LOOSE INSTRUMENTS IN BODY BAG!**

- **Scalpels:** Dull blades can be more dangerous than sharp ones and should be changed regularly and disposed of in sharps containers located at your station. Take extra care when two or more members of the dissection team are cutting in the same area.

- **Spills:** A spill of embalming fluid or fatty tissue can make the floor slippery. If any fluid or tissue should spill on the floor, **WIPE IT UP** immediately with a paper towel and soapy water.

- **Accidents/Injuries:** Any scratches or cuts must be treated immediately by the person sustaining them. All scratches, abrasions and open skin must be covered completely when in the laboratory. If an injury is sustained while working or studying in the lab, the incident should be reported to the Faculty Supervisor present at the time of the injury. The injuries most likely to occur are needle sticks, lacerations, and falls (due to fainting or slipping on a wet floor). If something gets in your eyes use eyewash station and report to faculty.
  - An incident form, which is supplied in the lab, should be completed by the Faculty Supervisor, and sent to Tufts Health and Safety and Tufts Risk Management. The degree
of injury or exposure determines the scope of medical services required. Self-first aid can be administered with the first aid kits provided in the lab. If it is determined that additional first aid is needed, call the Tufts Police who are trained first aid providers. If medical services beyond first aid are needed, call the Tufts Police and they will contact Boston EMS, who will provide treatment and if necessary, transport you to Tufts Medical Center emergency room.

- **Pregnancy:** Faculty or students who are pregnant, or believe they may be pregnant, are responsible for discussing attendance in the anatomy labs with their physician.

- **Food/Drink:** At no time shall food or drink of any kind be allowed in the labs.

**SUPPLY STATIONS:**

There is a supply station located at the front of the lab. This station includes the following:

- **Replacement Bottles of Wetting Agent and Cleaning Spray** – each station has been supplied with two spray bottles: Wetting agent (pink) and Cleaner (white). When replacing the bottles simply discard the empty bottle in the recycling bin that is at the supply station located at the front of the lab.

- **Small Plastic Bags** – these are used for holding anatomical material after they have been removed for study. Simply leave them in the body bag with your donor.

- **Red Plastic Bio Waste Bags** – are located at the supply station at the front of the lab. These are used to collect any soft tissue that has been removed during dissection.

- **Containers for Pacemakers** – pacemakers must be removed prior to the donor being cremated. If your donor has a pacemaker, simply cut the wire, and place it in the labelled container at the supply station located at the front of the lab.

**MAINTENANCE:**

Part of being respectful is to be as clean and neat as possible. Therefore, anyone utilizing the space, for any purpose, must take an active role in maintaining it.

- Students are responsible for the overall cleanliness of their assigned stations.

- Cadaver tissue should be placed back onto the donor to keep dehydration to a minimum.

- Paper towels and gloves should be thrown into trash receptacles.

- At the end of the session, the table and instruments shall be cleaned and wiped down. All related course materials/instruments/ body props/iPad/Bone bags, etc.... should then be placed/returned to the assigned station. *Anything left on the floor or anywhere else (including other
tables) in the lab will result in loss of use of the item all together, meaning the University will not supply another!

Contact Information Regarding the Anatomical Gift Program:

Anatomical Gift Program Director, Michael Doyle  Michael.doyle@tufts.edu
Anatomical Gift Program Manager, Roger Walsh  Roger.walsh@tufts.edu
Anatomical Gift Program Administrator, Sharon Belding  Sharon.belding@tufts.edu
STATEMENT OF PHILOSOPHY
Public Health and Professional Degree Programs (PHPD) is committed to fostering an environment that promotes academic and professional success in students, teachers and administrators at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the mission of our institution where an atmosphere of mutual respect, collegiality, fairness, and trust is essential to that mission. Although teachers, students and administrators bear significant responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility to conduct themselves professionally in their interactions with their colleagues and those whose education has been entrusted to them. Abusive behavior or mistreatment of anyone in the learning environment is unacceptable. Any student who feels mistreated is entitled to file an informal complaint or a formal grievance to address unacceptable behavior.

RESPONSIBILITIES IN THE TEACHER-STUDENT RELATIONSHIP

Responsibilities of Teachers:

- Treat all students with respect and fairness.
- Treat all students equally regardless of age, gender, race, ethnicity, national origin, religion, disability, sexual orientation or gender identity or expression.
- Provide current materials in an effective format for learning.
- Be on time for class.
- Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.
- Assign grades that fairly reflect student performance.

Responsibilities of Students:

- Treat all fellow students and teachers with respect and fairness.
- Treat all fellow students and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
- Commit the time and energy to studies necessary to achieve the goals and objectives of each course.
- Be on time for class.
- Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.

Responsibilities of Administrators:

- Treat all teachers and students with respect and fairness.
• Treat all teachers and students equally regardless of age, gender, race, ethnicity, national origin, religion, disability, sexual orientation, or gender identity or expression.
• Address all administrative matters in a fair and timely manner.

BEHAVIORS INAPPROPRIATE TO THE TEACHER-STUDENT RELATIONSHIP
Inappropriate behaviors are those that demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviors, certain actions are clearly inappropriate and will not be tolerated at Tufts University. These include, but are not limited to, the following:

• Loss of personal civility including shouting, arguing, personal insults or attacks, displays of temper (such as throwing objects)
• Requests for others to perform inappropriate personal services unrelated to the didactic situation at hand
• Any activities resulting in monetary exchange or profit
• Grading/evaluation on factors unrelated to performance, effort, attendance, level of achievement or professionalism
• Unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same
• Sexual harassment or harassment based on age, gender, race, ethnicity, national origin, religion, disability, sexual orientation, or gender identity or expression (see http://oeo.tufts.edu/policies-and-procedures/sexual-harassment-policy/ for university policy and procedures)
• Consensual romantic relationships between teachers and students in which the teacher has a role in determining the student’s academic progress
• Discrimination of any form in teaching and/or assessment based upon age, gender, race, ethnicity, national origin, religion, disability, sexual orientation, or sexual identity or expression

RESOURCES FOR ADVICE AND CONFLICT RESOLUTION
In the interest of having all members of the Tufts PHPD community perform their duties and obligations in a harmonious and effective manner, PHPD recognizes the importance of prompt and equitable disposition of any complaint or grievance at the lowest possible organizational level utilizing procedures with maximum informality and flexibility. It is strongly encouraged that problem solving and conflict resolution be accomplished, if it can, without requiring that a formal written Grievance be filed in a manner as outlined below. In that spirit, any concerns, problems, and complaints may be discussed without fear of retaliation with various individuals in PHPD including the Course Director, the Program Director, or designate, the student’s Academic Advisor/Coach, Assistant Dean of Student Services for PHPD or any member of the Grievance Committee. Every effort will be made to resolve the matter informally. Students are also entitled to file a formal grievance using the procedure set forth below.

PROCEDURES
To handle allegations of inappropriate behavior in the teacher student context or other formal grievances, if a student is unable to resolve a conflict informally and chooses to file a formal Grievance, this must be done in writing, through the Chair of the PHPD Grievance Committee. If at any time during the grievance process, it appears that an informal resolution is indicated, it still may be achieved in that manner. Otherwise, the Chair will investigate the complaint and attempt to resolve the matter
by working with the appropriate individuals within PHPD. If the complaint cannot be resolved in this manner, the student will be offered the opportunity to put the Grievance in writing. Please note that because final grades may only be changed if there is an error in calculation, grades are not an appropriate subject for grievances. For all other matters, the Chair will forward the grievance to the Assistant Dean of Student Services for PHPD. The Chair of the PHPD Grievance Committee and the Assistant Dean of Student Services for PHPD will together assign a third (ad hoc) member of the Grievance Committee (appropriate to the Grievance). If any member of the Grievance Committee is named in the Grievance, that person will be excused from service on the Committee, and the Assistant Dean shall name an alternate. The Grievance Committee will investigate and make a decision or take appropriate action which will be communicated to the student. The Grievance Committee will investigate and make a decision or take appropriate action which will be communicated to the student.

If the student is not satisfied, they may appeal the decision/action of the Grievance Committee to the Dean for PHPD. The decision of the Dean for PHPD may be further appealed to the Dean of Tufts University School of Medicine, whose decision will be final.

**GRIEVANCE PROCESS:**

*The formal Grievance Process is thus as follows:*

1. The student fills out the Grievance Form obtained from the PHPD Office of Student Services with adequate clarity and detail to describe the nature of the grievance
2. The student delivers the Grievance Form to the Chair of the PHPD Grievance Committee via mail, email or in person
3. The PHPD Grievance Committee Chair will forward a copy to the Assistant Dean of Student Services for PHPD
4. The Assistant Dean of Student Services for PHPD, in collaboration with the chair of the Grievance Committee, will select a third (ad hoc) member to join the Grievance Committee
5. The Grievance Committee will investigate, meet with whomever it deems appropriate to the situation and issues a decision in writing
6. The Chair of the Grievance Committee will deliver the decision to the Student and advise the student of his/her right to appeal to the Dean for PHPD
7. The student will be told that he/she may further appeal the decision to the Dean of TUSM, whose decision will be final

**PHPD Grievance Committee**  
Chair of Grievance Committee  
Second Standing Member  
3rd person to be assigned ad hoc by Janice Gilkes, Assistant Dean of Student Services for PHPD as appropriate to the Grievance

**Committee Composition**  
Chair of Grievance Committee: Amy Lischko, Ph.D.  
Second Standing Members: Margie Skeer, ScD, MPH, MSW – Public Health and HIA Programs  
Jennifer Parent-Nicholls, DPT, Ed.D. – Physical Therapy Program  
Igor Danelisen, MD, Ph.D. - Biomedical Sciences Program
Rosanne Washington, MHS, PA-C – Physician Assistant Program

Third faculty member assigned ad hoc by Janice Gilkes, Assistant Dean of Student Services for PHPD
REGISTRATION

All students must meet the requirements noted below.

- Obtain Financial Clearance
- Comply with the Health Insurance and Immunization Requirements
- Complete the TUSM HIPAA training and Universal Precautions Certification

Financial Clearance

Students must obtain financial clearance from the Bursar’s Office. Students without financial clearance are ineligible to start or may be subject to withdrawal from their academic program. In addition, students without financial clearance are not entitled to receive official transcripts and other services of the Registrar’s Office and Office of Student Services.

Health Insurance/Immunization Requirements

In order to comply with legislation of the Commonwealth of Massachusetts and with University policy, registration will be incomplete unless the student enrolls in the student health insurance program or submits an authorized waiver of enrollment to the Student Advisory and Health Administration Office, certifying coverage comparable to legislative and policy requirements. In addition, the student must file complete immunization documentation with the Student Advisory and Health Administration Office.

The student must obtain clearance from the Student Advisory and Health Administration Office for health insurance and immunization requirements. Students without clearance are subject to withdrawal from their academic program.

HIPAA – HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

On April 14, 2003, the Health Insurance Portability and Accountability Act (HIPAA) went into effect, requiring all hospitals in the United States to comply with federally mandated patient privacy protections. The law applies to disclosure of health information whether by electronic, paper or verbal communication. It sets in place standards for proper use of patient information, a patient’s right to access and control this information and a hospital’s obligation to adopt written policies, train employees in these procedures, and ensure that these procedures are followed.

Annually, as part of registration, students in the PA Program are required to complete the TUSM HIPAA training and Universal Precautions certification. HIPAA training is available as an on-line course. Students will receive notification for when they must complete the training from the Registrar’s Office. The Universal Precautions training will be given in a session during orientation.
MALPRACTICE INSURANCE
All registered Tufts students are fully covered by malpractice insurance while enrolled in the PA Program. During the clinical year, students must be participating in a rotation that is part of, or approved by, the Program. Students whose registration has been suspended due to an outstanding balance with the Bursar’s Office or students whose rotations have not been approved are not covered by malpractice insurance. Once the balance has been paid or the rotation approved, the student’s registration will be finalized and malpractice insurance is again in effect. Questions regarding malpractice insurance should be directed to the Program Director.

CHANGE OF STATUS

LEAVE OF ABSENCE
The Public Health and Professional Degree Programs (PHPD) understands that students may need to request a leave of absence (LOA) to attend to pressing matters outside of school. For example, students may need to take a LOA for medical, mental health, personal, family-related, programmatic, or administrative reasons. Because students’ situations and circumstances are different, PHPD assesses each LOA request on an individualized, case-by-case basis. Students considering a leave of absence should make an appointment with the Director of Enrollment Services/Registrar to discuss the options available given their individual circumstances. Tufts can help PHPD students with their LOA transitions by providing information, resources, and ideas for sustained engagement and smooth returns. Please come see us to discuss if a LOA option is right for you. While every LOA request is handled individually, there are some general guidelines that apply universally to all LOAs.

How Long Is My LOA Going to Be? LOAs can be for any duration of time up to a maximum of one year (and in cases of documented medical leaves, up to a maximum of two years). For continuity sake, most LOAs coincide with the PHPD academic schedule. However, each LOA request will be evaluated individually by the Director of Enrollment Services/Registrar to determine the conditions of the leave, including an appropriate duration of time, effective date, and return date.

How Will My LOA Affect My Enrollment Status? To allow students to attend to their personal circumstances, PHPD treats LOAs as a period of non-enrollment. This means that students are not expected to participate in coursework while on a leave of absence, reside in the residence halls, or use University facilities, such as the library and fitness center. PHPD treats LOAs as a period of non-enrollment because we want students to make the most of their time away and to attend to whatever personal circumstances necessitated their LOA request. Although students who take LOAs experience interrupted progress toward completion of their PHPD degrees and are expected to take time away from campus, please note that they remain a part of the Tufts community and may be invited to campus events with approval of the Director of Enrollment Services/Registrar.

How Do I Request an LOA? To request an LOA, submit a completed PHPD Leave Request form available at publichealth.tufts.edu/current-students to the Registrar prior to the start of the LOA. We recommend that students complete these forms as soon as possible under the circumstances. Students must meet with the Assistant Dean for student services and obtain their signature on the form as part of that leave request process.
How Will My LOA Impact My Financial Aid and Health Insurance? Prior to taking an LOA, financial aid recipients are required to meet with a financial aid counselor to discuss the impact the LOA will have on their financial aid status and possible loan repayment requirements. Students are also strongly encouraged to meet with a representative in the Office of Student Advisory and Health Administration to discuss the Health Insurance Policy for Students on Leave of Absence that is outlined in this handbook.

I Am an International Student; How Will My LOA Impact My Visa Status? International students considering taking a LOA are strongly encouraged to discuss visa support with the Office of International Affairs. The Leave of Absence does not become official until the Director of Enrollment Services/Registrar (or designee) signs the form. Students who are on leave of absence are responsible for providing the Director of Enrollment Services/Registrar with up to date address information.

LOA TYPES

Personal Leave of Absence
A student in good academic standing may submit a leave of absence request to the Registrar to take advantage of a professional opportunity, for a military commitment or for personal reasons e.g. family emergency, or other unforeseen circumstances.

Medical Leave of Absence
A medical leave of absence is initiated through the Registrar. Students must provide documentation from their health care provider supporting their request for a medical leave. In certain circumstances, the Director may request additional information from the student’s provider or request a second opinion from an administratively approved physician to document the necessity for such a leave. The purpose of the medical leave is to enable students to seek treatment for a health-related condition that interferes with their access to the program. The term of the leave is for a period of up to one year. The Leave may be extended for up to a second and final year, based upon the recommendation of the student’s treating physician.

Administrative Leave
Students may be placed on administrative leave as a result of action taken by the Public Health and Professional Degree Promotions (PHPD) Committee or by the Dean of PHPD in the circumstances that a student’s continued enrollment poses a risk to the health and safety of themselves or others or causes a significant disruption to members of the TUSM community. Students who have been placed on LOA for administrative reasons must meet the stated conditions of return. At any PHPD Promotions Committee meeting where the possible dismissal of a student is to be discussed, the student will be notified ahead of time and invited to address the Committee.

Programmatic
Combined degree students that are on leave of absence from the school that is granting their other degree will also be on leave from their PHPD Program.

Return from Leave Guidelines
It is the student’s responsibility to notify the PHPD Registrar’s Office in writing that they are planning to re-enter Tufts University. Notification should be received at least two weeks prior to the start of the semester.

The student must receive clearance to return from leave of absence. Financial clearance must be obtained from the Bursar’s Office and clearance for health insurance and immunization requirements must be obtained from the Student Advisory and Health Administration Office for all students returning from leave.

Students who do not return from a leave of absence on or before the date on which the leave expires, will be considered to have withdrawn, which is a final separation from Tufts University School of Medicine.

A student on a medical leave of absence who seeks re-entry into the School must provide documentation from their primary care physician and/or treating physician certifying that the student has been medically cleared to return to the School. The School may require that the student be evaluated by medical care providers of its own choosing before permitting the student to resume their studies. The final decision to readmit a student from a medical LOA resides with the Assistant Dean of Student Services after a thorough review of the documentation submitted by the student.

A student on a personal leave of absence who seeks re-entry into the School must notify the Office of Student Services for Public Health & Professional Degree Programs in writing at least two weeks prior to the start of the semester.

A student on an administrative leave of absence who seeks re-entry into the School must provide the required documentation as outlined by the Dean of PHPD and/or the Student Ethics and Promotions Committee. The final decision as to whether a student may re-enter the curriculum resides with the Dean of PHPD and/or the Student Ethics and Promotions Committee, whichever is appropriate given their situation.

WITHDRAWAL
Students considering permanent withdrawal from the school must complete a withdrawal form and meet with either their Program Director or Advisor to discuss their plans. All financial aid recipients contemplating withdrawal are required to meet with a financial aid counselor for an exit interview to discuss their rights and responsibilities regarding their student loans. In addition, students must meet with representatives from the Student Advisory and Health Administration Office, and Bursar’s Office, prior to withdrawal from TUSM. Student initiated withdrawals require a completed withdrawal form. If a withdrawn student wishes to return to Tufts University School of Medicine, a re-application is required, and the former student is subject to the conditions of the normal admissions process.

Administrative Withdrawal
Students who fail to meet annual registration requirements, or comply with the LOA return conditions, will be administratively withdrawn. This is a final separation from TUSM. If a student who had been given an extension on their leave of absence does not return to full time status in the subsequent year, the student is considered withdrawn from TUSM. If a withdrawn student wishes to return to Tufts University School of Medicine, a re-application is required, and the former student is subject to the conditions of the normal admissions process.
University School of Medicine, a re-application is required, and the former student is subject to the conditions of the normal admissions process.

**Tuition Policy Related to Leaves of Absence or Withdrawal**
In the event of a leave of absence (medical or other) or withdrawal, the University refund policy will apply for any period of leave. Students are strongly encouraged to meet with their Financial Aid Advisor in the Office of Financial Aid to discuss the consequences of taking a leave or withdrawing.

**Withdrawal from the Degree Program**
A student who wishes to terminate their degree program must submit a completed Withdrawal Form to the PHPD Registrar. The effective date of the withdrawal for tuition refund purposes will be the date on which notification was received by the Registrar.

**Degree to Certificate - Change in Program**
Students who declare their intent to matriculate as a candidate for the Master’s degree in the School of Medicine, Public Health and Professional Degree programs are expected to continue as degree seeking candidates. If upon starting their studies for a degree, a student decides instead to become a candidate for an approved certificate within the same program of study, this change must be done early. Specifically, student requests for such a change will not be considered if more than three credit hours have been earned towards the degree.

**MATERNITY POLICY**
TUSM complies with all applicable Massachusetts and Federal laws regarding leaves of absence due to pregnancy-related disability and childbirth.

**VERIFICATION OF ENROLLMENT**
Any student who has registered for the current semester may request verification of their enrollment status from the Office of Student Services for Public Health and Professional Degree Programs. Requests for verification of enrollment that come directly to the school from outside agencies will be answered without notice to the student. No information other than Directory Information (see definition in the Federal Educational Rights and Privacy Act section of this handbook) will be given out without written consent of the student unless the requesting agency is one that has guaranteed access to the information requested under the Federal Educational Rights and Privacy Act of 1974. See the Privacy Act Section of this booklet for a listing of such agencies.

**TRANSCRIPTS**
Unofficial and official transcripts can be requested via the SIS home page. Because federal law prohibits release of transcripts without this written request, verbal, telephone and e-mail requests cannot be honored, although faxed transcript requests or scans of signed Transcript Request forms can be accepted. Students should allow at least ten working days for the processing and mailing of transcripts. Processing time depends on such factors as computer availability and workload. For students who have attended other schools within Tufts a transcript can be generated that includes all coursework and degrees across the university.
Official transcripts leave sealed and signed by the Registrar. They are sent directly to the address named in the transcript request. Transcripts released directly to students will be stamped “issued to student.” Transcripts are withheld from students with outstanding balances on their student accounts until the student has paid any and all amounts owed to Tufts University.

CORI - CRIMINAL OFFENSE RECORD INFORMATION
Prior to the start of the PA Program, students are required to undergo criminal background checks. Students are responsible for the cost of this background check. The PA program will later conduct CORIs and provide results to the clinical sites. It is required that you complete and return the hospital/clinical site’s required paperwork by the deadline they set.

NAME CHANGE
The Registrar’s Office maintains all records under the legal name that was used at the time of matriculation. Official records do not display nicknames or preferred names unless legal documentation is provided (such as a marriage license, passport, or legal name change document). Request for a name change must be made in writing and accompanied by the appropriate legal document. If you wish to also have your Tufts’ email address changed to your new name, please make the request at the same time as that of the name change.

PREFERERED NAME CHANGE
If you use a first name that differs from your legal name, you can update it for general communications. For more information on how to implement a preferred name change at Tufts, go to: https://access.tufts.edu/preferred-name-change

STUDENT IDENTIFICATION CARDS
Student Identification Cards are available at orientation for all new TUSM students. Any student who loses their ID card should contact the Campus Police (M&V 1). The Campus Police may charge a replacement fee.

FINANCIAL AND IMMUNIZATION HOLDS
The Registrar’s Office will not release any transcripts, diplomas, or letters confirming enrollment or graduation to any student with either a financial or immunization hold on their account.
The Office of Student Services supports PHPD students in achieving their educational goals by providing student centered services that facilitates the student life experience at Tufts. The student services staff provides a variety of services inclusive of enrollment, retention, tracking academic progress, admissions and career coaching. The office also oversees events such as orientation, graduation, job fairs and provides support to student and alumni organizations.

The student services staff takes pride in being customer focused by offering prompt, friendly and personal support and guidance to students, alumni and faculty. Students are welcome and encouraged to stop by the Office of Student Services with any questions or concerns.

CAREER SERVICES

Career Services Roles and Responsibilities

PHPD Career Services is your guide to the work world. Career Services partners with students to reach their post-graduation career goals by:

- Collaborating to create a personalized and holistic career plan with a strategy, tactics, and timelines for non-academic activities that are crucial to secure a job and manage a career. Our goal is to ensure you do not find yourself scrambling to find a job as graduation arrives.
- Providing the core knowledge of career searches: the various players in the hiring process and how to engage them; creating a professional community; finding the hidden job market or seventy percent of jobs that never are advertised; creating a consistent career story with resume, cover letter, online profile, and interviews; reviewing the merits of a job offer; negotiating job offers; and managing your career.
- Providing resources, events, career fairs, presentations, briefings, technology, and contacts to help you explore your career options.
- Offering career programs and consulting to help you develop the professional skills necessary for creating the types of opportunities you seek in your targeted field; and
• Maximizing employment opportunities by targeted, pro-active outreach, marketing, and on-going relationship management with employers.

Student Roles and Responsibilities
To find an applied learning experience, internship, and/or job, a student must take full ownership for their search process, start early, and leverage the appropriate Career Services resources.

1. If required, complete the Career Planning Course (see below).
2. Start your Applied Learning Experience, internship, and/or job search in the early stages of your time at Tufts.
3. Familiarize yourself with Handshake, Tufts’ career management platform. Handshake is home to a wealth of information from 550,000+ employers including contact information, applied learning experience, on-campus, fellowship, internship, and full-time job postings, employer events, career development workshops, and a resource library on various career development topics.
4. Complete your profile in Handshake. A complete profile will help Handshake curate appropriate jobs for your interests and help employers find you. Ensure that your profile is visible to employers as well as students and alumni across all Handshake colleges and universities.
5. Create your profile on LinkedIn to access the 30+ million employers, 20+ million jobs, and hundreds of millions of professionals. It’s the best method to stay in touch with your professional community as you (and they) progress in your careers.
6. Create a resume using the resume guides provided in Handshake’s Resource Library.
7. Attend career development workshops and webinars. Throughout the year, career workshops offer insight into the job search process while teaching specific skills such as resume writing, interviewing, networking, and negotiating.
8. Read the PHPD Career Services Weekly newsletter to learn about upcoming events, jobs, internships, fellowships, and the Tip of the Week to gain bite size insights into job searches and career management.
9. Take advantage of the many opportunities to build your professional community at Tufts, including alumni panels, lectures, workshops, conferences, career fairs, and most importantly, meetings with faculty who have expertise in your area of interest. All of these will give you the opportunity to make connections that could lead to an Applied Learning Experience, job, or internship. With seventy percent of jobs never advertised, building community is an essential part of successful job searches.
10. Set up individualized consulting appointments through Handshake. PHPD students and alumni have unlimited access to individual appointments to assist in their career management. This includes resume and cover letter reviews, job search strategizing, interview preparation, offer evaluation, job negotiation, and how to take the next step in your career.

Career Services Code of Conduct
In order to achieve our goals in this partnership in a fair and equitable manner, we pledge to:

1. Represent Tufts PHPD students professionally to alumni and employers.
2. Adhere to non-discriminatory recruiting practices maintaining U.S. Equal Employment Opportunity compliance by referring all interested students for employment opportunities regardless of race, color, religion, age, gender, sexual orientation, or disability.
3. Exercise sound judgment and fairness in maintaining confidentiality of student information by not disclosing your information outside Tufts University without prior consent. We will preserve anonymity in surveys so reported data will be in aggregate and not be associated with your name.

4. Provide services to international students consistent with U.S. immigration law.

Student Code of Conduct
In order to achieve our goals in this partnership in a fair and equitable manner, we ask that you pledge to:

1. Represent Tufts University in a professional manner with alumni, guests, and employers. When you communicate with a potential employer, you represent yourself, as well as Tufts Public Health and Professional Degree Programs, including other students, our alumni, our faculty, and our administration. In order for employers to continue to consider hiring Tufts students and graduates, you must make sure that, in addition to academic excellence, you convey professionalism and preparedness throughout your Applied Learning Experience, internship and job search.

2. Notify Career Services through Handshake at least 24 hours in advance to cancel an appointment, and if you have signed up for and can no longer attend any career services-sponsored programming including workshops, career fairs, panel discussions, etc. Knowing attendance details ahead of time allows the Career Services staff to make strategic decisions about venue choices or cancellations or may permit waitlisted students to attend.

3. Consider all aspects of an Applied Learning Experience, internship or job offer before accepting it. Most preceptors or hiring managers will give you ample time in which to make a decision about accepting an offer, and we encourage you to meet with a Career Services consultant if you have any questions about the offer, or if you are evaluating multiple offers.

Career Services Eligibility
Students who have matriculated into a PHPD degree program are eligible to receive Career Services including attending workshops and events, one-on-one career consulting, and access to on-campus employer recruitment (e.g. Handshake, employer career fairs). Cross-registered or special students who have not matriculated into a PHPD program at Tufts and/or are obtaining a degree at another School within Tufts or at another academic institution do not have access to PHPD Career Services. Alumni of the PHPD program (those who have obtained a master’s or doctoral degree), continue to have full access to Career Services.

BOOKSTORE
The Tufts University Bookstore is your destination for textbooks and course required supplies. The bookstore also carries Tufts University merchandise including sweatshirts, t-shirts, mugs, and fine gifts.

ATHLETIC FACILITIES

Tauber Fitness Center
The Tauber Fitness Center has three areas: a 2500 square foot room with aerobic and strength training equipment; a small exercise studio; and locker rooms and showers. All registered Boston Campus students are eligible to use the fitness center; no fee is required.
The University has evaluated our space and restricted usage to 8 students at a time. (This may change in the future.) Students will be required to select a 45-minute workout period and choose one specific piece of equipment during that time (Treadmill, Cross Trainer, Spin Bike, Squat/Bench area and Smith Machine Pulley area). We will be cleaning all equipment each hour after the 45-minute workout period. Facilities will also be doing a deep cleaning nightly including electrostatic spray on all equipment.

Registration will typically be available for an upcoming two-week period. As we evaluate initial capacity and usage, you are only currently allowed to register for **ONE 45-minute workout period per week**. No one will be allowed into the Fitness Center without a registration. **Students must be participating in the Tufts Weekly Surveillance Testing program in order to work-out in the Fitness Center.** (You will be asked for documentation of your weekly testing participation - email confirmation from the testing center is acceptable). **Masks must be worn the entire time you are in the Fitness Center.**

Locker rooms have not been approved to be opened during this time. Students should come dressed to work out or use the restrooms in the basement past the classroom space. There is cubbie space inside the Fitness Center for storage while you work out. Please use this link to access the Tauber Fitness Center Registration Site: [go.oncehub.com/FitnessCenter](http://go.oncehub.com/FitnessCenter).

The fitness center is located on the lower level of the Medical Education Building and can be accessed by elevator or stairs. You must have a valid Boston Campus student-ID with you in order to access the facility and will be asked to use the card swipe at the front desk to confirm eligibility. Fitness classes are offered in the studio to all members and are available for a small fee on a first-come first-serve basis. It is staffed and the hours of operation are as follow:

- Monday, Wednesday, Friday: 8:00am-3:00pm
- Tuesday, Thursday: 11:00am-6:00pm
  (call 617-636-0497 to check for holiday schedule)

**Wang YMCA of Chinatown Student Membership Program**

Students of TUSM can join the [Wang YMCA](http://ymcaboston.org/) located just a few blocks away from the Medical School at 8 Oak Street West (at the corner of Oak and Washington Streets). The membership fee for the 2021-2022 academic years for TUSM students is as follows:

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Individual</td>
<td>$300.00/year</td>
</tr>
<tr>
<td>Annual Family</td>
<td>$732.00/year</td>
</tr>
<tr>
<td>Monthly Individual</td>
<td>$25.00/month</td>
</tr>
<tr>
<td>Monthly Family</td>
<td>$61.00/month</td>
</tr>
</tbody>
</table>

Student Verification Forms are required for Boston Health Sciences students that are not currently a member at the Wang Y and can be obtained by emailing [saha-admin@tufts.edu](mailto:saha-admin@tufts.edu). New members must set up an online account. Once your account is created, call 617-426-2237 or go to the YMCA to speak with someone so your discount can be applied. Your Wang YMCA Metro membership entitles you to use 13 branches. More information can be found at [ymcaboston.org/](http://ymcaboston.org/). There is no fee to join.
Membership benefits include an indoor 25-yard pool; gymnasium; fully equipped fitness center; aerobic studio; childcare and free weight room. Membership entitles you to use all 13 facilities within the YMCA of Greater Boston. Call 617-426-2237 for more information.

Tufts-Medford
Please consult the Tufts Athletics website at gotuftsjumbos.com/landing/index or call 617-627-3232.

All athletic facilities on the Medford Campus are free when you present your Tufts ID. Students may use these facilities during normal hours of operation except when physical education classes, practices, games or matches, or other events are scheduled. Athletic facilities include playing fields, a 25-yard swimming pool, four indoor tennis courts, outdoor tennis courts, a gym with basketball court, outdoor basketball courts, indoor and outdoor track facilities, fitness center, cage area, sauna and eight squash courts.

HOUSING
We recommend you come to Boston to search for an apartment in-person. Most apartments become available 30 to 60 days before the date you are looking to move in, so plan your visit accordingly. Contact at least two or three rental agents or landlords a week or two before you arrive to set up appointments to see apartments. Be persistent and try not to get discouraged! Check out our residential pattern map here.

Your first stop for help with housing should be publichealth.tufts.edu/student-community/housing-dining. Accessible from there is www.jumpoffcampus.com, which maintains listings for rooms, apartments, and houses in all price ranges and areas of Greater Boston. Questions can be directed to PHPDhousing@tufts.edu, which is checked primarily during the spring and summer months.

Students live throughout Boston and the suburbs, with Beacon Hill, Back Bay, Brookline, North End, Cambridge, Brighton, South End, Somerville, Allston, South Boston, Jamaica Plain and Malden being the most popular. (Malden, Jamaica Plain, and the North End, all on the Orange line, make them ideal locations). When trying to decide where to live, consider such things as commuting time (get an MBTA map and see this handbook’s section on “Public Transportation”); neighborhood safety; whether street parking is allowed; car insurance rates; whether other students will be available for car pools, support, etc.

EMAIL
Students receive an email account through the Public Health and Professional Programs’ Student Services Office during orientation. An email listserv has been created for all PHPD students and for each of the programs to notify students of relevant information. Students are expected to check their Tufts’ email account at least once a day for information regarding their courses, programs and events.

STUDENT LOUNGE
The Public Health and Professional Degree Programs’ student area is located on the first floor of the Biomedical Research and Public Health Building, Stearns Wing and includes 1 lounge and 2 study rooms. The lounge is equipped with a television, soft seating, tables, vending machines, a microwave,
water cooler, refrigerator/freezer, and a Keurig machine (you must supply your own pods). The lounge is also equipped with desktop computers and a printer. Directions for printer use can be found at the workstations; pages may be paid for by using jumbo-cash. There are also two small group study rooms that are equipped with seating and tables. All rooms have wireless access.

Additional lounges/study rooms for PA students can be found on the second floor of Posner Hall (rooms 212, 213, 214, 215, and 216).

**DINING**
In addition to many, vendors, eateries, grocery stores and restaurants in the surrounding area, students may purchase food on campus at the Food 5 Thought Cafe. [Food 4 Thought Café](#) is located on the fourth floor of the Medical Education Building in the Hirsh Health Science Library. Students can enjoy the large, windowed eating area. Food can ordered [online](#) or purchased for take-out. Delivery is not provided. Cash, Master-Card and Visa are accepted.

Monday-Friday: 7:00am – 5:00pm
Saturday-Sunday: CLOSED
145 Harrison Ave, 4th Floor
P: (781-661-8894)
[www.food4thoughtcafe.com](http://www.food4thoughtcafe.com)

**STUDENT LOCKERS**
Lockers are available for PA Students in the basement of the M&V Building. The lockers will be assigned by the PA Program Office. Students will be guaranteed a locker during their didactic year. During the clinical year, lockers are assigned upon request based upon availability.

**MAIL SERVICES**
Campus and hospital mail can be dropped off in the Stearns basement mailroom. There are public mailboxes located at the corner of Harvard Street and Harrison Avenue (roughly across from the entrance of the Medical Education Building), and at the corner of Kneeland Street. The closest Post Office is located at 7 Avenue de Lafayette, across the street from the Hyatt. It is open Monday through Friday from 8:00 AM to 6:00 PM, and from 9:30 AM to 1:00 PM on Saturdays. You can also buy stamps and other postal services and supplies at the UPS store located on 198 Tremont St.

**PARKING**
Tufts Shared Services Parking Department
274 Tremont Street Garage, 1st floor
P: (617) 636-5580
F: (617) 636-1498
[www.tssparking.com](http://www.tssparking.com)

Monday - Thursday, 7:00 AM - 5:00 PM
Fridays - 7:00 AM - 4:00 PM
Saturday & Sunday Closed
Parking for Tufts University Students
Tufts University students can register for our offsite lots at Herald Street and Travelers Street. To register your car, you need to bring in the following items:

- Tufts Student ID
- Current car registration

The car registration needs to have the same last name as it is on the ID. If there is no match, you must bring in a copy of the insurance policy that has you listed as a driver. If the vehicle you have is leased, you must bring in the lease agreement so we can verify that the VIN on the agreement matches the registration. Once you fill out the information to register your car with us, you will receive a student decal.

You only receive one decal per school year. It is very important that you put it on right away; if you lose the decal, you will NOT receive another decal until the next school year. *If you lose your decal, you must come to the parking office and receive a temporary pass every week until the new school year.

If at any time you trade in a car or will be driving a new car, you must peel off the decal from the old car and bring the pieces of the decal back to the parking office in order to receive a new decal.

Payment for Parking
To pay for parking at both the Herald Street Garage and Travelers Street Lot, you will need to use a prepaid coupon book. Prepaid coupon books can be purchased from the Tremont Street Parking Office during our normal business hours. Each coupon book contains five coupons; a book of five coupons is worth $45.00 ($9.00 per day). The parking office accepts cash and credit cards (MasterCard, Visa, Discover & AMEX).

You cannot buy individual coupons; you must buy at least one full book of five coupons. The maximum number of books you can buy at one time is five (twenty-five coupons). When you run out of coupons, you can come back to the parking office during our normal business hours to purchase more books. The student parking coupons never expire.

Please note: You must show your Tufts Student ID every time you come in to purchase books. Otherwise, we cannot sell you the book(s) at the student rate.

120 Herald Street
Monday - Friday 5:00am – 2:00am; Saturday - Sunday 6:00 pm - 8:00am
Shuttle service Monday - Friday 5:00am – 2:00am

5 Travelers Street.
Monday through Friday from 6:00 am to 1:00 am. No Weekends.
Shuttle service Monday - Friday 6:00 am to 1:00 am

Departure and re-entry into either of the lots is not allowed on the same parking ticket. If you must leave the garage then return, a new coupon must be used on re-entry. Parking decals are not
transferable. Anyone who uses a lost, stolen, or fraudulent decal will be subject to loss of parking privileges.

There is NO overnight or weekend/hospital holiday parking. Long term car storage is strictly prohibited and subject to fine of $40/day, termination of parking or both.

If you need to park on the weekend or on a hospital holiday you can park in the Tremont Street Garage using one of your student coupons UP TO 24 hours (or you can pay with $9.00 cash if you have no coupons at that time). You may park in the Tremont garage starting after 10:00 pm Friday; you have to be out of the garage by 9:00 am Monday or after the holiday ends.

IMPORTANT: If you are not out of the garage by 9:00 Monday, after the hospital holiday ends, or are parking the Tremont garage when you are not supposed to, you will be charged the full day commercial rate of $40.00.

Temporary Pass
If you have a rental or borrowing someone else's car, you need to come to the parking office with your Tufts ID and car registration or rental paperwork to get a temporary pass for your assigned parking location. We can only make out temp. passes one week at a time.

Bicycle
Bicycles can be placed in a locked cage located in the Tremont Street garage basement. You must have your Tufts ID and a $3.00 cash deposit for the key. You cannot make a copy of the key or let someone else use your key to get in the cage. There is no long-term storage in the bike cage. When you return the key, you will receive your money back.

Tremont Street Garage Student Weekday Parking Policy
The Tremont Street Garage is the primary parking facility for our patients and visitors. Due to limited parking space capacity, we ask that all students park in their assigned parking facilities (All students are assigned to a specific parking facility based on job assignment and space availability).

If a student has a special circumstance requiring an exception, the student can go in person to the Tufts Shared Services Parking Office located in the Tremont Street Garage or call 617-636-5580 and request a special pass. The request will be reviewed and if approved, a one-day pass will be issued.

If a student is found parking in the Tremont Street Garage in direct violation of this policy, the violator will be charged the commercial rate for the time period parked. If the violator is caught a second time, all parking privileges will be revoked, and the violator will be reported to the appropriate Human Resources Department for disciplinary action.

In case of a medical emergency, students may park at the Tremont Street Garage. The parker should notify the garage screener upon entering the facility so that the parker will be granted access to the desired location.

Parking Contract
Please note that regardless of what parking facility you are assigned to, management does not guard or assume any responsibility for your vehicle or its contents, park at your own risk.

Policy on Student Parking for Medical Reasons
Students with doctor’s appointments are requested to park at their assigned parking locations to make room for outside patients.

Non-Transferable Use of Student Parking Privileges
Tufts Shared Services Parking Privileges are for the exclusive use of the registered parker. Parking coupons and stickers are not transferable to a non-registered parker. Any abuse of this policy will result in having parking privileges revoked.

Parking Regulations for Tufts Students

- Parking is permitted only with a currently valid TSS parking sticker and parking coupon.
- Vehicle registration to prove ownership and Tufts identification card must both be presented to the Parking Office in order to obtain a sticker for one car.
  - The last name on the registration must match the last name of the Tufts ID.
  - If there is no match, the student must also bring the insurance policy that confirms the student as an insured driver.
  - If the car is leased, the student must also bring in the lease agreement (usually a yellow or pink piece of paper filled out at the dealership) to link the student to the registration.
- No in and out parking is allowed on the same parking ticket. If you do have occasion to leave the garage, a new ticket must be purchased on re-entry.
- The parking facilities do not allow long term storage of vehicles (overnight).
- Parking stickers are not transferable. Anyone who uses a lost, stolen, or fraudulent sticker will be subject to loss of parking privileges. Questions regarding parking should be directed to the Parking Office, 617-636-5580.

NOTARY PUBLIC
The function of the notary public, in part, is to witness your signature. Be prepared to provide a photo ID. Documents that are not signed in the presence of the notary cannot be notarized. Loan forms and other documents may be notarized in the PA Program Office. There is no fee for this service to PA Program students. However, you must present proper ID (such as a student ID or driver’s license).

VOTER REGISTRATION
If you have a Massachusetts’ driver’s license or state ID, you can register to vote online at www.sec.state.ma.us. If you do not qualify to register online, you’ll need to complete a voter registration form and submit to your local city/town hall. You can access a voter registration form at www.sec.state.ma.us/ele/elepdf/Voter-reg-mail-in.pdf. To register to vote in other states, you can download a National Voter Registration form from the same website.

ROOM SCHEDULING
To book rooms please contact the Room Scheduling Office at 617-636-6621. If you need guidance about the process, please contact the Student & Academic Services Assistant at 617-636-2127.
PUBLIC TRANSPORTATION
The MBTA (Massachusetts Bay Transportation Authority) provides subway, bus and commuter rail service throughout Boston and its suburbs. The best source of up-to-date public transportation information is the MBTA’s website. Their site provides a variety of information about schedules, fares, and access for differently abled individuals, and notices about delays in service due to weather or construction.

If you commute regularly, a MBTA semester pass will save you money. Boston-based Health Science School students (Medical, Dental, and Friedman Schools and Public Health Professional Degree programs) are eligible to purchase an MBTA semester pass at a 35% discount over regular “T” prices. Each student is entitled to one pass only. The program is administered by the Bursar’s Office, 1st floor, Posner Hall. A Tufts ID must be presented when you pick up your pass. Unless there is a pre-approved exceptional, students must pick up their own pass. For a detailed list of purchase deadlines and prices with the noted discount, visit the Bursar’s MBTA site.
STUDENT HEALTH ADMINISTRATION SERVICES

STUDENT ADVISORY & HEALTH ADMINISTRATION OFFICE
The Student Advisory & Health Administration Office is located at 200 Harrison Avenue on the fourth floor of Posner Hall. Office hours are Monday - Friday, 9:00 a.m. - 5:00 p.m.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Gianna Vroom</td>
<td>617-636-4073</td>
</tr>
<tr>
<td>Student Wellness Advisor</td>
<td>Sharon Snaggs Gendron</td>
<td>617-636-2700</td>
</tr>
<tr>
<td>Student Health Administrator</td>
<td>Cynthia Linton</td>
<td>617-636-2701</td>
</tr>
<tr>
<td>Immunization Administrator</td>
<td>Lucia Fenney</td>
<td>617-636-2712</td>
</tr>
<tr>
<td>Staff Assistant</td>
<td>TBD</td>
<td>617-636-2700</td>
</tr>
<tr>
<td>Psychiatric Assistant</td>
<td>John V. Pruitt, M.D.</td>
<td>617-357-5542</td>
</tr>
</tbody>
</table>

This office provides:

- Advice to students regarding general wellness and its importance for well-being; including helping students transition and manage the increased academic demands and stressors. Triage and refer students for external psychotherapy and psychiatric care.
- Oversight of the student health insurance and disability insurance programs.
- Collection and screening of immunization documentation required by the Commonwealth of Massachusetts, Tufts University and those recommended for healthcare workers by the Centers for Disease Control and Prevention (CDC)

This office does not provide health care. There is no health center on the Boston Campus.

STUDENT HEALTH ADMINISTRATION FEE
All full-time and part-time matriculated students are required to pay an annual Student Health Administration fee of $250 for services provided by SAHA.

STUDENT WELLNESS ADVISING
Student Wellness Advising is meant to be a friendly, easily accessible office and a hub of resources, referrals, and information for students on the Tufts Health Science Campus. The Student Wellness Advisor offers support to students who may grapple with any interpersonal issues - such as adjusting to life in the city; transitioning to the new academic demands (whether virtual or in person -) and or relationship challenges. The Student Wellness Advisor is here to help with any concern - students may have.

The Student Wellness Advisor works with all students to offer practical approaches to manage everyday stressors and challenges. Some of the services offered by the Student Wellness Advisor includes:
- Confidential and private wellness advising
- Triage and makes referral to psychiatrists and clinicians/therapists as needed for students who may need support for depression, anxiety, or other mental health challenges.
One of the goals of the Student Wellness Advisor is to offer wellness activities that are inclusive and promote a culture that supports the personal development and academic successes of all students. These wellness activities also aim to foster and support the mental, physical, and emotional health of students.

The Student Wellness Advisor does not provide ongoing psychotherapy but helps students deal with personal issues by providing support, guidance, advice, advocacy, and referrals.

The services provided are at no additional cost to matriculated students. Consultation is strictly confidential, and no information will be shared without the student’s written consent.

The Student Wellness Advisor works closely with the consulting psychiatrist, John V. Pruitt, III, MD.

To schedule an appointment (in person, over Zoom or by phone) with the Student Wellness Advisor [Click this link](#) or send an email Sharon.Snaggs@tufts.edu.

**TALK ONE2ONE COUNSELING RESOURCE**

[Talk One2One](#) provides confidential access to counselors both in-person and by telephone. For non-emergent issues, students can schedule an appointment with a TalkOne2One counselor by sending an email to a secure group email account: Tuftscounseling@allonehealth.com. The emails will be responded to by the confidential Talk One2One team, and you will receive an immediate reply requesting time preferences, etc. A personal response with your appointment time should be received within 24 business hours of your email.

Students can reach out to Talk One2One counselors at any time 24/7 by calling 1-800-756-3124 for “in the moment” support by a master’s level licensed counselor or can schedule a future in-person (or telephone) appointment. The in-person appointments can be scheduled with Talk One2One counselors who will be located on the Boston Campus during the following hours:

- Monday: 12pm – 7pm
- Tuesday: 8am – 3pm
- Wednesday: 12pm – 7pm
- Thursday: 8am – 3pm
- Friday: 8am – 3pm

Additionally, students may be seen by Talk One2One counselors at off-campus locations that are convenient to where you live or near a clinical site that you are working at.

**Talk One2One is provided by AllOne Health and is available to all matriculated School of Medicine students free of charge.** This service is not intended to replace ongoing therapy or psychiatric services but is an additional resource to address short-term mental health counseling needs.

**HEALTH INSURANCE**

The Commonwealth of Massachusetts and Tufts University Health Sciences Schools require all matriculated students of higher education to participate in a health insurance plan. Tufts University
Health Sciences Schools offer a comprehensive student health insurance plan that meets the State and University requirements. The student health insurance plan is underwritten by HPHC Insurance Company, an affiliate of Harvard Pilgrim Health Care (HPHC) and administered by UnitedHealthCare StudentResources (UHCSR). It includes primary and emergency care, major medical coverage, a prescription plan, eye care, mental health benefits, and many other services.

When making your decision regarding health insurance, please be aware there is no student health services clinic on the Boston Campus. When comparing the student plan with other insurance plans students with pre-existing medical conditions should weigh plan cost versus benefits, particularly with regards to mental health coverage.

The student health insurance plan is available to all matriculated health sciences students and their eligible dependents. Eligible dependents include spouse, domestic partner, or dependent(s) under the age of 26.

Each semester, students are charged one-half of the annual insurance cost at the Individual rate. Two-person or family health insurance coverage is available at an additional cost. Students can add dependents within their UHCSR MyAccount once they have enrolled in individual coverage.

Open Enrollment for the student plan occurs every summer with coverage starting on September 1st of each academic year. This provides a once-a-year opportunity for students to apply for enrollment or add dependents without a qualifying event. To apply for coverage during Open Enrollment, students must complete their enrollment online by logging into their SIS account go.tufts.edu/sis. To add dependent(s) students must first enroll online in the individual plan, then log into their UHCSR MyAccount. The online enrollment option is not available after August 31st. Students will receive an email with their electronic Insurance ID cards.

Students are not eligible to apply for coverage or add a dependent(s) at any other time of the academic year unless there is a qualifying event. A qualifying event includes change in marital status; birth or adoption of a child; or loss of alternate insurance through no fault of the student or dependent. An Enrollment Form must be submitted within 30 days of the qualifying event. To add a dependent(s) due to a qualifying event students must first submit an Enrollment Form to enroll in the individual plan then log into their UHCSR MyAccount or contact customer service. Eligible dependent(s) are spouse, domestic partner, and children under the age of 26. Students should contact the Student Advisory & Health Administration Office at 617-636-2701 for information on applying for coverage.

Students are required to enroll for the student health insurance coverage each academic year. The insurance coverage continues through August 31st of the current academic year. The effective date of enrollment for returning students is September 1st and for new students is the first day of orientation, not the date of the enrollment form.

**WAIVING THE STUDENT HEALTH INSURANCE**

The Commonwealth of Massachusetts and Tufts University Health Sciences Schools require all matriculated students of higher education to participate in a health insurance plan. Students may enroll in the student insurance plan offered by Tufts University or maintain private coverage as long as it
meets or exceeds the minimum State requirements set forth by the Commonwealth of Massachusetts. To determine if your coverage meets the minimum State requirements visit the [Student Health Insurance page](#) or [Mass.gov](#). Students are required to waive the student health insurance coverage each academic year by completing a Health Insurance Waiver Form. Completion of a waiver certifies participation in a health insurance plan that meets or exceeds the coverage required by the Commonwealth of Massachusetts and Tufts University.

To waive the student plan during Open Enrollment, complete the online waiver at [go.tufts.edu/sis](#). Use your insurance card to answer all the questions on the waiver. Once approved, you will receive a confirmation and your student account will be credited for the health insurance cost.

Students who do not either waive or enroll by August 31st, or whose waiver has been denied, will be enrolled in the school health insurance plan effective September 1st. The online waiver option is not available after August 31st. Students who do not take action to waive during Open Enrollment will be enrolled in the school health insurance plan and will not be able to waive the school health insurance plan until the 2nd Waiver Period in November of that year. Contact the SAHA Office at 617-636-2701 with any questions.

**Waiver Periods**

Students have two (2) waiver periods during the year to waive the school health insurance plan. Waiver Period 1 will occur during Open Enrollment, June 1st – August 31st to waive for the year. Waiver Period 2 will occur November 1st – February 1st to waive spring semester coverage March 1st – August 31st, for those who enrolled in the fall and now have found alternate coverage.

**LEAVE OF ABSENCE POLICY FOR THE STUDENT HEALTH INSURANCE PLAN**

Boston and Grafton Health Sciences students, who have been granted a Leave of Absence and who are enrolled in the student health insurance plan will be required to continue enrollment in the plan at least until the end of the paid insurance semester or continuing enrollment in the plan for up to one (1) year from their effective date of on which the leave begins. The Fall term ends on February 28th/29th and the Spring term ends on August 31st.

The student has fifteen (15) calendar days from the effective date of Leave of Absence to notify the Student Advisory & Health Administration Office of their intent by submitting *A Leave of Absence Health Insurance Form*. Students must be paid in full within the fifteen (15) day period and must adhere to payment deadlines for subsequent semesters.

Students who previously waived the student health insurance but experience a Qualifying Event while on a Leave of Absence may enroll for coverage by submitting an Enrollment Form, Qualifying Letter, and payment within thirty (30) days of their qualifying event.

**STUDENT HEALTH INSURANCE POLICY FOR WITHDRAWN OR DISMISSED STUDENTS**

Boston and Grafton Health Sciences students, who are withdrawn or dismissed and who are enrolled in the student health insurance plan will be required to continue enrollment in the plan until the end of the paid insurance semester. The Fall term ends on February 28th/29th and the Spring term ends on
August 31st. The student must be a matriculated student for at least 31 days prior to the withdrawal or dismissal.

STUDENT HEALTH INSURANCE POLICY FOR GRADUATING STUDENTS
Boston and Grafton Health Sciences students, who are graduating and enrolled in the student health insurance plan will be required to continue enrollment in the plan until the end of the paid insurance semester. The Fall term ends on February 28th/29th and the Spring term ends on August 31st.

INSURANCE CONVERSION POLICY FOR GRADUATED OR WITHDRAWN STUDENTS
Students who leave the University are not eligible to continue membership in the student health insurance plan under the Federal Law known as COBRA, the Consolidated Omnibus Budget Reconciliation Act, as this law does not apply to student plans. Health insurance coverage in the Commonwealth of Massachusetts is available through the Commonwealth Connector. More information can be found at: www.mahealthconnector.org.

IMMUNIZATIONS
To comply with Massachusetts State Law and University policy, all Health Sciences Campus students must have immunization documentation on file at the Student Advisory & Health Administration Office. The Physician Assistant Program Immunization Form must be completed and signed by a healthcare professional or equivalent medical documentation must be submitted by the given immunization deadline. The form is available from the following website, medicine.tufts.edu/administration/SAHA/immunizations.

If a student is unable to provide documentation of past immunizations, students will need to provide laboratory evidence of immunity, or be re-vaccinated. Failure to comply with this policy may result in the cancellation of registration.

Upon notification from the Student Advisory & Health Administration Office, students are required to update immunizations as mandated by the Commonwealth of Massachusetts, Tufts University and those recommended for healthcare workers by the Centers for Disease Control and Prevention (CDC).

Questions regarding immunization requirements should be directed to the SAHA Office: saha-imm-admin@tufts.edu or 617-636-2712.

As a condition of matriculation, the following immunization and testing documentation is required prior to the program start date (note: for blood work a copy of the laboratory report(s) is required):

- **Tetanus Diphtheria Acellular Pertussis (Tdap):** One dose of the adult Tdap vaccine, unless current Td booster is less than 2 years old. If current Td booster is less than 2 years old wait to receive Tdap vaccine. *If Tdap dose is 10 years old or older a Td booster is required*

- **Measles, Mumps and Rubella (MMR) and positive rubella antibody titer:** Two doses of the MMR vaccine and a positive rubella antibody titer or positive antibody titers for measles, mumps and rubella.

- **Tuberculosis Test:** Required within one year prior to start date and updated annually.
If tuberculin positive, a Chest X-ray is required within one year prior to start date. List history of BCG vaccine and/or INH treatment. Once matriculated, additional screening of a QuantiFERON test is required annually for students with tuberculin positive status.

- **Varicella (chicken pox):** Positive antibody titer or two doses of vaccine.
- **Hepatitis B:** Three doses of vaccine and positive quantitative antibody titer required. Dates of immunization series should be recorded but will not substitute for antibody titer.
- **Meningococcal:** Recommended (except for students 21 years of age and younger): Documentation of a dose of MenACWY vaccine received on or after 16th birthday. Students 21 years of age and younger: dose on or after 16th birthday or signed State Waiver Form.
- **Influenza:** Annual seasonal influenza vaccine required for all students, unless medically contraindicated.
- **COVID:** Proof of vaccine required.
- **Polio (recommended):** Proof of vaccination may be required in the future.

**AFFILIATED HOSPITAL REQUIREMENTS FOR PA PROGRAM ROTATIONS**
Please note that each Tufts affiliated hospital has immunization requirements that must be met. Review these requirements carefully when you receive the paperwork and note that you may need to fulfill additional requirements beyond those required by Tufts University School of Medicine.

**Please take into consideration:** Many Tufts affiliated hospitals/clinical sites require positive antibody titers for hepatitis B, varicella, measles, mumps, and rubella, as well as additional TB testing.

**NEEDLESTICK INJURY POLICY AND PROTOCOL**
Students who incur an occupational exposure to blood or body fluids through the skin, eye or mucous membrane while working on a clinical rotation should immediately wash the area with soap and water (for 15 minutes). They should then report the incident immediately to the nursing supervisor who can activate the hospital’s needle stick team (to ask for permission to draw blood from the source patient). The student should then report immediately to the hospital’s Emergency Room for evaluation and treatment (at some sites, during regular hours, students can report to Employee Health but it’s best to report to the ER). Students should report that they are not employees and should provide health insurance information. The student’s blood should be drawn for Hepatitis B antigen and antibody screening (HbsAg and anti-HBs) and for HIV antibody screening. HIV testing must be done in accordance with the current recommended protocol. If not already done, students need to request that the hospital resource nurse in charge of “source patients” be called to make sure that the “source patient” is checked as well.

PA Program students may be requested to complete an Incident Report. For payment purposes, please note that students are not eligible for Workers’ Compensation benefits since they are not technically an employee of the hospital or Tufts University. Please be certain to ask that a copy of your ER visit and lab information be sent to your PCP. You will be responsible for the initial payment of all insurance co-pays and charges by the hospital. However, the PA Program will reimburse students for up to $500.00 for costs incurred from needle stick injuries. In order to be reimbursed, you must retain copies of your
GUIDELINES CONCERNING HIV INFECTION AND OTHER IMMUNODEFICIENCY STATES

In 1986 the Tufts University AIDS Task Force prepared a document entitled AIDS Guidelines at Tufts University, outlining general university policies relevant to students. This document is intended to provide guidelines relevant to faculty and students who are actively involved in the clinical care of patients. Our students and our faculty are involved in patient care at a number of our affiliated hospitals. Faculty and students are responsible for being familiar with and following the policy and guidelines of this document, as well as any policy of the affiliated institution in which they are taking care of patients.

AIDS is the most severe clinical expression of infection with HIV, a human retrovirus. Current evidence supports the interpersonal transmission of this virus by means of (a) intimate, sexual contact, (b) the sharing of contaminated needles by parental drug abusers, (c) accidental contamination via needle sticks from an infected individual, (d) transfusion of blood or certain blood products (for example, plasma, cell fractions and factor concentrates)*, and (e) vertical transmission from infected mothers to their offspring at or before birth. A very low risk of nosocomial transmission has emerged from numerous studies, and overwhelming evidence supports the conclusion that this viral infection is not acquired through casual contact with infected persons. This singular fact underlies many of the recommendations, which follow.

Any response to HIV infection should be guided by the very best contemporary knowledge of this potentially devastating infection. Unnecessary, ill-conceived and possibly discriminatory actions should not be undertaken. However, it is essential that the potential infectivity of the human body fluids or tissues processed in any laboratory be recognized. Education concerning what does and what does not constitute a risk of HIV transmission is the most effective means available for containing the epidemic.

Given this introduction, the following specific recommendations are provided to guide the administration, faculty, students and staff of Tufts University School of Medicine.

1. Students infected with HIV, whether they have active AIDS, AIDS-related conditions, or who are simply seropositive for viral antibodies, will not be excluded from their educational program, unless medically-based judgments in individual cases establish that exclusion or restriction is necessary for the welfare of the individual or for the welfare of patients or members of the medical center community. In this connection, it is important that the facts about AIDS be publicized in order to help dispel ignorance and misinformation about risks posed by the presence of HIV-infected persons.
2. Students engaged in patient care activities who know or have reason to believe that they are infected with HIV are urged to share that information, on a confidential basis, with the Dean for Students so that the University can respond appropriately to their health and educational needs. The University needs such information so that every reasonable effort can be made to assure that infected persons are fully informed about the nature and consequences of their condition,
for the protection of themselves and of other members of the community. This is similar to the requirements for several other potentially communicable diseases.

3. HIV-infected students will be provided with supportive and individualized health, educational, and career counseling. The Dean for Students will be responsible for coordination of such counseling.

4. Students who know, or have reasonable basis for believing, that they are infected with HIV are expected to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in accordance with such knowledge, for the protection of patients and other members of their community.

5. Students should aid in the provision of competent and humane care to all patients, irrespective of their known or suspected HIV status. Students should follow guidelines promulgated by the US Public Health Service* which have been distributed to all students. Students, faculty and staff should follow these guidelines to protect themselves and to decrease the risk of HIV transmission. Students, faculty, and staff are expected to adhere to the guidelines promulgated by the U.S. Public Health Service. Copies of these guidelines are available in the Office of Student Affairs, and have been sent to every department chairman.

6. HIV antibody testing should only be used in situations where it will directly benefit the individual or where it will be of public health benefit. Confidentiality of results of such tests and of AIDS-related diagnosis is essential. Beyond mandated reporting requirements to public health authorities or as otherwise may be required by law, results of tests for anti-HIV antibody should not be communicated to any party other than the individual who has been tested. Since such results will become part of the individual's medical record, all personnel should accord the medical record the degree of confidentiality it deserves. Only those with a need to know should read or have knowledge of the medical record, unless specific consent to divulge such information to others is granted by the patient.

7. Students who are at high risk for infection because of their immune status, due to HIV or any other reason, will be encouraged to discuss their work responsibilities with their personal health care provider. If the health care provider determines that there are certain rotation assignments the student should not accept, this should be communicated to the Dean for Students.

Consideration for assignment based on the risk of any individual developing an opportunistic infection will be reviewed since patients with AIDS are known to excrete viruses such as CMV and Varicella, and also have a high incidence of Tuberculosis. Students who might be at risk include those:

- presently or frequently receiving large doses of cortico-steroid drugs;
- with known HIV infection or with other immunodeficiency diseases such as Lupus Erythematosus, Agammaglobulinemia, and Hodgkin’s Disease;
- who are receiving or have not achieved immunologic or hematologic recovery;
- receiving any immune-suppressive medications;
- who are pregnant

Modifications of these recommendations may be warranted as additional information becomes available concerning HIV infection, or with the national implementation of alternative policies for control of the epidemic.
Exposure to the HIV virus in non-medical situations is addressed in University Guidelines.

*Hepatitis B plasma-derived vaccine (Heptavax-B), heat-treated albumin, and immune globulin preparations have no apparent risk of HIV transmission.


PROVISION OF HEALTH CARE BY PRINCIPAL FACULTY
Principal faculty, including the Program Director and Medical Director may not participate as health care providers for any student enrolled in the PA Program except in an emergency situation.

DENTAL INSURANCE
A voluntary dental insurance plan is offered through Delta Dental. Questions regarding benefits and providers, call Delta Dental at 800-872-0500. Questions about enrollment, call EBPA at 1-888-232-3203. More information can be found on the following website, medicine.tufts.edu/administration/SAHA/dental-insurance
FINANCIAL AID

OFFICE OF FINANCIAL AID
145 Harrison Avenue
Boston, MA 02111
Phone: 617-636-6574
Fax: 617-636-3447
medicine.tufts.edu/finaid

Office Hours: Monday through Friday, 9:00 AM - 5:00 PM

The Office of Financial Aid is available remotely to answer phones and respond to email during regular business hours. Zoom appointments may be easily arranged for those that would like to meet virtually.

- Tara Olsen, Assistant Dean
- Jeffrey Welch, Associate Director; MD Students A – G
- Valarie Marchese, Assistant Director; MD Students H – O and all PHPD, Nutrition, and PhD students
- Joseph Novinson, Assistant Director & Financial Literacy Coordinator; MD Students P–Z

PHILOSOPHY

The intent of the financial aid programs at TUSM is to assist students with meeting any shortfall that exists after a maximum effort has been made by the student and his/her family to pay for school related costs. There are federal and private loan options available for those that meet eligibility requirements.

Financial Aid advisors are available to answer questions and provide assistance as needed. Although staff can answer routine questions via phone or email, Zoom appointments may be scheduled for those who prefer a virtual appointment.

APPLYING FOR FINANCIAL AID

Who May Apply?
Students whose cost of attendance exceeds their family resources are encouraged to apply for financial aid. To be eligible for financial aid, the applicant must be:

1. Accepted or enrolled in a degree-seeking program at TUSM on at least a half-time basis.
2. Meeting standards of academic progress.
3. A citizen of the United States or an eligible non-citizen.
4. NOT in default with prior student loans.
5. If male, you must comply with requirements of Selective Service Registration.
6. Have no prior drug convictions during a period of enrollment for which the student was receiving Title IV aid.
Students are required to apply for financial aid each academic year and eligibility is determined for all financial aid programs available. **New students are encouraged to apply as early as possible; do not wait until you are accepted.**

**Application Deadline**
The priority deadline for having financial aid applications complete for the 2021-22 academic year is November 5, 2021. To meet this deadline, the following documentation must be received by November 5th:

- Processed Free Application for Federal Student Aid (FAFSA)
- TUSM Financial Aid Application

The FAFSA takes approximately 10 days to process and is available to complete each year. Students may request a paper FAFSA from the Department of Education’s website if they are not comfortable completing this online. Students should visit studentaid.gov/h/apply-for-aid/fafsa to complete this requirement. Students who plan to enroll in January 2022 should complete the 2021-22 application. On-time applications receive PRIORITY consideration. Award notices will be mailed out beginning in mid-November.

**Priority Consideration Date for Financial Aid**
As mentioned, the priority consideration date for having financial aid applications submitted for the Spring 2022 semester is November 5, 2021.

Students will not be eliminated from consideration for any types of funding by applying after the priority consideration date. However, the Office of Financial Aid processes applications on a first-come, first-served basis; therefore, late applicants may experience a delay in the notification of their eligibility. Students would still be expected to meet all registration and bill payment deadlines even if they have not received financial aid award notices by those dates. Consequently, late submission of documents may also cause a delay with disbursements and/or refund checks being issued.

*Please be aware that loan eligibility may not be originated after the last day of classes. Students who are applying for financial aid late into the semester (within one month of the last day of classes) should contact the Office of Financial Aid to confirm that adequate time is available to process the request.*

**Renewal of Aid**
Students must complete a financial aid application every year if they wish to receive financial aid. Components of students’ aid packages may change from year to year due to changes in financial circumstances, late applications, changes in program regulations, and/or funds available.

**Budgeting Issues**
Students must budget monies for the period of time before their financial aid funds are received and a refund can be produced from their account. **As a guide, students should have three months of living expenses available as a cushion in order to secure an apartment, to assist with moving expenses and/or to purchase books/supplies.** Refunds from excess financial aid will not be
issued until the student has begun their studies for a particular year, all paperwork has been completed, and all financial aid funds have been received and posted to your account. First time borrowers must complete an entrance interview before loan proceeds can be disbursed to their account. Entrance interviews should be done at https://studentaid.gov/entrance-counseling/.

All federal awards are disbursed in equal payments per term. If students are attending the fall, spring and summer semesters, they will receive equal disbursements during each payment period. The Office of Financial Aid attempts to have loans disbursed on or about the first day of class each semester if all paperwork is received in a timely fashion. Please remember when determining your budget for living expenses that loans must be repaid with interest. It is to your advantage to keep expenses and borrowed amounts as low as possible. These are your future earnings that you are pledging. Keep careful records of your loan portfolio and take ownership of the process from the very beginning.

Refunds
Refunds result when the actual funds that have been credited to your account exceed your charges. A provisional credit is notification of an expected credit but may not be used as a refund. Refunds will not be granted before the funds are received, eligibility has been confirmed, all necessary documents have been processed, and the student has begun enrollment in the semester that he/she is being paid. Students are encouraged to sign up for e-refunds to expedite the process. Refund amounts may vary and are not necessarily equivalent each term as students are only charged for health insurance in the fall and spring semesters. STUDENTS SHOULD CONTACT THE BURSAR’S OFFICE WITH ANY QUESTIONS PERTAINING TO THEIR REFUND.

Financial Aid Advances
Financial Advances may be available once a student’s financial aid application is complete and provisional credits appear on the student account but no sooner than 30 days before the semester begins. Advances are requested through the Office of Financial Aid. A student may request up to the lesser of the future expected refund or $1500. The student’s account will be charged and their future refund will be reduced by the amount of the advance. Advances are not available for those who do not have pending financial aid to cover such requests and they are not available to students who have not officially matriculated. The Assistant Dean of Financial Aid has the discretion to make final approval or denial of such requests.

Withdrawal
If a student completely withdraws from school during a semester and before 60% of the semester has passed, federal regulations require that a school determine the percentage of any federal aid received that is earned. The amount of aid earned is calculated by multiplying the total net amount of federal aid for the semester, by the percentage of the term for which the student was enrolled before withdrawing. If the amount of aid earned is less than the amount of aid already disbursed to the student, a repayment may be required. If the aid disbursed was used to pay institutional charges (i.e. tuition), the portion of the unearned aid will be repaid by TUSM in the order prescribed by federal regulations; first to Federal Direct Unsubsidized Loans then to Federal Direct GradPLUS Loans.
Please note that your tuition liability remains as described above, according to the TUSM Refund Policy. If federal loan money used to pay tuition must be returned to the lender according to the federal regulations, then any balance due remaining on the student’s account becomes the student’s responsibility. The student is responsible for repayment of any unearned living expense money from federal aid refunded prior to withdrawal. If the total amount of this repayment comes from loans, then the student may make this repayment under the original terms of the loan. Please contact the Office of Financial Aid for more information on this policy.

Students should meet with their Financial Aid advisor if they are considering withdrawing to determine the effects on their federal loans. Students will be expected to pay any outstanding balance owed to TUSM immediately. If that creates a hardship, the student should make a payment arrangement with the Bursar immediately. Students will not be permitted to return until the balance is paid in full or a satisfactory repayment obligation has been arranged with the Bursar. Students would be required to do an exit interview online at StudentLoans.gov.

FINANCIAL AID QUESTIONS AND ANSWERS

If I receive outside scholarships and/or loans, will this impact my financial aid package? Federal law clearly states that a student cannot receive funds from any source in excess of the cost of attendance. If funding not originally reflected in your financial aid package requires a reduction, we will reduce your least favorable loan in order to correct the over award.

Where can I find scholarships? The Office of Financial has compiled a listing of outside scholarship resources for health science students. This link is located on our website at medicine.tufts.edu/admissions-aid/financial-aid/financing-graduate-education.

Do I need to include parental data on the FAFSA (Free Application for Federal Student Assistance)? Graduate students are considered independent and the federal government does not require parental information to be included when determining a student’s eligibility.

How does the financial aid award year align with my enrollment? Although students are completing their program within a two-year period, the academic year is a three-year timeframe. Students relying on financial aid will be required to submit three financial aid applications throughout their studies. Please see the chart below for additional details.

<table>
<thead>
<tr>
<th>YEAR OF STUDY</th>
<th>TERMS AID IS AWARDED</th>
<th>FINANCIAL AID APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA YEAR 1</td>
<td>SPRING/SUMMER</td>
<td>FINANCIAL AID YR 1: 2021-22</td>
</tr>
<tr>
<td>PA YEAR 1/YEAR 2</td>
<td>FALL/SPRING/SUMMER</td>
<td>FINANCIAL AID YR 2: 2022-23</td>
</tr>
<tr>
<td>PA YEAR 2</td>
<td>FALL (INCLUDES 1 ADDITIONAL MONTH)</td>
<td>FINANCIAL AID YR 3: 2023-24</td>
</tr>
</tbody>
</table>
What happens when tuition charges are adjusted?
Any adjustment to tuition charges has an immediate impact on the amount of financial aid eligibility. In some cases, financial aid may be retroactively reduced to allow for the adjustment. If you think your tuition may change, please contact the Office of Financial Aid to discuss the impact on your aid eligibility.

How does satisfactory academic progress affect financial aid?
Federal regulations require that a recipient of financial aid must be making satisfactory academic progress. Please refer to Satisfactory Academic Progress section of the Handbook for the applicable policies.

How much may I borrow each year from the Federal Direct Unsubsidized Loan Program?
The maximum amount of Federal Direct Unsubsidized Loans that a student may borrow annually is $20,500. Actual eligibility for these loan programs will be outlined on your Financial Aid Notice.

How much may I borrow each year from the Federal Direct GradPLUS Loan Program?
Students may borrow up to their cost of attendance minus any other aid they will be receiving. Please remember that this program requires credit approval that is based on federally-mandated criteria. Negative credit history could result in the denial of eligibility. Credit decisions that result in the denial of funds may be appealed with the Department of Education and/or an endorser may be required. If an endorser is used, the student must complete a Master Promissory Note annually. Actual eligibility for these loan programs will be outlined annually on your Financial Aid Notice.

What is the interest rate for Federal Direct Unsubsidized Loans and GradPLUS loans?
Annually interest rates are determined for any loans borrowed within that specific academic year (July 1st – June 30th) and will have a fixed rate for the life of the loan. However, students will likely have different interest rates associated with loans that are borrowed in different academic years. For the 2021-22 year, Federal Direct Unsubsidized Loans will have an interest rate of 5.28% and GradPLUS loans will have an interest rate of 6.28% for the life of the loan.

How does financial aid pay for charges on my bill?
Students must return their signed Financial Aid Notice (FAN) to the Office of Financial Aid indicating which aid they wish to accept and/or decline. There are instructions pertaining to each award outlined on the FAN. Generally, once the FAN is returned to the Office of Financial Aid, scholarship money is provisionally credited to the student’s account. Loan funds are not credited to the account until all required documentation has been received including promissory notes and/or entrance loan counseling. Students are required to submit a Master Promissory Note (MPN) each for the Federal Direct Unsubsidized and Federal Direct GradPLUS loans that they wish to borrow. Once the MPN is completed, it is valid for a 10-year period unless an endorser is used which would require an MPN annually. You may visit studentaid.gov/mpn/ to complete your Master Promissory Notes for the Federal Direct Unsubsidized and/or Federal Direct Grad
PLUS Loan programs and complete entrance counseling. Please note that you must still qualify for Federal Direct GradPLUS funds annually as credit approval is a mandatory requirement.

The student is responsible for paying any remaining portion of the bill that will not be covered by financial aid. Any questions regarding the bill should be directed to the Bursar's Office at 617-636-6551.

Why does the amount that was actually received differ from the amount of the Federal Direct Unsubsidized Loan/Grad PLUS Loan that I accepted on my Financial Aid Notice? It is a little lower than the amount I requested.

Origination fees are deducted from all loan proceeds prior to disbursement. Federal Direct Unsubsidized Loans with first disbursements occurring after October 1, 2020 will have an origination fee of 1.057% and the Federal Direct Graduate PLUS Loan has an origination fee of 4.228%.

Are students eligible to receive financial aid for summer courses?
Yes, students are eligible to receive federal financial aid for summer course work if they meet the financial aid requirements above which include being enrolled on at least a half-time basis. The summer term is required for the PA program and therefore considered a standard term and automatically included as part of the aid eligibility determination.

GRAMM-LEACH BLILEY ACT

The Financial Modernization Act of 1999, also known as the “Gramm-Leach-Bliley Act” or GLB Act, includes provisions to protect consumers' personal financial information held by financial institutions. The GLB Act gives authority to eight federal agencies and the states to administer and enforce the “Financial Privacy Rule” and the “Safeguards Rule”. These two regulations apply to “financial institutions,” which include not only banks, securities firms, and insurance companies, but also companies providing many other types of financial products and services to consumers, including universities who administer loans and other financial aid.

The Financial Privacy Rule governs the collection and disclosure of customers’ personal financial information by financial institutions. It also applies to companies, whether or not they are financial institutions, who receive such information. Because universities are already subject to the privacy provisions in the Federal Educational Rights and Privacy Act (“FERPA”) (see Privacy Information section of this Handbook), the Federal Trade Commission decided that institutions of higher education that are complying with FERPA in protecting the privacy of their student financial aid records will be deemed to be in compliance with the GLB Act.

The Safeguards Rule requires all financial institutions that collect or receive customer financial information to design, implement and maintain safeguards to protect such information. Tufts University maintains safeguards to protect student financial information and generally requires that third parties who provide services to the University which requires them to have access to student financial information maintain safeguards that comply with the GLB Act.
TUITION, FEES AND REFUND POLICIES

Tuition and University Fees are adjusted annually. Other expenses will include: textbooks, medical equipment, laptop computer/iPad, room & board, personal, and program related travel.

<table>
<thead>
<tr>
<th></th>
<th>YEAR ONE (Jan-Dec)</th>
<th>YEAR TWO (Jan-Jan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$51,912</td>
<td>$51,912</td>
</tr>
<tr>
<td>Student activity fee*</td>
<td>$70</td>
<td>$70</td>
</tr>
<tr>
<td>Student health administration fee*</td>
<td>$250</td>
<td>$250</td>
</tr>
<tr>
<td>Technology fee*</td>
<td>$240</td>
<td>$240</td>
</tr>
<tr>
<td>Disability fee*</td>
<td>$63</td>
<td>$63</td>
</tr>
<tr>
<td>Student health insurance fee**</td>
<td>$6,538</td>
<td>$5,604</td>
</tr>
</tbody>
</table>

OTHER EXPENSES (Estimates)

<table>
<thead>
<tr>
<th></th>
<th>YEAR ONE (Jan-Dec)</th>
<th>YEAR TWO (Jan-Jan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks/Medical equipment</td>
<td>$1875</td>
<td>$775</td>
</tr>
<tr>
<td>Laptop computer***</td>
<td>$1500-2000</td>
<td></td>
</tr>
<tr>
<td>Room &amp; board</td>
<td>$20,340</td>
<td>$22,035</td>
</tr>
<tr>
<td>Personal</td>
<td>$3,600</td>
<td>$3,900</td>
</tr>
<tr>
<td>Program Related Travel</td>
<td>$2,671</td>
<td>$6,707</td>
</tr>
<tr>
<td>Criminal background checks</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 months</td>
<td>13 months</td>
</tr>
</tbody>
</table>

*Tuition and university fees are adjusted annually (above is based on 2021-2022).

**By law, all students in Massachusetts are required to have health insurance. If a student does not elect to take the student health insurance plan provided through Tufts University, evidence of other comparable health insurance coverage must be provided. Learn more about health insurance requirements.

***This is not automatically included in your costs, although, you may request a one-time increase during your studies for the purchase of a computer. Laptop PC or MAC, no older than 2 years with wireless internet connectivity. Home internet connectivity strongly recommended.

Student Activity Fee
All matriculated students are required to pay a Student Activity fee. The funds are used by the Public Health Student Senate (PHSS) to support the interests and activities of the PHPD Programs’ students. The fee is also used to support students’ use of the on-campus Fitness Center.

Student Health Administration Fee
All matriculated students (“in degree programs”) are required to pay a Health Administration Fee. This fee covers the cost of immunization screening, health plan administration, short-term
counseling, and a limited dental benefit. One half of the annual fee is charged in the fall semester, the other half in the spring semester.

Please refer to the Student Services section of this handbook for a complete description of the health insurance plan offered by TUSM and the services, procedures, and policies of the Student Advisory and Health Administration Office.

**Technology Fee**
All matriculated students are required to pay a technology fee. This fee helps cover the costs associated with maintaining and upgrading the computer equipment and software available in the Learning Resource Center. One half of the annual fee is charged in the fall semester, the other half in the spring semester.

**BILLING AND PAYMENT**
Tufts University bills tuition and fees electronically via Tufts eBill. New students will receive preliminary information starting in October through the Admissions Office, outlining the Tufts eBill enrollment and billing process, including detailed instructions on how to set up a Tufts eBill account. Once a student’s account has been set up, others (e.g., spouses, parents) may be invited by the student to view and/or pay the bill.

If you have pre-registered, you will receive a bill in advance of the due date. Spring semester bills are due the first week of December. Fall semester bills are due the first week of August. Summer semester bills are due the first week of April. The specific due date each semester will be noted on your bill. If you register close to the due date, you may need to make payment without the benefit of an advance bill. If courses or services are added after the semester’s due date, advance payment is required. Payments must be received by the due date printed on the statement in order to avoid a 10% late payment fine. Acceptable forms of payment are cash, check, and money orders made in U.S. Dollars. Credit card payments are not accepted.

For more information regarding making payments, please visit the Health Sciences Bursar website [finance.tufts.edu/controller/bursar/generalinfo/](http://finance.tufts.edu/controller/bursar/generalinfo/)

Students who are not financially cleared by the first day of classes are subject to cancellation of their semester’s registration. Reinstatement may occur only by arrangement with the Office of Student Services for Public Health and Professional Degree Programs. In the semester preceding graduation, any payments made within two weeks before commencement must be paid by a bank check or certified funds. Diplomas and official transcripts of records for those in arrears are regularly withheld until all payments have been made.

**TUITION REFUND POLICY**
The university refund policy, to be applied in the event a student withdraws from the university after the beginning of a spring, summer or fall term, is as follows:

- 1st-12th calendar day of the semester: 80% tuition refund
- 13th-19th calendar day of the semester: 60% tuition refund
- 20th-26th calendar day of the semester: 40% tuition refund
- 27th-33rd calendar day of the semester: 20% tuition refund
- Thereafter: No refund

The date of withdrawal will be considered to be the date on which the Office of Student Services for Public Health and Professional Degree Programs receives written notice of the withdrawal from the student. Other charges for the term, such as the health administration fee, are not prorated upon withdrawal during a term. Withdrawal prior to the beginning of a term will result in cancellation of all charges.

**MEDICAL LEAVES OF ABSENCE**
In the event of a leave of absence (medical or other) or withdrawal, the University refund policy will apply for any period of leave.

Students are strongly encouraged to meet with their Financial Aid Advisor in the Office of Financial Aid to discuss the consequences of taking a leave or withdrawing.

**ACADEMIC DISMISSAL**
No tuition refund other than that due under the refund policy stated above is made when a student is required to withdraw by the University authorities or when a student withdraws from a course with a \( W \) grade. Fees are not refundable.
INFORMATION STEWARDSHIP POLICY & SUPPORTING POLICIES

OVERVIEW
The Information Stewardship Policy (ISP) outlines the actions all members of the Tufts community are expected to follow when working with institutional data and systems. The ISP is supported by three additional policies that assist in providing a framework for required behaviors and roles and responsibilities. They are the Use of Institutional Systems Policy, the Information Classification and Handling Policy, and the Information Roles and Responsibilities Policy.

Your Information Technology Rights and Responsibilities
The Internet is a powerful tool for communication and a source of valuable resources. The University has expectations for the community to use our technology resources while being aware of the associated rights and responsibilities.

Use of Tufts information technology facilities is a privilege extended to students of Tufts University. As members of a University community, all students are responsible for keeping their School-related Internet and IT activities consistent with applicable laws, academic standards, and Tufts’ policies on rights and responsibilities online. This responsibility covers any activity conducted using University IT services (including hardware, software, applications, networks, databases, websites, and social media), as well as any activity conducted under the auspices of or pursuant to one’s education. Students are required to know and follow all Information Technology policies found on the web at it.tufts.edu/ispol. Violations of IT policies and related laws can result in severe consequences up to and including loss of network access and civil or criminal prosecution.

Tufts University cannot guarantee the privacy or security of users’ computer files, or the anonymity of any user.

Your Rights and Responsibilities Online
The Overview of Your Rights and Responsibilities Online describes many of the obligation’s students need to be aware of when online, including complying with copyright law and prohibitions against libel, invasion of privacy, obscenity, pornography, and hacking. These obligations are also included in the University’s Use of Information Systems Policy.

Your Rights and Responsibilities when Using Tufts’ Information Systems
The Information Stewardship Policy (ISP) outlines the actions all members of the Tufts community are expected to follow when working with Tufts applications, data, systems, and network. The ISP provides that university information and systems may only be used in ways that further the University’s vision and mission and emphasizes the importance of confidentiality and privacy. The ISP is supported by three additional policies that assist in providing a framework for required behaviors and rules and responsibilities. They are the Use of Information Systems Policy, Information Classification and Handling Policy, and Information Roles and Responsibilities Policy.
Digital Copyright Laws and Enforcement
The Digital Millennium Copyright Act (DMCA) protects the rights of owners of digital media. It is used by organizations to protect their movies, music, and software from piracy and unlawful duplication. The DMCA allows a copyright holder to inform Tufts that someone at Tufts has violated copyright laws and to require that action be taken. The most typical complaints are downloading and/or sharing copyright materials without paying or having approval to do so. See Digital Millennium Copyright Act at Tufts for more information, including FAQs. Tufts University takes unauthorized file sharing very seriously.

Learning Remotely and Using Personal Devices
See Learning Remotely for information about optimizing your online learning experience. The Off-Campus, Telecommuting and Personal Devices Guidelines also include:
- Information on tools you can use to access Tufts’ systems when you are off campus
- Specific steps you should take to secure your personal devices. Also see Computer Device and BYOD Recommendations and Security Protocol.

Email and Mailing Lists
It is your responsibility to follow the University’s Email Standards and Guidelines and Mailing List Policy. Your responsibilities include:
- Do not use another person’s email account or let another person use your account.
- Only use the mailing lists for Tufts activities.

The Email Standards and Guidelines also have information about how your Tufts student email account changes when you leave Tufts and how you can convert your email account to an Alumni account.

Directory Policies
Tufts University publishes directory information, including email addresses for faculty, staff, and students. Directory records, including students’ emails, are publicly visible. Students appear in the Directory once they matriculate and until they graduate or otherwise disaffiliate from Tufts.

The Tufts University electronic and printed directories are provided solely for the purpose of assisting individuals to contact one another. Information in the directories may not be extracted by any means for the creation of distribution lists for use by businesses or other organizations outside of Tufts. Use of any directory information for solicitation of business or donations is expressly prohibited.

Students who do not wish to appear in the Directory may request a privacy block from the Registrar. Students with privacy blocks will not be listed in the University Directory.

You may also modify your Directory information by following the instructions at Tufts Directory. Passwords. Following Tufts’ Username and Password Policy will help protect your and the University’s information.
- Use a unique Tufts password.
• Do not use your Tufts password for other accounts.
• Do not share your password.

**Important Additional University Policies and Guidelines** that apply to information technology may be found at: [it.tufts.edu/about/policies-and-guidelines](http://it.tufts.edu/about/policies-and-guidelines).

**Services for Students**
See [Technology for Students](http://technology.forstudents) for Quick Links, student discounts and other useful information.

**For Tufts IT Assistance**
• Contact the Tufts Technology Services (TTS) Support Desk at 617 627-3376 or it@tufts.edu.
• Walk-up desks are available at:
  o Grafton Campus: Frank Lowe Library
  o Medford Campus: Eaton Hall
  o Boston-Health Sciences Campus: 5th Floor Tufts Center for Medical Education

For hours and more information, see [Walk-up Support Locations](http://walk-upsupportlocations).

No one from the Tufts Support Desk or other support services will ever ask you to share your password with them.
Tufts does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy, sexual harassment and other sexual misconduct including acts of sexual violence such as rape, sexual assault, sexual exploitation and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law. Retaliation is also prohibited. Tufts will comply with state and federal laws such as M.G.L. c. 151B, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and other similar laws that prohibit discrimination. More detailed Tufts policies and procedures on this topic may be found in the OEO Policies and Procedures website.

Unlawful discrimination has no place at Tufts University and offends the University’s core values which include a commitment to equal opportunity and inclusion. All Tufts employees, faculty members, students and community members are expected to join with and uphold this commitment.

Any member of the Tufts University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Jill Zellmer, MSW, Executive Director of the Office of Equal Opportunity, Title IX and 504 Coordinator, at 617.627.3298 at 196 Boston Avenue, 3rd floor, Medford, MA or at Jill.Zellmer@tufts.edu. Anonymous complaints may also be made via the online Incident Report Form at oeo.tufts.edu, click “Report Online”) or by using the hotline at 1.866.384.4277. As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights (“OCR”). The contact information for the local office of OCR is 617.289.0111 at Office for Civil Rights, Boston Office U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921. The email address for OCR is OCR.Boston@ed.gov.

TUFTS UNIVERSITY DISCRIMINATION/HARASSMENT POLICY (MGL 151B & TITLE VII)
Tufts University is committed to the principle of equal opportunity in education and employment. Tufts prohibits discrimination against and harassment of any student, employee, applicant for employment, third party or community member because of race; color; national or ethnic origin; age; religion; disability; sex; sexual orientation; gender; gender identity and expression; including a transgender
identity; genetics; veteran status; retaliation; and any other characteristic protected under applicable federal or state law, called “protected categories.” The University expects all Tufts employees, students, and community members to join with and uphold this commitment.

Tufts University also prohibits retaliation based on a protected activity, such as the filing of a complaint of discrimination or participation in the investigation of such a claim. Any witness, complainant or respondent involved in an investigation ought not to be retaliated against for their participation in the fact-finding process.

All Tufts employees are required to promptly escalate all potential violations of this policy to a manager or supervisor, a dean, any senior member of the University administration, directly to the Office of Equal Opportunity (OEO) at 617.627.3298 or online to EthicsPoint or by calling the hotline at 1.866.384.4277.

Tufts University’s OEO is also responsible for planning and implementing the University’s affirmative action program and monitoring affirmative action-related decisions and activities in accordance with state and federal law. Tufts University seeks to maintain an internal system of audit and reporting that shall facilitate the identification and removal of inequities and deficiencies in its employment and those policies and practices that could preclude the fair and equal treatment of minorities, women, individuals with disabilities, and all protected veterans. For more information about the Non-Discrimination Policy, please visit the OEO website.

TUFTS UNIVERSITY SEXUAL MISCONDUCT/SEXUAL ASSAULT POLICY (TITLE IX)
Unlawful discrimination has no place at Tufts University. It violates the University’s core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. Sex and gender-based discrimination and harassment are prohibited by Tufts University policy and can constitute violations of state and/or federal law. State and federal law, including Title IX of the 1972 Education Amendments, prohibits sex and gender-based discrimination in all of the University’s programs and activities, and Title VII of the 1964 Civil Rights Act, and its state counterpart, M.G.L. c. 151B, prohibits sex and gender-based discrimination in employment. Tufts University policy, the Violence Against Women Act (VAWA), as amended, and other state and federal laws prohibit sexual assault, stalking and relationship violence (including dating and domestic violence).

Tufts is committed to providing a campus environment free of sex and gender-based discrimination, and sex and gender-based harassment. To that end, Tufts prohibits sexual misconduct, that, under this policy, can include: (1) sex and gender-based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). Under Tufts University policy, sexual misconduct can occur in any sex or gender configuration (i.e., between the same sex or different sex or gender) and regardless of actual or perceived sex, gender, gender identity, gender expression, and/or sexual orientation. Tufts also prohibits retaliation.

Sexual misconduct is not limited to the workplace or the educational environment. It can extend beyond University property and could occur at any University sponsored program, activity, or event regardless of the location. It can occur out of state or country, such as at a conference, off-site project, study abroad,
field placement, or at an externship. Sexual misconduct can occur between students, employees and third parties such as visitors, vendors, contractors and other community members. Tufts’ Sexual Misconduct Policy applies broadly and in many different circumstances. Tufts will consider the effects of the off-campus conduct when evaluating whether there is a hostile environment on campus. For more information about Sexual Misconduct Policy, support resources/interim measure and University response to allegations of Sexual Misconduct, please visit the OEO website. Any concerns regarding Sexual Misconduct can be reported to Office of Equal Opportunity (OEO) at 617.627.3298 or to oeo@tufts.edu. Reports can also be made online, with the option to report anonymously to EthicsPoint or by using the hotline at 1.866.384.4277.

*Please note the federal Office of Civil Rights under the Department of Education changed their Title IX guidelines in May 2020 for an August 14, 2020 implementation. The updated Tufts Sexual Misconduct Policy and Process is available on the OEO website, including information on the new policy and process, Title IX and SMAP-X, respectively. Information on the timelines for the new process are also available on the OEO website. Any concerns which are not covered under the new Title IX guidelines will be addressed under the Tufts Sexual Misconduct Policy and the SMAP process.*

TUFTS UNIVERSITY AMERICANS WITH DISABILITIES ACT (ADA) POLICY

The Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act, require Tufts University to provide appropriate academic and employment accommodations to employees and students with disabilities unless doing so would create an undue hardship, compromise the health and safety of members of the University community, or fundamentally alter the nature of the University’s employment or academic mission.

Tufts University is committed to providing reasonable accommodations for qualified individuals with disabilities, including chronic illness in a fair and equitable manner, and in accordance with applicable federal and state law. All personnel who are responsible for the implementation of the University’s mission are charged to support this policy.

If you have accommodation requests, questions, or concerns please contact the ADA Specialist Johny Lainé at (617) 627-6363 or via email at johny.laine@tufts.edu. For more information about the American with Disabilities Act and other policies regarding accommodations, please visit the OEO website.

All other questions or concerns for the Office of Equal Opportunity (OEO) should be addressed to the OEO Executive Director, Jill Zellmer. She can be reached by calling the OEO main number (617) 627-3298. She can also be reached via email at oeo@tufts.edu.

TUFTS UNIVERSITY RELIGIOUS ACCOMMODATION POLICY

Tufts University is committed to providing an academic and work environment that is respectful of the religious beliefs of its students and employees. All students may request a religious accommodation by making a written request for an accommodation to the appropriate faculty member or administrator. Accommodation requests will be made on a case-by-case basis taking into account multiple factors.

If you have accommodation requests, questions or concerns please contact the Office of Equal Opportunity (OEO) by calling (617) 627-3298 or emailing oeo@tufts.edu.
TUFTS UNIVERSITY HIRSH HEALTH SCIENCES LIBRARY

Eric D. Albright, MLS, Director
Debra R. Berlanstein, MLS, Associate Director
Tufts Center for Medical Education
145 Harrison Avenue
Boston, MA 02111

Homepage:  http://hirshlibrary.tufts.edu
Email:  hhs@tufts.edu
Library Administration:  617-636-2481
IT Service Desk:  617-637-3376
Circulation:  617-636-6706
Research & Instruction:  617-636-6705

STAFFED HOURS*

Library Service Desk
Monday-Thursday  7:45 a.m.-11:00 p.m.
Friday  7:45 a.m.-7:00 p.m.
Saturday  10:00 a.m.-7:00 p.m.
Sunday  12:00 p.m.-10:00 p.m.

*Hours and some services may be temporarily altered due to the Covid pandemic.

For holidays and changes, please consult  http://hirshlibrary.tufts.edu/about-us/hours

IT Walk-Up Support Desk
Monday-Friday  9:00 a.m. – 5:00 p.m.
Saturday-Sunday  Closed

FACILITIES
The Hirsh Health Sciences Library (HHSL) spans the fourth through the seventh floor of the Medical Education Building. The library may be entered via any of these floors from the elevators or stairs. A bridge connects the fourth floor of the HHSL to the third floor of the Dental Building and the Tufts Medical Center. The fourth floor houses the Library Service Desk, Reference and Reserve collections, current journals, the leisure reading collection, public computers, study areas and a cafe. A bulletin board is located across from Security at the bridge to the Dental Building.

The fifth floor houses the circulating book collection, study rooms, classrooms, and the IT Walk-Up Support Desk and the DataLab. Two computer labs are available for teaching and individual or group study. The lab facilities provide access to a variety of software that support the curricula of the health sciences schools as well as specialized software used by the DataLab. The IT Walk-Up Support Desk, staffed by Tufts Technology Services employees and student workers, provides support for students’ personal computers.
Students can reserve collaboration rooms. Information is available at tufts.libcal.com/booking/hhsl.

The sixth floor houses the library’s staff offices, classrooms, a study room, study carrels and the Allan D. Callow Room (also known as the Special Collections Room). The Special Collections Room contains works on the history of science and medicine, imprints prior to 1914 and historical artifacts that may be viewed by contacting the Library Administration Office (617-636-2481).

The seventh floor houses the print journal collection (A-Z titles of print-only subscriptions, print copies of some journals also received electronically and older volumes), study rooms, and study carrels. This is also the quietest study floor.

POLICIES
The library operates within the constraints of the U.S. Copyright Law in regard to the photocopying of printed materials and interlibrary loans and within license restrictions for electronic materials.

Please silence cell phones before entering the library. Urgent calls can be made or received in the library’s stairwell.

Protective gowns, lab coats, masks, gloves, caps and shoe covers are not permitted in the library. Please dispose of such items properly before entering.

Suggestions or comments regarding the library’s policies, services and collections are welcome. Send them by email to hhsl@tufts.edu and the library will respond promptly.

PRIVILEGES
If not pre-registered at orientation, students should register in the library’s system without delay at the Library Service Desk by presenting a Tufts ID, which may be obtained from the Tufts Police Department at 136 Harrison Avenue. Upon registration, the Tufts ID card is activated as a library card, which is required for borrowing items, electronic access to materials and certain library services. The activated ID card is valid for access and borrowing at all Tufts University libraries. For further information on other Tufts libraries, please visit access.tufts.edu/get-work-done/benefits-resources/campus-resources/libraries or inquire at the Library Service Desk (617-636-6705).

Students are eligible to receive support for their personal computers and mobile devices at the IT Walk-Up Support Desk on the fifth floor. Some of the services provided are software installation, virus removal and registration to use the Tufts network. Please visit it.tufts.edu/ for more information, inquire at the IT Support Desk, call 617-637-3376 or email it@tufts.edu.

Mac and PC laptops are available for students to borrow for use within the library for 4-hour periods. Laptops may be checked out from the Library Service Desk on the fourth floor. A variety of phone chargers, plugs and converters are also available to borrow for 4-hour periods.

As a user of the Tufts University Hirsh Health Sciences Library, you accept responsibility for the return of all materials borrowed from any of the Tufts University Libraries or from other libraries through
document delivery. Fees incurred for lost, damaged or late items must be paid, and failure to pay such fees may result in a loss of library privileges, an attachment of wages, or additional charges on term bills. You agree to abide by all HHSL policies, [hirshlibrary.tufts.edu/about-us/policies](hirshlibrary.tufts.edu/about-us/policies) and you are responsible for copyright compliance as well as Tufts University policies concerning the responsible use of resources.

**OTHER TUFTS LIBRARIES**

- Tisch Library (Medford Campus) 617-627-3460
- Ginn Library (Medford Campus) 617-627-5021
- Webster Family Veterinary Library (Grafton Campus) 508-839-7958

**BOSTON LIBRARY CONSORTIUM**

Tufts University is a member of the Boston Library Consortium (BLC), an association of research and academic libraries in New England. While only a Tufts ID is required for admittance to most Consortium libraries, Consortium cards are necessary for access to certain restricted libraries and for borrowing at most institutions. Tufts faculty, staff, and students may apply at the Library Services desk for these cards at no cost. Member institutions include:

- Bentley University
- Brandeis University
- Boston College
- Boston University
- Marine Biological Laboratory and Woods Hole Oceanographic Institution
- Northeastern University
- State Library of Massachusetts
- Tufts University
- University of Connecticut
- University of Massachusetts - Amherst, Boston, Dartmouth, Lowell
- University of Massachusetts Medical School
- University of New Hampshire
- University of Rhode Island Wellesley College
- Wesleyan University
- Williams College

For more information on the BLC, please consult [hirshlibrary.tufts.edu/get-started/access/blc](hirshlibrary.tufts.edu/get-started/access/blc), or contact the Library Service Desk (617-636-6705).

**OTHER LIBRARIES**

Francis A. Countway Library of Medicine
Harvard Medical School
10 Shattuck Street
Boston, MA 02115
Reference: 617-432-2134

Upon presentation of a valid Tufts ID, faculty and students of the medical, dental, and veterinary schools may have access but not borrowing privileges from the Countway Library.

Law Library
New England School of Law
Upon presentation of a valid Tufts ID, faculty, staff, and students of the Tufts health sciences schools may have access but not borrowing privileges from the Law Library.

SERVICES

Circulation & Reserve
Registered faculty, staff and students may borrow circulating books for four weeks with two renewals and are responsible for returning them on time. For each lost or damaged item, the charge levied amounts to the replacement cost plus a $15 processing fee. Borrowing privileges may be suspended for borrowers with overdue books or unpaid bills. Outstanding library bills are sent directly to the Bursar's Office for collection. Details of the reserve borrowing policy is located at hirshlibrary.tufts.edu/about-us/policies/reserves.

Duplicate copies of some reserve books may be borrowed after 4:00 p.m. on weekdays for overnight use and on Fridays for weekend use. Reserve books are due by 9:00 a.m. the following school day. Only one reserve book may be borrowed at a time for overnight/weekend use. Certain texts in high demand are kept behind the Library Service Desk. Please refer to the policy for overdue reserve items that describes late penalties, hirshlibrary.tufts.edu/about-us/policies/overdue-items.

Document Delivery & Interlibrary Loan
Members of the Tufts community can obtain books, audiovisual materials and journal articles from other libraries through interlibrary loan by registering for ILLiad, Tufts' web-based document delivery system, at hirshlibrary.tufts.edu/services/ill/illiad. ILLiad allows users to order and track requests and view/print articles. Students may request up to twenty articles or books per academic year at no charge. Use the FindIt@Tufts links from the licensed resources to request articles via ILLiad.

For information, please contact Document Delivery at 617-636-3787 or email hhs-dccdel@tufts.edu.

Tufts Technology Services
Tufts Technology Services maintains all the public computers in the library and serves as first-tier support for computer questions. The labs on the 5th floor are open for computer-assisted instruction, personal computing, internet access and email. The IT Walk-Up Support Desk provides services such as software installation, virus removal and registration to use the Tufts network. Please visit it.tufts.edu/requestsup or inquire at the fifth-floor IT Service Desk (617-637-3376).

Printing & Scanning
Color laser print stations are located on the 4th and 5th Floors. Black-and-white printers are located on the 4th and 5th Floors. Patrons can send print request(s) from all public computers in the library. Charges for printing, which must be paid by JumboCash debit from the student ID or a guest card,
are 10 cents for each B&W page (15 cents duplex) and 30 cents for color (45 cents for duplex.). Tufts students and employees can add value online to their ID through Dining Services, www.jumbocash.net/. Two self-service scanners are available on the 5th floor. There is no cost for scanning.

For information about printing and scanning, consult hirshlibrary.tufts.edu/services/print-copy-scan.

Reference and Educational Services
Research and Instruction librarians are available Monday through Friday from 7:45 a.m. to 5:00 p.m. to answer questions regarding the collections, facilities and information resources of the HHSL, other Tufts libraries and regional libraries. They can also be reached through the AskUs chat service at askus.library.tufts.edu/. Services include customized searches and instruction of biomedical databases such as MEDLINE, research support for faculty, information and reference support for course projects, support and instruction for bibliographic management software like EndNote and help obtaining full-text articles via the library’s website. Library users may also request professional consultations with HHSL Research & Instruction Liaison Librarians through hirshlibrary.tufts.edu/research/assistance, or calling 617-636-6705.

JumboSearch, found on the library home page at hirshlibrary.tufts.edu, lists books, journals, databases, audiovisual materials and other works held by its libraries in Boston, Grafton and Medford. JumboSearch links directly to a large collection of electronic books and full-text journals, most of which require a Tufts email account for access. Clicking on a journal title allows access to a list of the available volumes or its vendor’s search engine. Ovid databases and PubMed should be accessed from the HHSL homepage, as this will link users to all Tufts’ licensed journals at the article level. Full text can also be accessed through the FindIt@Tufts link located on the results screens of our licensed resources.

For information about electronic journals, consult hirshlibrary.tufts.edu/find/ejournals.

Suggestions for book purchases and journal subscriptions may be made using the online form at hirshlibrary.tufts.edu/find/recommend.

Wireless Computing
Tufts faculty, staff, and students who register their laptop computers may then use them to connect to the campus network and the internet on all Tufts campuses. Laptops may be registered at the IT Service Desk, Sackler 5: Monday – Friday, 9 a.m. – 5 p.m. For further information, please consult hirshlibrary.tufts.edu/it-support/computer-mobile.
The Tufts University Police are responsible for safety and security on the Boston Campus and are on duty 24 hours a day, 7 days a week. The University Police station is located at 136 Harrison Avenue in the lobby of the Medical and Veterinary Wing. You should phone the police at 617-636-6911 or 66911 (in-house phone) in any emergency or to report all suspicious activities.

The Tufts University Police department is an accredited police agency and receives police authority from the Commonwealth of Massachusetts and the County of Suffolk in which Boston is located. This authority enables the police to make arrests for any criminal offense committed in or upon lands or structures owned, used, or occupied by Tufts University. All Tufts Police officers are armed and well trained in all areas of criminal law. Tufts Police officers are trained at state recognized law enforcement training academies and through ongoing in-service and specialized training programs.

The Tufts Police maintain a lost and found department for the Boston Campus. They also have engravers, which are available to you at no charge for marking your property. In addition, there is a crime prevention officer on the Boston Campus who provides literature and gives talks on various crime prevention topics. The crime prevention unit advocates awareness as the first step in making the Tufts community a safe one.

SAFETY AND ESCORT SERVICE
Students should be aware that crime does occur in the area surrounding the medical school. It is strongly advised that students use the escort services, or travel in pairs or groups. Incidents of theft and assault are of grave concern to the Tufts Community. The Tufts University Police are constantly working toward providing an environment that is as safe as can be reasonably expected, and to educate the community in reducing the opportunities for crime.

For all students who are working or studying in University buildings, escort service is provided. Call the Campus Police (6-6610) to make arrangements when you are ready to leave. For students parked in Herald or Travelers lots, or on rotation at Tufts Medical Center, the Hospital provides a van escort service. This shuttle service runs between the main entrance to the Floating Hospital at 755 Washington Street and the Herald and Traveler's Street parking areas 24 hours a day Monday to Friday. Call (617) 636-5580 for additional details on the shuttle service and parking.

NON-RESIDENT MOTOR VEHICLE REGISTRATION
Commonwealth of Massachusetts law requires that all students who reside in a state or country other than Massachusetts and plan to operate a motor vehicle (car, truck and/or motorcycle) while
attending Tufts University School of Medicine must provide the Campus Police with the following information no later than September 30, 2021.

- Registration (license plate) number
- Make and year of motor vehicle
- State or country of registration
- Name and address of the owner of the motor vehicle
- Name(s) and address(es) of all insurers providing liability insurance covering operation of the motor vehicle
- Legal (permanent) address of student
- Current local address of student

The Campus Police will maintain a file of this information and send a copy to the Boston Police and the Registrar of Motor Vehicles for the Commonwealth of Massachusetts. You will be issued a decal, which must be affixed to the top center portion of the windshield of the motor vehicle. Failure to comply with this state law may result in a fine. You may register by filling out a form obtained at the Campus Police office located in M&V 1.

**UNIVERSITY WEAPONS POLICY**

Tufts University is committed to maintaining a safe and secure environment where students, faculty, staff, visitors and contractors can live, work, and learn. In support of this commitment, Tufts University expressly prohibits the possession, manufacture, transfer, sale, or use of weapons by anyone on university property or at any university-sponsored event, except as explicitly authorized by this policy. For a detailed policy statement please refer to the [University’s weapons policy](#).
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

PURPOSE
The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that sets out requirements for the protection of privacy of students and their parents. This policy is designed to help students and, in some cases, their parents understand how to access their education records, how to amend them, and, if they wish, how to prevent their disclosure to third parties. Tufts University complies with FERPA through this policy and other school-specific practices.

SCOPE
This policy applies to all schools and divisions at Tufts University.

DEFINITIONS
Student is defined, for purposes of this policy, as someone who is (or someone who has) officially matriculated at the University, and who attends (or has attended) classes at Tufts. This definition does not include prospective students or applicants.

Education Records are records that are directly related to a student and that are maintained by the University or by a party acting on its behalf. Common examples of education records include grades, transcripts, class lists, course schedules, disciplinary records, disability accommodation or accessibility service records, date and place of birth, parent/guardian address, contact information, work study/fellowship records, and, in some cases, email sent by faculty and staff.

Exclusions to Education Records. However, not all records maintained by the University are considered education records. The following are generally not considered education records:

- Records created by a school official as a personal memory aid (such as notes of a private telephone conversation).
- Records of the Tufts University Police Department (TUPD) which are maintained separately and solely for law enforcement purposes.
- Most records created and maintained by a physician, psychiatrist, psychologist, or other healthcare provider for treatment purposes. Even though these records are not considered education records under FERPA, they may still be made available to students following completion of a HIPAA release form.
- Records pertaining to a former student other than those generated when that person was a student, such as alumni records.

Personally-Identifiable Information includes a student’s name, address or other information that would allow a student to be identified. FERPA generally prohibits the University from disclosing personally identifiable information from a student’s education record without the student’s consent unless the information has been designated as directory information or another exception applies.

Directory Information consists of the following:

- Student’s name
• Address (both local and permanent)
• Telephone number (local, cell and permanent)
• Date and place of birth
• Academic program (school, degree, major, minor)
• Enrollment status (dates of attendance, full-time/part-time status)
• Degrees, honors and awards received
• Participation in athletics and student activities
• Most recent educational institution attended
• E-mail address
• Photo

Privacy Blocks are available to students who wish to prevent the University from disclosing their directory information (in student directories and commencement programs, for example) by selecting the appropriate privacy settings through SIS. For additional information about privacy blocks, please contact the Registrar's Office.

Parent is defined, for the purposes of this policy, as a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Tufts encourages families to discuss and establish clear expectations for how they will share information from students’ education records before classes start and well before grades come in. In general, parents have greater access and play a more active role in managing education records where the student is (i) a minor child (under the age of 18), (ii) enrolled in a primary or secondary program (rather than a post-secondary or graduate-level program), and (iii) a tax dependent. However, we recognize that parents’ level of involvement varies from family to family, student to student, and year to year. Students who wish to provide parents with access to their education records, can do so through the privacy settings on SIS.

POLICY STATEMENT
FERPA provides students and, in some cases, their parents certain rights with respect to their educational records. In general, these rights include:

1. The right to inspect and review education records (with certain limited exceptions) within 45 days of the day Tufts receives a student’s request for access. A student should submit any such request to the Registrar’s Office in writing, identifying the specific records that the student wishes to inspect. The Registrar’s Office will make arrangements for access and notify the student of the time and place where the records may be inspected. Many education records (including transcripts) can be requested online through the Student Information System (SIS), without having to file a formal FERPA request. For more ways to access your education records, see the “Academic” tab on SIS.

2. The right to request the amendment of education records if the student believes they are inaccurate. Students should submit any such request to the Registrar’s Office in writing, clearly identifying the records that the student wants to have amended and specifying the reasons the student believes those records to be inaccurate. The Registrar’s Office will notify the student of the University’s decision whether to amend the student’s records. If the University
decides not to amend the student’s records, the Registrar’s Office will inform the student of the right to a hearing regarding the student’s request for amendment.

3. The right to require Tufts to obtain the student’s written consent before releasing personally identifiable information from the student’s education records unless an exception applies.

RELEASE OF YOUR RECORDS TO THIRD PARTIES

Any request or authorization to allow material from your files to be shown to third parties should include: (1) a specification of the records to be disclosed; (2) the purpose of the disclosure; and (3) the party or class of parties to whom disclosure may be made. A copy of your request to obtain and disclose information to a third party will be retained. For additional information about authorizing disclosures from your education records, please contact the Registrar’s Office.

Personally-identifiable information (“PII”) from your education records may not be given to third parties without your written consent, with the following exceptions:

- **Directory information** may be published and made available to third parties even if it includes PII (such as your name, email and photo); to prevent disclosure of your directory information to third parties, you must register for an official Privacy Block through SIS.
- PII may be disclosed to **Tufts officials** such as employees and members of faculty and trustee committees, or to vendors and contractors who have a need to know or who are required to work with your records to carry out their duties.
- PII may be disclosed to officials of **other educational institutions** in which you seek to enroll. If your record is transferred to another institution, however, you will be entitled, upon request, to a copy of such records. This applies to other schools and colleges within the University and to programs in which you may be cross-registered or enrolled at the University.
- PII may be disclosed to **authorized representatives** of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local authorities or other professional organizations in connection with an audit or evaluation of federal or state supported education programs.
- PII may be disclosed to an individual or organization required to be informed in connection with your application or receipt of **financial aid**.
- PII may be disclosed to **state and local officials** to whom information is specifically required to be reported by state laws enacted prior to November 19, 1974.
- PII may be disclosed to appropriate parties in a **health or safety emergency** if necessary, to protect your health or safety or that of another.
- PII may be disclosed in compliance with a **subpoena**, or in response to other legal action involving the student and the University.
- PII may be disclosed when the information is a record of a campus **disciplinary proceeding**. For students under the age of 21, the University may also inform parents and legal guardians about violations of any federal, state, or local law, or any University rule or policy that governs the use or possession of alcohol or a controlled substance.
- PII may be disclosed to **accrediting organizations** that are legally authorized to evaluate the quality of educational training in institutions or programs.
• PII may be disclosed when releasing information to appropriate parties conducting educational studies. De-identified student data from education records may be released for this purpose. Procedures are taken to ensure that personally identifiable information cannot be traced back to a particular student or their parents.

RECORD RETENTION
FERPA does not require the University to preserve students’ education records in perpetuity. In fact, there is no specific record retention requirement. As a general matter, most education records are not maintained for more than 7 years after a student’s expected date of graduation. For specific questions about record retention, please contact the registrar’s office.

COMPLAINT PROCEDURE
A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Tufts to comply with the requirements of FERPA. A complaint must be submitted to the Department within 180 days of the date of the alleged violation or of the date that the student knew or reasonably should have known of the alleged violation. The name and address of the office that administers FERPA and accepts such complaints is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Compliance Training and Tracking
See TTS Training Module

Approval Entities
Office of University Counsel
Academic Council
Office of the President

Approval Date
May 2015

Revised Effective Date
October 31, 2019

Executive Sponsor(s)
Mary R. Jeka, Senior Vice President and General Counsel

Responsible Office(s)
Office(s) of the Registrar

Revision
The University reserves the right to change this policy from time to time. Proposed changes will normally be developed by those responsible for the policy with appropriate stakeholders. The approval entities have sole authority to approve changes to this policy.
**Review Cycle**
Annually

**Related Policies**
Not applicable

Below is a full listing of the types of education records that the university maintains; the location(s) of such records; and their custodians (or the custodian’s designee).

<table>
<thead>
<tr>
<th>Types</th>
<th>Location</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Records/Advising Records (progress, advising, evaluations)</td>
<td>Office of Student Services, Public Health &amp; Professional Degree Programs</td>
<td>Registrar, PHPD</td>
</tr>
<tr>
<td>Admissions Files</td>
<td>Office of Student Services, Public Health &amp; Professional Degree Programs</td>
<td>Director of Admissions/Registrar, PHPD</td>
</tr>
<tr>
<td>Enrollment Records</td>
<td>Office of Student Services, Public Health &amp; Professional Degree Programs</td>
<td>Registrar, PHPD</td>
</tr>
<tr>
<td>Career Services Records</td>
<td>Office of Student Services, Public Health &amp; Professional Degree Programs</td>
<td>Director of Career Services, PHPD</td>
</tr>
<tr>
<td>Counseling &amp; Testing Records*</td>
<td>Student Advisory &amp; Health Administration</td>
<td>Director, SAHA</td>
</tr>
<tr>
<td>Cumulative Academic Records (grades, transcripts)</td>
<td>Office of Student Services, Public Health &amp; Professional Degree Programs</td>
<td>Registrar, PHPD</td>
</tr>
<tr>
<td>Disciplinary Records</td>
<td>Office of Student Services, Public Health &amp; Professional Degree Programs</td>
<td>Registrar, PHPD</td>
</tr>
<tr>
<td>Financial Records</td>
<td>Office of Financial Aid, School of Medicine</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>Financial Aid Records</td>
<td>Office of Financial Aid, School of Medicine</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>Health Records*</td>
<td>Student Advisory &amp; Health Administration</td>
<td>Director, SAHA</td>
</tr>
<tr>
<td>Miscellaneous Records (student education records not included in the above list)</td>
<td>Contact the Office of Student Services</td>
<td></td>
</tr>
</tbody>
</table>

* Health and counseling records are maintained by the University Health Service and the Counseling Center and are available only to health professionals. A professional designated by the student in writing may see that student’s records.
EUROPEAN ECONOMIC AREA (EEA) PRIVACY STATEMENT

If you are located in one of the countries that is a member of the European Economic Area or in the UK when you provide us personal information, please review Tufts University’s EEA and UK Privacy Statement for Students. That statement provides information about how we collect and use personal information subject to the European Union’s General Data Protection Regulation (GDPR) and the UK Data Protection Act 2018 (UK DPA), as well as a description of the rights you have with regard to your personal information under the GDPR and the UK DPA.
STUDENT ACTIVITY FEE ALLOCATION

A Student Activity Fee is collected from all students enrolled in the Public Health and Professional Degree (PHPD) Programs. These funds are used to finance the fitness center, student activities, events, educationally related travel and for Public Health Student Senate-related activities. Requests for funds must be submitted via a Student Activity Fund Request Application to the Student Activity Fee Committee that includes the Assistant Dean of Student Services, Assistant Director of Student Services, the PHPD Student Senate President and Vice President, and a Faculty Member. Approval of funding requests will be based on the merit of a student’s application and the availability of funds. Priority is given to students who are presenting a poster or paper at a conference or meeting. If you are a dual degree student, the committee recommends seeking support from both programs for which you are affiliated and noting so on your application. Funds cannot be used to support academic or departmental related projects. All recipients of funds will be expected to provide an accounting of funds received. Guidelines for specific types of requests are noted below. Following these guidelines, does not guarantee a successful award.

EVENTS AND SPEAKERS
Funding requests for events and speakers must include a direct message to all PHPD Programs’ students and may not be an extension or part of an academic course. All requests must be submitted prior to the application deadline for events taking place after the application deadline.

- Events should have the students as a focus and be of interest to them
- Outreach for attendees should be aimed primarily to the PHPD Programs’ students
- Speakers’ message should directly address a topic related to one or more of the Public Health and Professional Degree program areas.

TRAVEL/CONFERENCE REQUESTS
Travel funding requests must be submitted prior to the application deadline for events taking place after the application deadline. Ideally, requests should focus on conferences, competition or student presentation opportunities. All requests must be submitted prior to the application deadline for events taking place after the application deadline. A successful request will include the following:

- Statement of how the knowledge will contribute to the student’s professional development.
- Safe housing accommodations that are reasonably priced
- Travel dates that correspond exactly with the conference and do not include extra days before or after. This does not apply if you are locked into reservations for the night before or after the conference because of your mode of transportation
- The student contributes financially to some portion of the trip
- Written support of this trip from the relevant program director or concentration leader
- Students’ willingness to share their knowledge or research in a mutually agreed upon forum

APPLICATION PROCESS

- Write a brief statement explaining what you want to do and why you think your deserving of financial support.
• Complete an application form providing the required supporting documentation:
  o A written letter per application instructions
  o Complete an itemized budget summary
  o Include supporting documents you think will benefit your application
  o Program Director or Concentration Leader approval signature.
• Click here for the application form.

DEADLINE
The Committee reviews completed applications twice a semester on September 15, November 15th, January 15th, March 15th and June 15th. Late or group submissions are not accepted.

Submit Student Activity Fund Application to:
• Olivia Zimra-Turley, MEd
  Associate Director of Student Programs & Affairs
  Office of Public Health & Professional Degree Programs
  olivia.zimra_turley@tufts.edu

NOTICE OF DECISION
Award/decline notices will be sent via email 2 – 3 days after the Committee meets unless stated otherwise. If an application is declined, a student may re-apply by re-submitting it with revisions for review by the Committee at their next meeting.
STUDENT ORGANIZATIONS/CLUBS

The Office of Public Health and Professional Degree Programs fully supports students’ extracurricular activities, so if you are interested in starting a new student organization, please follow the procedures below and your request will be considered by the PHPD Programs’ Directors at their October meeting. Requests for new student organizations are only considered once a year and the application deadline is September 30th and January 31st. Recognized new student groups will be eligible for funding via the student activity fund request process (see Student Activity Fee Allocation). New Student Organization Applications must include the following:

GENERAL INFORMATION

- Club/Organization Name
- Program (MPH, MBS, PA, DPT etc.)
- Email and Phone Number
- Student Representative Name and Signature
- Faculty Advisor Name and Signature

REGISTRATION REQUIREMENTS

- Membership must be open to all Tufts University School of Medicine students with priority given to students in the Public Health Programs and Professional Degree programs.
- Constitution (see guidelines below) approved by the members and the leadership of the group
- There must be at least 10 current and active members and a list of their names and programs must be provided.
- Disclosure of any other Tufts funding sources
- Detailed Budget
- Name of faculty advisor (signature required on application)
- All groups approved must submit an annual summary including an overview of activities during the previous year and a final budget report by June 1. Groups must submit a renewal of group registration, including new officer’s names, positions, contact information and proposed activities plan along with a budget by September 15th.

CONSTITUTION GUIDELINES

- Clearly define the organization’s mission and impact. Provide examples of the type and nature of expected programs and activities.
- Define the expected membership including both the voting members and non-voting members.
- Define organizational leadership in terms of:
  - Who qualifies to run for office
  - How the election will be held (specific election plan and process)
  - Identify at least two specific leadership positions (president and treasurer) and leave room for others as needed
Define the nomination process, notifications, and necessary lead times
• Scope of authority for the leadership team

• Define succession planning for leadership in terms of:
  • Length of term for elected offices
  • Limitations on successive terms in office (if any)
  • Timing of elections (strongly encourage March/April)
  • Methodology of elections in-person, on-line, electronic, etc. (all methods should be private)
  • Define the necessary lead time and notifications process

• Define your organizations operating processes in terms of:
  • General membership meetings: timing, frequency, notification
  • Executive leadership meetings: timing, frequency, notification, agenda, reporting back to the general membership
  • Communication and notification process for group sponsored activities, events, etc.
  • Define and identify the specific procedures for changing the Constriction of By-laws of the organization

Application Deadline: September 30th and January 31st. Late submissions will not be accepted

Olivia Zimra-Turley, MEd
Associate Director of Student Programs & Affairs
Office of Public Health & Professional Degree Programs
136 Harrison Avenue, Suite MV142
Boston, MA 02110
olivia.zimra_turley@tufts.edu
GENERAL GUIDELINES
When possible, all related purchases should be paid by the Public Health & Professional Degree Programs Student/Academic Services Assistant. In all other cases, the policy detailed below should be followed:

In order to be reimbursed for activities or travel, a student or group/club must have had approval via the Student Activity Fund Request process. Only the President or Treasurer of the group/club can make a request for reimbursements. A Business Expense Reimbursement Form must be completed for each event unless it is travel related, in which case a separate Travel Authorization and Reimbursement Form must be completed. A copy of these forms can be obtained from the PHPD Academic/Student Services Assistant. All expense forms must contain the name of the person who is being reimbursed, his/her signature and mailing address. The reimbursement check is mailed directly from Tufts Support Services (TSS) to the address listed on the expense form, so if you plan to move please ensure that the address is where you want the check mailed. Once the expense form is complete with student signature, it can be submitted to the Academic/Student Services Assistant for the necessary additional signatures. The PHPD Office will submit the completed form and original receipts to TSS for payment. The usual turnaround time from TSS is about 10 days from the day they receive the forms. All expense forms must be submitted to Accounts Payable within 30 days of the event or travel.

RECEIPTS AND OTHER REQUIRED DOCUMENTATION
Original, itemized receipts must be submitted with the appropriate reimbursement form. Additionally, for air travel; original boarding pass(es) must be provided, and for events that involve food; a list of attendees must be provided. If you used a credit/debit card for purchases you intend to be reimbursed for, please be prepared to supply an original receipt, a credit card statement or other documentation reflecting the charge. Costs incurred through the purchase of alcoholic beverages and sales tax cannot be reimbursed by the University.

There will be no exceptions to the Receipt/Required Documentation Policy.

Events sponsored via student activity funds must be advertised via the PHPD email list-serve or the PHPD social media accounts.

CONTRACTS/DEPOSITS
Students are NOT authorized to sign contracts on behalf of the University and should not use their personal credit card for payment of a club activity/event requiring a contract. Events requiring a contract or deposit, students must contact the Associate Director of Student Programs & Affairs for PHPD in the Office of PHPD Programs in advance to make arrangements. This is to protect you as a student in case something goes wrong.

USING OUTSIDE SERVICES
A Consultant form must be submitted for using any outside commercial services. For example, if you would like to pay a guest speaker a stipend for an event you would need a check processed by Tufts for the service. Since you are not receiving any goods, an itemized receipt would not be valid. In this
example you would need to have the speaker complete a form and a guest speaker honorarium form. These and other required forms can be obtained from the PHPD Academic/Student Services Assistant. Please do not use personal checks or cash.

**USING TUFTS SERVICES**
Most services used during normal business hours around campus are free of charge. Events that require set up or extensive cleaning after 3:00 PM on weekdays or on weekends may incur facility fees. There are also fees associated with mandatory Tufts Police supervision for events on school property where alcohol is served. If you believe your event will involve additional services required from Facilities or Tufts Police, please contact the PHPD Academic/Student Services Assistant for guidance.

**USE OF TUFTS NAME/INSIGNIAS**
The Tufts name, logo and seal cannot be used in commercial endeavors or in business or political promotions **without permission**. Requests to use the Tufts name or seal should be directed to the Assistant Dean of Student Services for PHPD Programs who will forward it with a recommendation to the Medford Campus.
STUDENT GOVERNMENT

PUBLIC HEALTH STUDENT SENATE
The Public Health and Professional Degree Programs Student Senate represents students in the MPH (including MS-Nutrition/MPH, Bachelors/MPH, JD/MPH, MD/MPH, DVM/MPH), DrPH, MS-HIA, Communication, MS-Biomedical Sciences, Physician Assistant and Physical Therapy Programs. It serves as a vehicle for students to organize themselves to improve student life and it serves as the formal body that represents students in relationship with the Public Health and Professional Degree Programs faculty and administration.

The Senate membership consists of a representative from each program and MPH track. They meet monthly and as needed a program director or an administrative representative is invited to attend. Senate members participate in the governance of the programs by sitting on some of the faculty committees e.g. Admissions, Promotion, Academic Affairs, and PHPD Directors. Bi-annual student feedback forums are held by the Senate and students are also encouraged to propose agenda items to the Senate President for discussion at the monthly meetings, and to communicate.

PURPOSE OF THE SENATE

- To protect and promote the interests of the student body
- To represent the student body of the Public Health and Professional Degrees Program (PHPD)
- To improve general student welfare and encourage student involvement
- To gather and express student opinions, views, and concerns
- To ensure PHPD students are fully apprised of all information of impact to their graduate experience
- To foster cohesiveness and a sense of community within the entire graduate population

MINIMUM REQUIREMENTS/EXPECTATIONS OF SENATE MEMBERS

- Ability to represent the student body of the PHPD and promote the purpose of the Public Health Student Senate
- Ability to serve a September - August term (students graduating in May have the option to resign after May 31st)
- Ability to attend no less than 75% of the monthly meetings
- Willingness to potentially run for senate offices including: Finance or Secretary
- Willingness to potentially serve as a representative on a Faculty Committee including: Admissions Committee, Academic Affairs Committee and Promotions Committee
- Ability to be a creative, enthusiastic and helpful member of a team
- Ability to fulfill all responsibilities and obligations assumed as seen by the PHPD faculty and administration, Student Senate, and Student Senate President

FUNDING
The PHPD program provides a set budget for senate activities and functions. The funds in this account can be rolled over from year to year. The PHPD administration will be responsible for the maintenance and oversight of this account.
PART B: CLINICAL YEAR POLICIES

The clinical year is designed to offer students an opportunity to integrate their didactic learning with clinical experiences in real life situations. Students will provide hands-on care to patients in ambulatory, inpatient, and surgical settings under supervision. Students are expected to provide care for patients across all age ranges and in situations that are preventive, acute, emergent, and chronic in nature. These experiences will occur in hospitals, clinics, and in private offices. Clinical experiences will also provide opportunities for students to improve their basic skills in patient communication, history taking, physical examination, formation of a differential diagnosis, stepwise decision-making, and performing clinical procedures.

Students will be permitted to see patients under the supervision of their preceptors. The primary clinical preceptor will be a physician, PA, or advanced practice nurse practitioner who holds a valid medical license in the state where the clinical rotation is located. This clinician is designated by the Program to assess and supervise the students’ progress in meeting the learning outcomes for that rotation. A student’s competency will be determined through evaluation by the designated clinical preceptor, as well as through a medical knowledge examination for core rotations, and successful completion of rotation specific assignments. The expectation is that students will be progressing toward competency throughout the clinical year and meet all competencies by the end of the clinical year.

The clinical handbook is designed to aid the Tufts University School of Medicine Physician Assistant students during the clinical rotations. This section, along with the previous sections in the Student Handbook, is intended to answer most questions and define program expectations and policy. Please review this thoroughly and refer to it as needed throughout the clinical year. There are additional materials, including the individual course (rotation) syllabi, on the Clinical year website which can be found at https://sites.tufts.edu/paclinical/. Students are expected to be familiar with the resources there as well.

ROTATION PLACEMENT

There are a total of 11 clinical rotations each clinical year. Eight of these are required core rotations. There are an additional two selective rotations and one elective rotation. The PA Program makes the assignments for all the rotations. Students are NOT required to provide or solicit clinical sites or preceptors. It is the responsibility of the PA Program to provide all sites and preceptors.

Assignment of student rotations is the responsibility of the Director of Clinical Education and the Program. To match students to clinical sites, the program will rely on an automated lottery system. Students may have the opportunity to request rotation assignments and sites, although this does not guarantee student placement in the requested site.

Students may not switch site assignments with other students. Once the rotation schedule has been set, requests for changes by the student will be limited to emergency situations only. Most sites are in Massachusetts and within a 60-mile radius of the Boston campus. Unforeseeable events can occur, which may require a student to be moved to a different site with short notice just prior to starting and/or during a rotation. Students are responsible for all financial costs associated with travel and/or relocation regardless of the cause.
Students receive their rotation schedule and contact information during late Fall of the didactic year, once clinical sites have finalized their spots. Students are responsible for making contact with the sites and arranging a meeting time and location as well as reviewing site-specific information. It is the student’s responsibility to fill out any required paperwork and/or attend orientation (if applicable) prior to the start of the rotation. If a student fails to meet the requirements of the clinical site prior to the first day of the rotation, they will not be allowed to begin the rotation. This will result in missed time from the rotation and put them at risk for delaying their clinical year.

REQUIRED ROTATIONS
There are 8 core required rotations that consist of Family Medicine, Surgery, OB/GYN (Women’s Health), Pediatrics, Inpatient Internal Medicine, Emergency Medicine, Orthopedics, and Behavioral Medicine. The following descriptions are the general overview of the rotation. Students are expected to review the syllabus for details of learning outcomes.

1. **Family Medicine** (1 month): Exposes students to a broad range of experiences that emphasizes the patient as an individual and family member. Students are involved in the initial and ongoing assessment of patients in all age groups as well as management of individuals with established diagnoses. In addition to routine health maintenance, students become familiar with common primary care problems such as upper respiratory illness, orthopedic injuries, musculoskeletal complaints, hypertension, diabetes, and heart disease. Patient education, counseling, and integration with community services are other components of this rotation. Students may see patients in venues that include hospital ambulatory care clinics, private offices, family practices, clinics, and urgent care settings.

2. **Emergency Medicine** (1 month): Familiarizes students with problems encountered in an emergency room. Students are responsible for taking medical histories and performing physical examinations on acute as well as non-emergent patients and presenting these to the medical preceptor. When appropriate, students recommend or perform necessary diagnostic and therapeutic measures under appropriate supervision. Through clinical training and didactic sessions at the clinical site, students may also be exposed to the emergency management and treatment of such conditions as trauma, shock, burns, asthma, poisoning, allergic reactions, seizures, and respiratory failure.

3. **Inpatient Medicine** (1 month): Students become familiar with the assessment and management of a variety of medical problems through attending medical rounds and conferences, performing diagnostic procedures, presenting case write-ups, and recording progress notes. Emphasizes the skills of collecting, assessing, and presenting patient data for physician review; taking and recording medical histories; performing physical examinations; ordering appropriate laboratory and diagnostic studies; counseling patients about therapeutic procedures; and helping to coordinate the contributions of other health professionals involved in management of the patient.

4. **Surgery** (1 month): Emphasizes general surgery, with some exposure to surgical specialties and subspecialties. Students assist in surgical patients’ initial assessment, which includes obtaining
accurate medical histories and performing physical examinations. As members of the surgical team, students participate in preoperative management, including patient education and procedures necessary to prepare patients for surgery. Students assist surgeons in the operating room and have an opportunity to become familiar with operating room procedures and equipment. Students are also involved in patients' postoperative evaluation and management. When possible, students attend surgical grand rounds and other surgically-oriented educational meetings.

5. **Behavioral Medicine** (1 month): Exposes students to varied mental health problems, in settings such as wards, clinics, and multiservice centers. Students are expected to perform mental status examinations and cognitive testing. Emphasizes recognizing various types of mental health problems that require referral to a specialist and managing problems that can be handled by the non-specialist. Assists students in furthering their understanding of effective patient interactions and the mental health components of health, disease, and disability.

6. **Pediatrics** (1 month): Develops familiarity with pediatric problems in hospitals, clinics and/or private pediatric offices. Emphasizes caring for a child from birth through adolescence. Provides opportunities to take medical histories and perform pediatric physical examinations. Stresses diagnosis and management of common childhood illnesses and evaluation of growth and development. Assists students in developing skills to counsel parents about immunizations, child visits, growth and development parameters, common psychosocial problems, nutrition, and accident and poisoning prevention. Students may also have the chance to learn how to administer immunizations and perform audio and visual screening.

7. **OB/GYN/Women’s Health** (1 month): Enables students to become involved with obstetrical and gynecological services. Emphasizes pre-, intra- and postnatal care, assisting in deliveries, and developing the necessary skills to supervise labor and deliver a child in an emergency situation. Provides opportunities to take obstetrical histories and perform obstetrical examinations. During this rotation, students are expected to learn how to assess and manage a variety of common gynecological problems, learn the role of a surgical assistant for gynecologic procedures, and to counsel patients on family planning and STD prophylaxis.

8. **Orthopaedics** (1 month): Provides students with a general introduction to orthopaedics, including management of common musculoskeletal ailments and injuries. Rotations may occur in the outpatient and/or in-hospital units with exposure to preoperative and postoperative care.

**SELECTIVE AND ELECTIVE ROTATIONS**

There are 3 additional required rotations that allow a student to dive a little deeper into an area of medicine. The selective rotations are required to be in ambulatory and inpatient medicine, whereas the elective can be in any health care setting. The following descriptions are the general overview of the rotation. Students are expected to review the syllabus for details of learning outcomes.

1. **Ambulatory Selective** (1 month): This experience is designed to complement core Family Medicine allowing a student to select a practice setting that will provide them with more
personalized focus on their clinical interests or areas of weakness. Available selectives may vary from year to year and are dependent upon specialist availability.

2. **In-patient Selective (1 month):** This experience is designed to complement core Inpatient Internal Medicine allowing a student to select practice settings that will provide them with more personalized focus on their clinical interests or areas of weakness. Available selectives may vary from year to year and are dependent upon specialist availability.

3. **Elective (1 month):** Provides exposure to an area of clinical medicine in which a student has particular interest. Students may choose additional experience in an area covered in core required rotations or select a subspecialty, such as cardiology, cardiothoracic surgery, plastic and reconstructive surgery, neonatology, infectious diseases, dermatology, gastroenterology, neurosurgery, critical care medicine, oncology, or geriatrics. Each elective rotation selection is reviewed and must be approved by the clinical coordinator. Available electives may vary from year to year and are dependent upon specialist availability. In some cases, the program may require that the elective be spent fulfilling an area that the program has identified as a significant weakness.

**NEW ROTATIONS**

While students are not required to provide or solicit clinical sites or preceptors, the PA Program welcomes student suggestions for clinical sites. The Program assumes no obligation to utilize these student-identified sites. Students interested in discussing a potential new site must meet with the Director of Clinical Education or Clinical Coordinator before any communication with the potential preceptor. A new rotation generally takes months to establish. Preference is given to sites in the Greater Boston area who are interested in precepting students on an ongoing basis as opposed to taking one student as a personal favor. There is a significant amount of complexity in establishing and evaluating a site to ensure a quality health care training experience and the ability for the site to meet learning outcomes. If two months prior to the start of the new rotation, all necessary paperwork has not been received (e.g., affiliation agreement), the student will be placed at an alternative site.

**UNDERSTANDING FACULTY AND PRECEPTOR ROLES**

To ensure that the clinical experience is robust, well supervised, and consistent, the program will depend on clinical rotation preceptors, site directors, and a Director of Clinical Education (DCE).

**Director of Clinical Education (DCE)**

Working with the Program Director and Medical Director, the Director of Clinical Education (DCE) participates in all aspects of the clinical curriculum development and implementation. The DCE works closely with site directors in facilitating clinical experiences at all sites, ensuring that training is equivalent and high quality, and that problems are anticipated and resolved quickly. The DCE serves as the liaison from the PA program to the clinical sites. They are responsible for overseeing compliance and for ensuring the site directors carry out their responsibilities. They will make periodic visits to all sites to verify that the teaching objectives are being met.

**Key Responsibilities of the Director of Clinical Education (DCE):**
Assignments of students to clinical preceptors
Orientation of clinical faculty to the duties expected during rotations (including evaluation of each student using standard Tufts evaluation tools), and the responsibilities and benefits of being clinical faculty at Tufts University
Clarifies roles and goals of clinical faculty with respect to grading to both evaluators and students
Determines which meetings and conferences the students are required to attend and ensures such attendance
Ensures completion of student evaluations by clinical preceptors

Site Director
Some clinical affiliates will designate a specific, licensed clinician (MD, DO, PA, NP) as a site director to oversee training of students at that site. The site director is responsible for the overall quality of the clinical experience and will ensure that the students receive appropriate orientation and support, complete requisite patient logs that describe their clinical activities, and are evaluated on-site during each rotation. The site director oversees and coordinates the clinical preceptors, who provide direct supervision of students during their rotations.

Key Responsibilities of the Clinical Site Director:

- Assignment of students to clinical preceptors
- Orientation of clinical faculty to the duties expected during rotations
- Meeting students on the first day of rotations, orientation to the facility, introduction of students to preceptors and other staff
- Fulfilment of institution-specific requirements, IDs, tour of facility, parking, lockers (if necessary), on-call room, internet access, medical record system, order entry and lab data retrieval systems and password assignments
- Clarifies roles and goals of clinical faculty with respect to grading to both evaluators and students
- Determines which meetings and conferences the students are required to attend and ensures such attendance
- Ensures completion of student evaluations by clinical preceptors

Clinical Preceptor
A licensed physician, PA, or nurse practitioner (NP) will be designated by the clinical site to precept students for each rotation. The preceptor supervises the student throughout the rotation and provides direct physical supervision for all invasive procedures. Preceptors will attempt to provide a clinical experience that is consistent with the expected competencies of the program as outlined in the program description and will ensure that the student receives the appropriate instruction as described in the PA program rotation academic objectives. The preceptor will inform the site director of any serious deficiencies or problems with the student’s performance.

Key Responsibilities of the Clinical Preceptor:
• Set expectations for each student preceptee with regard to duty hours, attendance, quality of write-up and accuracy of physical examinations as well as details expected
• Provide close supervision of students during all procedures
• Ensure that on call duty hour limitations are observed
• Ensure that students abide by facility rules and regulations
• Clearly identify the role of the student to all patients
• Permit students to attend all conferences and meetings deemed appropriate by the Site Directors or Director of Clinical Education
• Respond to any adverse student feedback during periodic meetings with site directors
• Monitor students are meeting learning outcomes and competency is required skills
• Teach basic surgical skills such as knot tying, suturing, and wound dressing (if applicable to rotation)
• Ensure that students can relate basic anatomy, physiology, pathophysiology, and pharmacologic principles to the observed course and treatment of clinical encounters
• Ensure appropriate infection control techniques are employed by all students
• Teach basic medical procedures (as applicable to rotation), which are expected of a PA such as phlebotomy, arterial puncture, central line placement, PPD placement
• Ensure that students interact with other consultative services (lab, pathology, radiology etc.) while caring for patients
• Submit written narrative evaluations at the conclusion of rotation for each student
• Communicate progress and inform students of deficiencies
• Bring any problem student to the attention of the Site Director or Director of Clinical Education as soon as possible

PREPARATION FOR ROTATIONS
Prior to beginning each rotation, students are expected to go to the clinical year website to access the essential information regarding the rotation, including: syllabus, site name, site address, travel directions, contact information for the clinical site director (if applicable) and the clinical preceptor. The website can be accessed here: https://sites.tufts.edu/paclinical/

Pre-work
There is often paperwork that needs to be completed in advance of a rotation. Students are expected to review clinical site requirements/paperwork for their upcoming rotations at least 3 months prior to the anticipated start date. For example, the Veteran’s Administration (VA) requires paperwork to be completed 8 weeks in advance. Delays in completing the required documentation may result in a delay of the start of the rotation or inability for the student to attend the rotation. Inability to attend the rotation due to the student not completing the required paperwork will result in a missed rotation that will need to be completed at the end of the program, delaying program completion and graduation.

Daily Activities
Day-to-day activities will vary from rotation site to rotation site and depend on medical discipline. In most cases you will be expected to round on patients in hospital environments, take medical histories, perform physical examinations, present your patients to your preceptor and other members of the team, and document your findings either on paper or in the electronic medical record. In outpatient situations, you may initially see patients without a preceptor present. However, in these cases, you will
always review your findings and your plan with your preceptor, who will, in turn, also assess the patient. You will never see patients independently without a preceptor seeing and evaluating the patient. The following are broad expectations of a day on rotations:

- Before seeing patients, students should review notes so they have an understanding of why the patient is presenting to be seen
- Students should be involved with all aspects of care as assigned by their preceptor. This may include assisting with histories, physicals, practicing oral presentations, developing management plans, and practicing procedures under supervision
- Students should not share their findings or discuss management plans with a patient prior to consultation with the preceptor
- Students should be practicing procedures under supervision
- Students should spend time with billing and coding professionals as this is beneficial to your professional practice

Patient Logs
Students are expected to keep a log of all patients they have been involved in the care of, including office visits, surgeries, procedures, and in-patient stays. These logs serve as a means of helping to see if students are meeting goals and outcomes and to ensure adequate patient encounters at sites.

- Patient logs enable you to report what you have seen, track your patients, and link articles on diagnoses. All Patient Logs are not alike, the logs are meant to match the goals and objectives of each rotation. Completion of the Patient Logs is mandatory.
- Students are expected to log patients (HIPAA compliant) on a daily basis, not waiting until the end of the rotation. During the rotation, the Director of Clinical Education and Clinical Coordinator review the patient logs to determine if goals and objectives are being met via patient encounters

Medical Records and Documentation
Students must sign and indicate their student status on all notes they enter in a patient’s medical record. This can be accomplished by writing their name and then including PA-S OR PA Student. The preceptor must review and co-sign all recorded entries and co-sign all medical orders before they are executed. Students may prepare prescriptions, but the preceptor must sign them.

Weekly Hours
Schedules will vary based on clinical site and setting. In outpatient situations, you may be working 8-to-10-hour shifts. In the hospital and emergency department situations you might be expected to work evening, night, and weekend shifts. Rotations such as Surgery or OB/GYN/Women’s Health may require night, on-call, and/or weekend hours. No student is expected to work more than 24 hours in a row or more than 60 hours in one week. A student should not be working more than 6 days per week. Students shall not be on-call more often than every third night and every other weekend. Call rooms must be available for overnight in-hospital call shifts. Students should contact the Director of Clinical Education if there is a question about the total weekly time (travel to and from sites is not included).

Non-Program Activities
The faculty strongly discourages students from engaging in any outside, non-program-related activities due to the time commitment needed for clinical rotations (e.g., employment or extensive volunteer work) throughout the clinical year. If a student chooses to participate in such outside activities, they must understand that rotation sites will not be assigned or restructured to accommodate these activities. Furthermore, these non-related program activities will not be considered when determining the student’s ability to attain minimum competencies for the rotation experience.

**Communication**
With the exception of Callback Days, Summative Assessments, Board Review, and Capstone Presentations, the student’s clinical year will be spent off-site. As a result, it is extremely important to have a reliable means of communication in place so that the program can contact the student promptly and efficiently.

- Electronic communication: email and CANVAS are the primary means of communicating information to and from the student while on clinical rotation. Official course communications and notices are sent via TUFTS email accounts. Only TUFTS accounts will be used in all matters related to academics, student life, and University notifications. **It is the responsibility of the student to check their email once per day to stay informed and obtain any necessary/important information from the PA Program or University.**
- Each rotation has a section on the clinical website that has general rotation information and reference information (e.g., learning objectives, grading, textbooks, parking etc)

**Rotation Safety**
The PA Program makes every effort to ensure that a clinical rotation site is a safe and educational environment. In the event that a student feels unsafe while attending a clinical rotation, they should inform the Director of Clinical Education and Program Director immediately. Students should not ignore safety issues in hopes that they will resolve on their own. Students are expected to avail themselves of safety resources such as campus police, local police, and or hospital/facility security personnel and should take reasonable precautions such as staying in well light and populated areas. Safety procedures and expectations are reviewed at clinical orientation. Hospital specific safety information is also provided at the institution orientation.

**Universal Precautions**
During the didactic year, each student received training on Universal Precautions and learned about the appropriate methods of handling blood, tissues, and bodily fluids as well as dealing with the management of communicable diseases. It is the students’ responsibility to become familiar with the policies and procedures for employing these precautions at each of the rotation sites to which the student is assigned.

**Needlestick Injury Policy**
See Student Health Administrative Services section in Part A of the handbook.

**Housing, Travel, and Transportation**
In order to provide students with exposure to a broad range of patients in a wide variety of practice settings, travel beyond the metropolitan Boston area will be required. Students are not guaranteed local rotation sites.

- **Housing**: Students are responsible for their own housing during the clinical year. While most sites are within commuting distance, some sites may offer housing. Students should be prepared for travel expenses when calculating a budget for the clinical year. Housing subsidies may be available for certain distant sites at the discretion of the Program Director.

- **Transportation and Zipcars**: Students must have a reliable car in order to complete rotation assignments during the clinical year. The School of Medicine has a business account with Zipcar, the local car sharing company that is available to PA students. The business account waives the application fee and offers discounted hourly, 12-hour, and 24-hour rates. Details and joining information are available at their website: [www.Zipcar.com](http://www.Zipcar.com)

- **Callback Days**: Students are required to return to campus monthly during clinical year for the Preparation for Clinical Practice course, which includes evidence-based medicine case presentations, summative evaluations, simulation, and other professional preparation events. All travel and housing expenses to and from campus for these seminars is the responsibility of the student. If a student is out of state for 2 consecutive rotations requiring them to travel more than 180 miles from campus, they must discuss alternative options with the Callback Day coordinator.

- **Other Expenses**: In addition, the student is responsible for any expenses incurred while rotating at the clinical site including food, parking, and any other incidentals

**ROTATION OBJECTIVES**

Students will not be permitted to enter the clinical phase of the program unless they have successfully completed and passed all didactic phase courses and requirements. Direct patient exposure, participation in diagnostic, therapeutic, and health maintenance interventions provide the necessary connection between the foundational didactic education and clinical practice. Students must integrate knowledge accumulated in the didactic year with supervised patient encounters in the clinical year. Rotation objectives serve as goals to guide student education and development of competencies. The specific learning outcomes for each course (rotation) are outlined in the corresponding syllabi and distributed to all clinical preceptors. The overall goals for the rotations are to:

- Apply didactic knowledge to each supervised clinical practice
- Build on the medical fund of knowledge
- Demonstrate appropriate history taking and physical examination skills based on the patient chief complaint
- Demonstrate oral presentation skills
- Develop and hone clinical problem-solving skills
- Develop treatment and management plans based on patient cases
- Practice education and counseling of patients and families
- Gain an understanding of the PA role in health care delivery
- Prepare for the Physician Assistant National Certifying Examination (PANCE)
- Begin developing an area of interest for employment after graduation
- Gain self confidence in the professional role, and
• Develop interpersonal skills necessary to function as part of a medical team

Students will be taught by observing as well as participating in hands-on patient care, conducting procedures under direct supervision of clinicians, and attending lectures for PA and medical students, as well as other trainees.

SITE EVALUATIONS
A faculty member of the Program will visit clinical rotations sites to perform site evaluations and to ensure a high-quality educational environment. These visits will be conducted on the following schedule:

• Rotation sites that have not been previously used will receive a site visit prior to the arrival of the first student to use that site (Initial Site Evaluation Visit)
• New rotations will receive a follow-up visit within 1 year (Follow-up Site Evaluation Visit)
• Established rotations will receive a visit at least once every 3 years (Established Site Evaluation Visit)

Site visits may occur in-person or via use of technology

CLINICAL ROTATION CHECKLIST
The following is a list of all expectations and requirements to be completed for each of the 11 clinical rotations.

1). Clinical Rotation Student Evaluations
Evaluation of students in the clinical year is conducted at multiple levels and times. Designated clinical preceptors will evaluate student competency and preparedness for clinical practice through direct observation, review of the patient write-ups, case presentations (as applicable), and consultation with associate staff who have worked with the student. Professional Practice is continuously evaluated by clinical preceptors and documented on these evaluations. Behavior identified as problematic will be referred to the Promotions Committee and may have a serious impact on a student’s progress in the program. Consequences of problematic behavior will be determined by the Promotions Committee and may include remediation, deceleration of the rotation schedule, or dismissal. Preceptor evaluations are only one component of the final grading for rotations (see Grading for full description).

a. Mid-semester evaluation: This is a combined student/preceptor evaluation conducted during the first two weeks of the clinical experience. This is a non-graded evaluation focused on identifying areas of strength and areas of opportunity for improvement. The student completes this self-assessment and then meets with the preceptor to review and gain additional feedback. This evaluation is returned to the Clinical Team for review.

b. Final preceptor evaluation: This is the preceptor’s final graded evaluation of the student’s performance and progression of competencies. The preceptor is responsible for compiling feedback from all the providers the student has interacted with on the rotation. It is expected to be completed by the preceptor within two weeks of the end of the rotation.
NOTE: It is the student’s responsibility to schedule a meeting with the lead preceptor, or their designee, mid-way through the rotation and in the final days to review these evaluations. These meetings are designed to discuss individual performance, review objectives, and identify areas in need of attention.

2). Student Evaluation of Preceptor and Site
Each student will complete an evaluation of preceptor and site at the end of the rotation. These evaluations provide the program feedback regarding the effectiveness of the rotation, the effectiveness of the preceptor as a teacher, the ability of the rotation to help the student understand clinical principles and develop technical skills, and the ability of the setting to strengthen the student’s capacity to perform essential role responsibilities.

3). Doc Cards
The Program has developed “doc cards” that are required for clinical rotations. These cards assist in monitoring and documenting progression of students toward meeting learning outcomes and competencies. Students are expected to have them complete at the end of their rotation. Any items not met may be completed on subsequent rotations. If a student is unable to complete the doc cards to document competency, they will be required to attend a session in the Simulation Center near program end to demonstrate competency and complete this requirement.

4). End Of Rotation Exam (EORE)
The PA Program is currently using standardized end of rotation exams for all core required rotations with the exception of orthopedics. These exams have been created and validated by the Physician Assistant Education Association (PAEA). The grading of these exams follows guidelines. Passing scores are based on the national mean for an individual test. Details of what constitutes a passing score can be found on the clinical year website. The orthopedics core examination is a program generated examination. The aggregate average is utilized to determine a passing score.

In the event of failure of an End of Rotation Exam, a student is permitted ONE repeat of the exam. They must contact their advisor to discuss their plan of study for the repeat exam. If, on the repeat exam, the student again has a failing score, they will fail the rotation and be referred to the Promotions Committee. Referral to the Promotions Committee may result in actions that include, but are not limited to, directed remediation work with the Remediation Committee, deceleration and/or dismissal from the program. Any expenses incurred by repeating an End of Rotation Exam (more than 2 total attempts) will be the responsibility of the student.

5). Patient Logs
See expectations listed under Preparation for Rotations

6). PA Exam Prep Questions
Students must complete a minimum of 50 questions for each rotation

7). Additional Assignments
Students must complete additional assignments as noted in syllabus

GRADING IN THE CLINICAL YEAR/STANDARDS OF WORK
Evaluation of students in the clinical year is conducted at multiple levels and times. The designated lead clinical preceptor will continuously evaluate student performance throughout the rotation through direct observation, review of patient write-ups, case presentations, and consultation with associate staff who have worked with the student. Specifically, they will be evaluating student competency and preparedness for clinical practice. In addition, each student must complete a self-reflection mid-rotation evaluation and review this with the lead preceptor for additional feedback. The purpose of this meeting is to discuss individual clinical performance, review rotation objectives, and identify any areas in need of particular attention during the remainder of the rotation. Just prior to the end of the rotation, the preceptor will meet with the student again to discuss individual clinical performance, review rotation objectives, and identify any areas in need of particular attention in the future. They will also review the student’s final evaluation at that time. The final grade for a rotation is determined by several factors, including:

1. Preceptor evaluation of student’s attainment of course learning outcomes, overall performance, and professional practice.
2. End-of-rotation written examination (grade assessment for Core Rotations)
3. Completion of all patient logs on Qualtrics by the end of the rotation
4. Review of submitted HIPAA compliant patient note which has been reviewed by preceptor (graded assignment for Selective)
5. Review of an elective specific topic via 3-5 min oral presentation and submission of a one-page high yield note which has been reviewed by preceptor (graded assignment for Elective)
6. Completion of a minimum of 50 PA Exam Prep questions (for all rotations)
7. Completion of virtual cases in the Core Rotations (see syllabus for assignment)
8. Completion of a course (rotation) evaluation by the student (for all rotations)

The Director of Clinical Education will compile the results from these evaluations and assign a final grade for the transcript: Honors, Pass, Fail. Honors grades signify work of distinction, and Pass represents work of good quality.

The program uses the term “low pass” on evaluations as a way for preceptors to identify a student demonstrating marginal performance who is at “competency risk.” “Low pass” is used to communicate incomplete history and physical examinations, poor organization, marginal communication, tardiness, and absenteeism. “Low pass” on preceptor evaluations or “competency risk” on end of rotation examinations will require remedial work to be completed before a passing grade can be given. See table below.

**Honors** → Achieved when the student meets the following requirements: Preceptor evaluation is graded as honors, Written Examination is >1 SD below the national average, assessment for selective or elective are turned in on time and passed with satisfactory performance (if applicable), and all assignments are turned in on time.

**Pass** → is assigned when all categories meet satisfactory work or there was a “low pass”/“competency risk” that required remedial work to address areas of weakness. Grade will be finalized and posted to SIS once remedial work is complete.
Fail  → Is assigned if any of the following occur: Failing grade on preceptor evaluation, failure of the End of Rotations examination after 2 attempts

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Grade</th>
<th>Expectations</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor Evaluation of Course Learning Outcomes (Competencies)</td>
<td>Honors, Pass, Low Pass, Fail</td>
<td>Student must meet expectations of all learning outcomes to pass the course.</td>
<td>Honors and pass → no further requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors  → outstanding Pass  → Satisfactory</td>
<td>Low Pass Low Pass or below expectation on any of the learning outcomes  → remedial work as prescribed by advisor and DCE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low Pass or below expectation on any of the learning outcomes  → Had difficulty fulfilling all requirements, requires remedial work</td>
<td>Fail  → Rotation needs to be repeated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fail  → Student has failed to meet the requirements of this rotation and must repeat the rotation.</td>
<td></td>
</tr>
<tr>
<td>Written Examination (End of Rotation Exam for Core Rotations)*</td>
<td>Pass, Competency Risk, Fail</td>
<td>Pass  → &gt;1SD below the National Average</td>
<td>Pass  → no further requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competency Risk  → between 1-2SD below the National Average</td>
<td>Competency Risk  → remedial work as prescribed by advisor and DCE (DCE and Advisor will review completed remediation assignment. If found satisfactory by the advisor and DCE, grade of student rotation will be released to the student)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fail  → &gt;/= 2SD below the National Average</td>
<td></td>
</tr>
<tr>
<td>Assessment for Selective</td>
<td>Pass, incomplete</td>
<td>Pass → Satisfactory Incomplete → Failed to meet the requirements of the assignment and must repeat the assignment</td>
<td>Pass → no further requirement Incomplete → all assigned work to be turned in to pass course</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Conduct (completion of assignments – doc cards, questions, cases)</td>
<td>Pass, incomplete</td>
<td>if applicable; must pass the assignment to advance/pass the course</td>
<td>Pass → no further requirement Incomplete → all assigned work to be turned in to pass course</td>
</tr>
</tbody>
</table>

*The Tufts PA Program is currently using standardized end of rotation exams for all core rotations, except Orthopedics, that have been created and verified by the Physician Assistant Education Association (PAEA). As such, the grading of the exam follows guidelines established by the PAEA. Passing scores are based upon the National mean or aggregate mean for an individual test. Exact details on what constitutes a passing score for each course can be found in each course syllabus. Orthopedic examination passing score is 70% (based on PANCE pass score).

**RESPONSIBILITIES OF THE STUDENTS**

**Identification**
Students must wear a short white coat with Tufts embroidering with their Tufts provided name badge that clearly designates student name and “Physician Assistant Student” at all times. By law, the students are required to identify themselves to all patients by name and physician assistant student role. Institutions may also mandate their specific identification. This would be worn in addition to the Tufts name badge. They should also explain to patients the working relationship with the preceptor.

Failure to follow these guidelines properly with patients is a violation of professional practice and will result in referral to the Promotions Committee and possible dismissal from the program. In hospital areas where white coats are not worn (e.g., operating room or delivery room), students must wear a nametag for identification.
Clinical Attire
Business attire with Tufts embroidered short white coat is expected when in the presence of patients. The dress code for clinical sites will vary and should be discussed the first day of rotations. Clinical site policies take precedence, and all students should adhere to those policies. Inappropriate attire, as deemed by the clinical site, may result in the student being barred from access to patients and the facility. Attire must conform to accepted health and safety regulations of the office practice, clinic, or hospital setting. This means close-toed shoes are required in the clinical setting. Facial hair must be trimmed as directed for proper N95 mask fit testing and use. Perfumes, colognes, or other fragrances should be avoided as these may serve as allergens for some patients in the clinical setting. Acrylic nails are prohibited due to infection control measures in the clinical setting.

ATTENDANCE

Rotations
Attendance at all rotation sites is mandatory. Students’ schedules are assigned by the preceptor; students should not be making schedule requests. It is the responsibility of the students to immediately inform the preceptor, program, and Director of Clinical Education of an unexpected absence as soon as possible and prior to the time students are expected to be on site. Telephone call and e-mail (do not text unless otherwise directed) are the expected means of communication.

Both excused and unexcused absences are additive with the total accumulated absences counting toward the proportion of the rotation missed. Excused absences should only be used for unavoidable scheduling conflicts, such as urgent medical appointments, sickness, childcare emergencies, death of an immediate family member, or to accommodate interviews for employment. If 3 or more days are missed (excused and unexcused combined) from a rotation, the student will be required to make up the time. Make-up time and activities are determined collaboratively by the clinical preceptor and the Director of Clinical Education and may include repeating the rotation. Not all rotations will be able to accommodate missed time in the regularly scheduled rotation block. An unexcused absence of any kind can jeopardize the student’s successful completion of a rotation.

In addition, policies exist for absences due to bereavement, religious beliefs, jury duty/court appearance, and maternity leave. Students are instructed to refer to the full policy in Part A of this handbook.

Callback Day
Callback days are a required component of each rotation experience, therefore, attendance at these sessions is mandatory. All students, regardless of site location, are to be on campus and on time for this one-day activity. If an excused absence is permitted by the callback day coordinator, the students grade for the rotation will be held until all work from the callback day is complete. An unexcused absence is a professional practice violation and will be referred to Promotion Committee for review.

Leave of Absence
If circumstances result in the need for taking more than 1 rotation off from clinical rotations, the student should immediately contact the Program Director who will make every effort possible to accommodate
the student’s need, while maintaining the requirements of the rotation. When accommodation is not possible, the student may request a Leave of Absence (LOA). The University has established policies for leaves of absences due to bereavement, illness, jury duty/court appearances, and religious beliefs (refer to Part A of this handbook for details).

When requesting a LOA, the student must go through the proper approval process, which includes meeting with designated University officials to discuss the reason for the request. Based on the reason for the LOA, the student may be required to provide documentation (e.g., a doctor’s note) that they have been cleared to return to active clinical practice.

Any student who takes a LOA must understand that their clinical training will be delayed by the number of rotations they miss, based on the length of the leave, thereby extending this training in the next clinical year. The student must be aware that the priority for site assignments must be given to students of that current clinical year. Only after all current clinical year students have been placed and site assignments are finalized, will the student who has taken the LOA be assigned to their final rotation site(s). Every attempt will be made to provide the student an appropriate rotation site assignment. If the needed rotation site is already assigned to another student, the student’s clinical training may have to be delayed by an additional period of time to ensure an open rotation site. A LOA will also change the program completion date, taking the PANCE (PA board), and the student’s graduation date.

**Injury and Illness Policy**
Students who become injured or ill while enrolled in the rotation phase of the program are advised to notify the Director of Clinical Education as soon as possible. When in the rotation phase of the PA Program, a student has several options:

- Continue with the rotation phases of the program, provided a signed physician’s, NP, or PA statement indicating physical ability to do so has been submitted to the Program Director
- Request a leave of absence, delaying the start of, or progression in, the rotation curriculum. Students seeking this option will need to make special arrangement with the Director of Clinical Education. Note: interruptions in the rotation curriculum due to LOA will delay graduation
- Students may withdraw from the School of Medicine, if it is not possible to return to the program in any capacity

**Inclement Weather**
Students are responsible for exercising their own judgement concerning whether road conditions are safe enough for travel to the clinical site. Many clinical sites may/must remain open during inclement weather. If the student decides against attending a clinical site because of inclement weather, the student must call and discuss this decision with the clinical preceptor and the Director of Clinical Education of the PA Program. If the weather conditions at the time of a callback day are uncertain, the University will make every effort to arrive at a decision regarding delayed opening or closing due to inclement weather at the earliest possible time. Information regarding University delayed opening or closing will be broadcast on the emergency communication system of the University.

**SUMMATIVE ASSESSMENT**
The PA Program conducts a summative evaluation of all students within the last 4 months of the program. This evaluation is multifaceted, incorporating evaluation instruments that correlate to the didactic and clinical components of the program’s curriculum. The evaluation measures if the student has achieved the necessary knowledge, interpersonal skills, patient care skills, and professional practice to enter clinical practice as a new graduate. The evaluation is directly tied to the program defined competencies that must be met for program completion.

1). Knowledge
Medical knowledge is assessed in the form of a comprehensive examination delivered at the end of the clinical rotations. This examination includes questions written and validated by PAEA. The exam covers all organ systems and task areas represented on the PANCE and within the didactic curriculum. The exam, referred to as the End of Curriculum Examination, assesses competency in the following task areas:

- History and physical examination
  - Recognize and interpret pertinent historical information
  - Identify history commonly associated with specific medical conditions
  - Identify physical examinations appropriate for specific medical conditions
  - Identify required techniques for physical examination
  - Interpret physical examination findings
- Diagnostic Studies
  - Demonstrate knowledge of appropriate patient and family education
  - Identify techniques and complications of common procedures
  - Select appropriate lab and diagnostic studies
  - Recognize normal and abnormal lab and diagnostic studies
  - Interpret results of lab and diagnostic studies
- Diagnosis
  - Determine a differential diagnosis based on a clinical scenario
  - Select the most likely diagnosis based on a clinical scenario
- Health maintenance and screening methods
  - Determine appropriate counseling
  - Determine appropriate screening
  - Identify risk factors for conditions that can be prevented
  - Recognize impact of stress, aging, environmental and occupational exposures
  - Identify barriers to care
  - Identify growth and milestones that are age appropriate
  - Match anticipatory guidance to appropriate age level
- Clinical Intervention
  - Select application of common clinical interventions
  - Identify appropriate monitoring for patients after interventions
  - Prioritize clinical interventions in emergent, acute, and chronic situations
  - Determine appropriate surgical treatment
  - Identify potential complications
  - Recognize appropriate plans for patient discharge
  - Select additional nonpharmacologic modalities
Clinical Therapeutics
- Identify key safety factors in administration of medication
- Recognize appropriate plans for monitoring pharmacotherapy
- Select a clinical therapeutic plan
- Recognize pharmacokinetic properties
- Identify side effects of medications
- Identify medication interactions
- Modify therapeutic regimens based on case scenario

Scientific concepts
- Application of basic sciences
- Recognize associations of disease conditions
- Demonstrate understanding of public health concepts
- Identify underlying pathophysiology of common diseases

To pass the End of Curriculum Examination, the Program uses the established standards and considers “Satisfactory Medical Knowledge and Advanced Medical Knowledge” scores to meet the knowledge competency ([https://paeaonline.org/assessment/end-of-curriculum/scoring-and-interpretation](https://paeaonline.org/assessment/end-of-curriculum/scoring-and-interpretation)). A score of ‘Limited medical knowledge’ does not meet competency and will result in failure. If not passed on the first try, students will be offered one comparable retake examination compiled by the Program. The passing score for this examination is 70% (benchmark for knowledge required to pass the PANCE examination). A student who fails the retake examination will be referred to the Promotions Committee for review of academic status and possible remediation or program dismissal.

2). Patient Care Skills
Patient care skills are assessed objectively during the summative OSCE assessment. Clinician observers assign a percentage grade based on a rubric for student proficiency focused on history taking, physical examination, and clinical reasoning of multiple standardized patient encounters. This patient care evaluation assesses the student’s ability to:

- Obtain essential and accurate historical medical information about their patient
- Perform a physical examination relevant to the chief complaint
- Identify and interpret lab or diagnostic studies appropriate for the case
- Identify the most likely diagnosis based on history, physical, and lab and diagnostic studies
- Develop and implement management plans based on the most likely diagnosis
- Make decisions therapeutic and clinical interventions
- Counsel and educate patients on disease management and disease prevention
- Demonstrate compassion and respectful behaviors when interacting with patients

To pass the Patient Care Skills component of the Summative Evaluation, each student must receive a score greater than 2 standard deviations below the graded mean of this component. If the OSCE is not passed, it may be retaken once. If the student fails to pass a second time, the student will be referred to the Promotions Committee for review of academic status and possible remediation or program dismissal. Students who fall between 1-2 SD below the average are expected to attend a faculty session to review the case as a learning opportunity.
3). Interpersonal Skills
Interpersonal skills are assessed objectively during the Summative OSCE. Clinical observers as well as the standardized patient graders assign a percentage grade. The focus is on the interactions between the student and the patient. Interpersonal skill evaluation assesses the student’s ability to:

- Use effective communication skills to elicit and provide information
- Adapt communication style and messages to the context of the interaction
- Create a safe and comfortable environment for the patient
- Accurately and adequately document clinical reasoning skills

To pass the Interpersonal Skills component of the Summative Evaluation, each student must receive a score greater than 2 standard deviations below the graded mean of this component. If the OSCE is not passed, it may be retaken once. If the student fails to pass a second time, the student will be referred to the Promotions Committee for review of academic status and possible remediation or program dismissal. Students who fall between 1-2 SD below the average are expected to attend a faculty session to review the case as a learning opportunity.

4). Professional Practice
Summative evaluation of professional practice is conducted in 2 ways. First, as part of the Summative OSCE, clinician graders will objectively assess professional practice during the standardized patient encounters by assigning a percentage based on a provided rubric. Second, professional practice is scored objectively by the Program Director in consultation with the student advisor during a final review of the student record. This score is from a holistic review of all professional behaviors in the didactic and clinical year. Combined, these 2 evaluations will assess the student’s ability to:

- Demonstrate respect, compassion, and integrity for classmates, faculty, staff, and patients
- Demonstrate accountability to patients and the profession
- Commit to the ethical principles including confidentiality and informed consent
- Demonstrate service to the community through active community service

A score of 85% or higher is needed to progress to program completion. Students scoring <85% will be provided an opportunity to do an assignment and reflection specific to the areas of concern.

GRADUATION REQUIREMENTS
In order to be considered program complete and graduate from Tufts University, a student must:

- Have a minimum GPA of 3.0 upon completion of the didactic year
- Pass all didactic courses with a B- or higher
- Pass all rotations, including the end of rotation examinations
- Pass the Capstone paper and oral presentation
- Meet program competencies, benchmarks, and learning outcomes
- Pass all components of the Summative Evaluation

RECOMMENDED REFERENCES FOR CLINICAL YEAR
There are many resources for students to use during clinical rotations as well as in preparation for the End of Curriculum Exam and PANCE. The key idea is to make sure you have a resource that outlines the high yield components of disease states, know that you will need to look up topics that you are struggling with for a more in-depth review, and complete a lot of questions. Below are the resources faculty have been suggesting to their advisees.

1. AAPA has a lot of recommended resources: https://www.aapa.org/cme-central/pance-panre-review-resources/
2. Review books:
   a. PANCE Prep Pearls
   b. Lange
   c. Hirsh Library has the Comprehensive Review for the Certification and Recertification examination for PAs. Go to the Hirsh Library website and search for it in the browser. When you log in – there is an assessment tab that allows you to access to questions. There is also a lot of review topics (similar to Pance Pearls)
3. PA Exam Prep – students have access through Hirsh and are required to complete 50 questions a month.
4. Kaplan – has a PANCE review question bank https://www.kaptest.com/pance
5. Exam Master – has a PANCE review question bank https://www.exammaster.com/
6. UWorld - https://pa.uworld.com/
9. NCCPA practice exams: https://www.nccpa.net/practiceexams should be saved until January to assess where you are right before you take the boards
11. Finally, on the clinical year website – there is a tab called Clinical Resources that has some additional items https://sites.tufts.edu/paclinical/

Rotation specific recommendations:

Behavioral Medicine

Family Medicine

Emergency Medicine

Surgery

Inpatient Internal Medicine
Current Diagnosis and Treatment, 60th edition. Published 2020. ISBN: 9781260469868

Pediatrics

OB/GYN
Current Diagnosis and Treatment OB/GYN, 12th edition. Published 2019. ISBN: 9780071833905

Orthopedics
Current Diagnosis and Treatment Rheumatology, 4th edition. Published 2021. ISBN: 9781259644641
Current Diagnosis and Treatment Orthopedics, 6th edition. Published 2021. ISBN: 9781260135978

Selective and Elective
Current Diagnosis and Treatment, 60th edition. Published 2020. ISBN: 9781260469868
APPENDIX A: TUFTS UNIVERSITY SCHOOL OF MEDICINE PA PROGRAM STUDENT COMPETENCIES

The aim of the School of Medicine PA program is to develop highly competent, intellectually curious, and caring physician assistants.

Patient-centered Practice Knowledge Competency (PCPK): The PA program must ensure that a student will, to the satisfaction of the principal faculty, be able to:

PCPK 1. Understand and apply the core medical knowledge needed to care for patients
   • Describe the normal structure and function of the body and its organ systems
     o Met through successfully completing Anatomy Class and Medical Physiology Class
   • Apply knowledge of the pathophysiology of the major organ systems that manifest in disease to patient care cases
     o Met through Preceptor Evaluations, successful completion of End of Rotation Examinations, successful completion of the OSCE
   • Discern among acute, emergent, and chronic disease states
     o Met through successful completion of End of Rotation and successful completion of the OSCE
   • Create a differential diagnosis, develop and implement patient management plans
     o Met through preceptor evaluations, Successful completion of assigned virtual cases, and successful completion of the OSCE
   • Provide patient education aimed at disease prevention and health maintenance
     o Met through preceptor evaluations and successful completion of OSCE

PCPK 2. Demonstrate clinical and technical skills needed for the care of the patient
   • obtain a relevant medical history that is specific to the clinical setting
     o Met through successful completion of Patient Scenario in Primary Care III, Met through preceptor evaluations and successful completion of OSCE
   • perform both a complete and problem-focused physical examination
     o Met through successful completion of Physical Diagnosis I and II and Patient Scenario in Primary Care III, Met through preceptor evaluations and successful completion of OSCE
   • perform routine technical procedures as defined by the PA Program
     o Met through successful completion of clinical readiness check in Procedures Class and successful completion of “doc cards”
   • interpret the results of commonly used diagnostic procedures and tests
     o Met through preceptor evaluations and successful completion of the OSCE

Society and Population Health Competency (SPH): The PA program must ensure that a student will, to the satisfaction of the principal faculty, be able to:

SPH 1. Understand how individual patients are affected by the communities in which they live and work
   • apply, to scenarios for clinical practice, information on individual variations in social determinants
of health when making diagnostic and treatment decisions, with appropriate sensitivity to the cultural needs of patients.
  o Met through successful completion of the Public Health Module examination as well as preceptor evaluation

SPH 2. Show respect for and response to individual patient preferences, needs, and values
  o Met through successful completion of the IPE experience during clinical year

Health Literacy and Interpersonal Communication Competency (HLC): The PA Program must ensure that a student will, to the satisfaction of the principal faculty, be able to:

HLC 1. Establish rapport and communicate effectively with patients, families, and caregivers
  o Met through preceptor evaluations, Successful completion of Primary Care III Patient Scenario, successful completion of OSCE

HLC 2. Demonstrate the ability to communicate effectively with providers
  • write a clear, concise and well-organized note as appropriate for a given patient encounter
    o Met through successful completion of Physical Diagnosis I and II courses, successful completion of Primary Care III patient scenario, preceptor evaluations
  • present oral case presentations in a clear, concise, articulate, accurate manner
    o Met through successful completion of Physical Diagnosis I and II courses and preceptor evaluations

Professional Behaviors and Legal Aspects of Health Care Competency (PLAHC): The PA Program must ensure that a student will, to the satisfaction of the principal faculty, be able to:

PLAHC 1. Demonstrate understanding of the dignity and privacy of patients while maintaining confidentiality in the delivery of care
  • demonstrate a commitment to ethical principles pertaining to the PA-patient relationship, provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations
    o Met through successful completion of the Professional Practice Course and successful completion of ethics cases during the clinical year

PLAHC 2. Demonstrate accountability to patients and the profession
  • demonstrate accountability, honesty and integrity with patients and patients’ families
    o Met through preceptor evaluation
  • demonstrate an appropriate professional manner (including but not limited to physical appearance, dress, attendance, punctuality, patient confidentiality, and responsible use of technology and social media)
    o Met through preceptor evaluation and successful completion of the didactic and clinical year professionalism rubric

PLAHC 3. Demonstrates the ability to reflect on professional and clinical performance
  o Met through preceptor evaluation and completion of self-assessment rubrics in the Mock
**OSCE**

*Health Care Finance and Systems Competency (HCFS): The PA Program must ensure that a student will, to the satisfaction of the principal faculty, be able to:*

HCFS 1. Describe the role of the PA in the health care team  
   - Met through successful completion of Professional Practice Course

HCFS 2. Understand different types of health systems, funding streams, and insurance, including the role of Medicare and Medicare as payors  
   - describe the structure and function of health care systems, health insurance, various settings in which medical care is delivered, and the impact of these settings on variations in access, cost and quality of health care  
     - Met through successful completion of the Public Health Module and Professional Practice Course

*Interprofessional Collaborative Practice and Leadership Competency (ICPL): The PA Program must ensure that a student will, to the satisfaction of the principal faculty, be able to:*

ICPL 1. Describe knowledge of other health care providers and their role in providing patient care  
   - Met through successful completion of the Physical and Rehabilitation course and successful completion of the Medical School IPE experience

ICPL 2. Develop relationships and effectively communicate with physicians, other health professionals, and health care teams  
   - apply knowledge of the roles and responsibilities of other health care professionals and how the team works together to provide patient care  
     - Met through preceptor evaluations and successful completion of the Medical School IPE experience

*Self-assessment and Ongoing Professional Development Competency (SAPD). The PA Program must ensure that a student will, to the satisfaction of the principal faculty, be able to:*

SAPD 1. Demonstrates the ability to reflect on own performance  
   - Identify gaps and areas of improvement  
     - Met through preceptor evaluations  
   - Implement plans to improve  
     - Met through preceptor evaluations

SAPD 2. Demonstrates the ability to ask for and receive feedback  
   - Met through preceptor evaluations

SAPD 3. Recognizes own limitations and asks for help when appropriate  
   - Met through preceptor evaluations
APPENDIX B: TECHNICAL STANDARDS

The Technical Standards of the Physician Assistant Program define the essential functions that an applicant must be able to perform in order to be admitted to the PA Program, to progress satisfactorily, and to graduate. Essential functions refer to all non-academic criteria that are necessary to participate in the educational program. In developing these criteria, the PA Program affirms the following expectations for our admissions candidates:

- **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences. A candidate must be able to observe a patient accurately. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of hearing and of smell.

- **Communication:** A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients, families, peers, and faculty. Communication includes not only speech, but also reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

- **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to execute motor activities reasonably required to provide general care, to perform diagnostic procedures and to provide emergency treatment to patients.

- **Intellectual-Conceptual, Integrative and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, a critical skill demanded of physicians, requires all of these intellectual abilities. Candidates and students must be able independently to access and interpret medical histories or files, identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely diagnoses, and prescribed medications and therapy, and recall and retain information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans is essential. Good judgment in patient assessment, diagnostic, and therapeutic planning is crucial; students must be able to identify and communicate their knowledge to others when appropriate.

**Behavioral and Social Attributes:** A candidate must possess the mental and emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to learn the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that should be assessed during the admissions and education process.

The above are considered minimum abilities required in the educational process of a physician assistant. Each person will be evaluated on an individual basis. Tufts University School of Medicine reaffirms its commitment to be flexible, innovative, and creative in trying to meet any special needs of students. The integrity of the curriculum must be maintained and those elements deemed essential to the education of a physician assistant must be required and completed.
All students will undergo criminal background checks before matriculation and prior to entering the clinical phase of the program.

Revised November 2021.