



THE CONSORTIUM OF PA EDUCATION
PHYSICIAN ASSISTANT PROFESSIONAL DEGREE PROGRAM

PHYSICIAN ASSISTANT PROGRAM



STUDENT HANDBOOK



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Land Acknowledgement:

"We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Wendat Nation, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land."

Note on Professionalism to All BScPA Students

BScPA students are expected to act with professionalism in all verbal and non-verbal correspondence (i.e. email) with faculty, admin staff, colleagues and peers. This extends to lectures, assessment reviews, meetings, clinical placements, and general interaction with others. Respect and courtesy are essential for success in both the PA Program and as part of a team working in healthcare. As such, acting in a professional manner is a requirement while enrolled in the BScPA Program.

For more information on professionalism for undergraduate students in healthcare programs, please familiarize yourself with this document. [Professional Practice Behaviour for all Health Professional Students](#). Unprofessional behaviour will be brought to the attention of the Program Director to determine if the matter needs to be reviewed at the Progress Review Committee and/or the Board of Examiners.

The PA Program Curriculum and COVID-19:

COFM GUIDELINES

Please note that the COVID-19 vaccination is required in order for you to participate in clinical placements. Medical learners who choose not to have the COVID-19 vaccination should be notified that hospital policies may preclude them from clinical placements or require antiviral prophylaxis and immunization in the event of a COVID-19 outbreak. Medical learners should follow NACI recommendations on the use of COVID-19 vaccines.

The PA Program is required to have your updated COVID-19 vaccination status, which is consistent with the COFM Guidelines. This is in the interest of preventing and reducing the transmission of COVID-19 at a hospital or other placement site, and to satisfy possible requirements for COVID-19 vaccination status information by specific hospitals or other placement sites. For these purposes, and consistent with both the COFM Guidelines and the provincial approach to immunization policies more generally, **we are requiring proof of vaccination of each dose of COVID-19 vaccine (of a two-dose COVID-19 vaccination series approved by the World Health Organization).**

We have included the updated [Council of Faculty of Medicine Immunization Policy](#), which can also be found on the PA Consortium website: <https://paconsortium.ca/policies>.

Regulations and Policies:

The University has policies (approved by its Governing Council) which apply to all students. The University assumes that each student will become familiar with these policies, some of which are enclosed in this Student Handbook. The remainder can be found at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm. The rules and regulations specific to the Physician Assistant Professional Degree Program (BScPA) are contained in this handbook. As a student in the PA Program, it is your responsibility to understand all policies and guidelines in this document, and to seek more information should you need it.

Note: Policies within this handbook are current at the time of issue.

Temerty Faculty of Medicine Equity, Diversity and Inclusion (EDI) Supports and Resources

About the U of T Temerty Faculty of Medicine's Office of Inclusion and Diversity (OID)

What We Do

The Office of Inclusion and Diversity (OID) supports Faculty of Medicine's commitment to Excellence through Equity, one of the three Strategic Domains of Focus named in the 2018-2023 Academic Strategic Plan.

Our Office is committed to working collaboratively to achieve the following initiatives:

- Design programs and policies that promote an equitable, inclusive and diverse environment
- Provide guidance and support on EDI and human rights issues
- Advise and collaborate on implementing EDI priorities

Contact us if you:

- Are interested in collaborating on an equity event or initiative, such as a Diversity Dialogue Event
- Would like guidance and support on EDI and human rights issues (e.g. experiences of discrimination/harassment)
- Want to request an equity workshop for Faculty of Medicine learners, staff or faculty members

Contact Information

- Website: <https://temertymedicine.utoronto.ca/office-inclusion-and-diversity>
- Email: medicine.oid@utoronto.ca
- Instagram: [@uoftmed_oid](https://www.instagram.com/uoftmed_oid)

University of Toronto Equity Offices

A list of the U of T Equity Offices and their contact information can be found here:

<https://people.utoronto.ca/inclusion/equity-offices/>

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All relevant forms, links and key policies are available on the BScPA Program Website (www.PAconsortium.ca) under Current Students

1 Attendance Guidelines

1.1 Regular Attendance

Students are expected to arrive/log in/participate on time for all scheduled classes, labs and synchronous (on-line) sessions. Students are expected to be in attendance and on time for all clinical activities and responsibilities as required by their clinical sites, including on-call, holiday and weekend duties. Although this is essentially an on-line program, it is full-time (30+ hours per week). Students are strongly discouraged from working during the program.

1.1.1 Name Tag

All students in the BScPA Program are issued a Consortium of PA Education nametag, indicating they are a student at the University of Toronto. Nametags are to be worn at all times during Campus Block sessions and clinical experiences (including LCE). If you lose/misplace your nametag, there is a replacement fee. Please contact the BScPA Program Office for further instructions.

1.2 Absences and Notification

1.2.1 Personal Days

BScPA students are adult learners, and it is acknowledged that, at times, a student may need to miss a session for personal reasons. These are considered “Personal Days”. Just as graduate PAs must plan for coverage of professional duties when they are unable to attend work, courtesy dictates that students communicate with appropriate Course Directors/faculty members if they require a “Personal Day”. Students are not judged nor excused for using a “Personal Day”, as long as appropriate notification is provided. The Absence Notification system allows for this notice.

1.2.2 Definition of a Personal Day

Sick days, medical appointments, urgent situations and personal time off all fall within the realm of personal days. Students will complete an Absence Notification Form for any day or any part of a day they will not be in class (Campus Block) or are unable to participate in a synchronous session on-line, whether they are in Year 1 or Year 2 of the Program. Please note that this includes IPE sessions. This policy does not require a determination of whether an absence is excused or unexcused. It is expected that Personal Days will be used appropriately as outlined here, and as such, students will not have to provide an explanation or reason for their absence for a Personal Day. Additionally, no “doctor’s note”, “[Verification of Student Illness or Injury](#)” or similar documentation is required as long as the policy is followed.

1.2.3 Number of Personal Days

During the academic year (Year 1), students are permitted to use three (3) Personal Days during each semester. The program reserves the right to discuss attendance with the student in the event of any concerns about individual and/or group academic performance.

1.2.4 Counting Personal Days

If a student will miss *more than one third* of a scheduled synchronous learning activity or event, it is considered an entire Personal Day.

For example:

- If a student will miss morning classes but not afternoon classes, this counts for one Personal Day.
- If a student will miss more than one hour of a half-day event (usually 3 hours of instruction), this counts for one Personal Day.
- If a student will miss more than 20 minutes of a one hour scheduled on-line discussion, this counts as one Personal Day.

1.2.5 When to Avoid Taking a Personal Day

The program makes every effort to schedule learning activities in a student-centered way, keeping in mind statutory holidays, and the need for breaks and down time. Keeping student success in mind, it is best for everyone to be in full attendance at all times. Students are strongly discouraged from taking a personal day in the following situations:

- Labs and simulation sessions in Campus Blocks during which students are paired or grouped
- Small group presentations where the student's group is presenting
- The first or last day of a semester
- The first or last day of a Campus Block
- The first or last day of a clinical placement
- The day before or the day after a scheduled study/reading day, break, vacation or holiday
- ANY summative assessment* in which a grade is given such as clinical skills exams and other practical exams; written and/or online exams, tests, quizzes

*If a student is unable to attend a summative assessment, the student is expected to submit a [Petition for Consideration of Prolonged Absence or Missed Examination/Required Assessment form](#) to their Course Director. This form is required in advance to request a rescheduling of the assessment. The Course Director *may* award a score of '0' for the missed assessment if the request is denied or if the process is not followed. (See section in [Academic Regulations- Taking Examinations as Scheduled](#)).

1.2.6 Process for Absence Notification

In the event of a planned Personal Day:

At least 24 hours in advance of the scheduled event that will be missed, the student is to inform the Course Director of their impending absence. Following this, they are to complete an Absence Notification Form. The link to the form is available on the [BScPA Program Website](#) and is also linked from the PA Program course shell on Quercus. Only this form will be accepted. The form is completed electronically and submitted directly to the Program.

In the event of an unplanned Personal Day:

In the event of an unanticipated urgent situation or illness, students **must notify the Course Director ASAP via e-mail**. The PA Program Office must also be notified at physician.assistant@utoronto.ca. Students must then complete the Absence Notification Form as soon as physically possible.

1.2.7 Implications of Taking Personal Days

For any session that is missed, the student is responsible for the material included in that session. The Course Director may consider assigning additional learning activities if required.

1.2.8 Professional Expectations

There are many times when the scheduling of a simulation, lab or small group session is dependent not only on room availability but also on the attendance of all students involved (for example, when students are paired or scheduled in small groups). Students who miss such sessions without advance notice may be compromising the learning/evaluation experience for their peers. Absences without appropriate notification may be considered unprofessional behavior.

If a student does not follow the Absence Notification process as instructed and/or has absences or tardiness that is affecting their success in the program, they may be required to discuss the challenges facing the student with the Program faculty. The absence(s) may not necessarily be considered as unprofessional; it is how the student conducts themselves with respect to the absence and the impact of this absence on their own success that may require escalation of the matter to the level of the Program faculty. Depending on the circumstances, failing to follow process or meeting the professional expectations of students may be discussed by the Progress Review Committee, may be presented to the Board of Examiners, and may result in disciplinary action.

1.2.9 Prolonged Absences

In the case of an extremely serious and/or extended illness (beyond 3 days per semester) or an unusually difficult and/or dire personal situation, a student may require additional time away from the program. These cases will be handled on an individual basis and must be discussed with the BScPA Program Director or with the Office of Learner Affairs (OLA), as soon as possible. A [Petition for Consideration of Prolonged Absence or Missed Examination/Required Assessment form](#) may be required. The Petition for Consideration form is available on the [BScPA Program Website](#) and linked to the PA Program course shell on Quercus.

1.2.10 Absences During Clinical Rotations in Year 2

Attendance during the Year 2 Clinical Rotations is mandatory. As outlined in the Clinical Handbook (which you will receive prior to second year), all rotations have an expected weekly commitment of 9 half days or a total of 4 and a half days per week of clinical time. In a 4-week rotation, there is a minimum requirement of 16 days, and in a 6-week rotation, there is a minimum requirement of 24 days. Students are responsible to ensure they make up any missed time in the event of a short-term absence. During the Clinical Phase (Year 2) of the Program, while at clinical sites, students are responsible to notify both their preceptor **and** the BScPA Program Clinical Course Director regarding any and all absences. Unexpected absences require courteous and professional notification as soon as possible in a manner appropriate to the individual circumstances. During the Clinical Phase, students will be evaluated on their professional behaviours and responsibilities, and attendance will be considered at that time. Students are expected to use common sense and good judgment in determining whether they should attend clinical placement in the event of their own acute illness. In the event of an acute illness or personal emergency, BScPA students are expected to notify the following contacts in a timely manner, as soon as physically possible, by phone as well as e-mail (for immediate contact and written confirmation):

- The Clinical Preceptor
- The site Medical Affairs/Medical Education office (if relevant)

- The Clinical Course Director

It is the responsibility of the student to contact the appropriate individuals **directly** as instructed in the event of an absence, and not to rely on others to convey the message.

Should a student test positive for COVID or have any other transmittable illness, they must stay home from their clinical placement and reach out to the **Clinical Course Director and the occupational health clinic**.

1.3 Accommodations for Religious Observances

It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Please note that students have the responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. For information on the University's expectations concerning the accommodation of religious observances for students, see the [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#) and [Accommodations for Religious Observances](#) (the Accommodations for Religious Observances page includes links to examples of related dates on which students may be excused from classes or examinations).

1.4 Leaves of Absence

Leaves of Absence from the BScPA Program are not automatically granted. Under exceptional circumstances, a Leave of Absence (LOA) *may* be granted to a student upon the request of the student; the approval is at the discretion of the Director of the BScPA Program and at times the Office of Learner Affairs (OLA). An LOA *may* also be recommended by the BScPA Program and the OLA in order to support the student and is subject to the approval of the Board of Examiners (BOE). Taking into account all Leaves of Absence (and probation periods, if applicable), the total duration of the Program cannot exceed 3 years and 6 months.

1.4.1 Timing of the Leave of Absence

This leave will be granted until the following academic year only. These are timed on a case-by-case basis, depending on the circumstances.

1.4.2 Process for Applying for a Leave of Absence

Students who are considering an application for a Leave of Absence must contact:

- The Program Director/Academic Coordinator of the BScPA Program to discuss scheduling and re-entry to the program.
- The Director to approve the LOA
- The Office of the Registrar to discuss matters relating to financial assistance and academic transcripts.
- The Associate Dean or designate of the Office of Learner Affairs to discuss academic and career implications.

If supported, the Associate Dean of the Office of Learner Affairs will write a letter, which summarizes the conditions under which the leave is granted, and the expected re-entry date. This letter will be copied to the BScPA Program Director, Faculty Registrar, and other appropriate parties, including the Board of Examiners, as applicable.

1.4.3 Student Status

A student who is granted an LOA will not be registered as a BScPA student for the duration of the leave.

1.4.4 Student Fees during a Leave of Absence

Depending on the timing of the LOA, the student may forfeit the academic and non-academic fees for that year. Students will be subject to the appropriate Academic and Non-academic fees upon re-entry to the program and are thus subject to the fee schedule that pertains to the year they re-enter.

1.4.5 Returning to the Program

Individual consideration will be given to situations in which the student may benefit from returning to the program to participate in the previous semester to audit completed courses prior to returning to the clinical year.

1.5 Advanced Standing

Currently, the BScPA Program is unable to give advanced standing in any course or component in the curriculum. **Exceptions are not routinely granted.**

2 Academic Regulations and Student Assessment

The primary outcome of the Program is to produce PAs who are safe, professional and competent practitioners. The BScPA Program utilizes a competency-based curriculum, and competency-based assessments. The Program embraces an assessment philosophy: “to use multiple forms of assessment that allow for success in multiple ways”.

Students will be assessed in all competencies at various times in the Program. These competencies relate to the National Competency Profile for PAs in Canada ([CanMEDS-PA](#)), and encompass the roles of Medical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar, and Professional.

The PA Program also adheres to the [CAPA PA Entrustable Professional Activities \(EPA\) Competency Framework](#). The knowledge and skills required for the EPAs are integrated throughout the program’s curriculum and learning objectives. Upon successful completion of the program, students will be able to demonstrate competency in all 12 EPAs.

The 12 EPAs are as follows:

EPA 1: Practices patient-focused, safe, ethical, professional, and culturally competent medical care across the healthcare continuum

EPA 2: Obtains histories and performs physical examinations, demonstrating the clinical judgement appropriate to the clinical situation.

EPA 3: Formulates clinical questions and gathers required clinical evidence to advance patient care and communicates those results to the patient and medical team.

EPA 4: Formulates and prioritizes comprehensive differential diagnoses.

EPA 5: Develops and implements patient-centered, evidence-based treatment plans within the formalized physician, clinical team and caregiver relationship.

EPA 6: Accurately documents the clinical encounter incorporating the patient's goals, caregiver goals, decision-making, and reports into the clinical record.

EPA 7: Collaborates as a member of an inter-professional team in all aspects of patient care including transition of care responsibility.

EPA 8: Recognizes a patient requiring immediate care, providing the appropriate management and seeking help as needed.

EPA 9: Plans and performs procedures and therapies for the assessment and the medical management appropriate for general practice.

EPA 10: Engages and educates patients on procedures, disease management, health promotion, wellness, and preventive medicine.

EPA 11: Recognizes and advocates for the patient concerning cultural, community, and social needs in support of positive mental and physical wellness.

EPA 12: Integrates continuing professional and patient quality improvement, lifelong learning, and scholarship.

Successful completion of the Academic and Clinical Curricula is dependent upon the student meeting all expected competencies as outlined within the program.

2.1 Students Requiring Accommodations

The University of Toronto and the BScPA Program are committed to providing effective accommodation for students with disabilities. Students requiring academic accommodations should **register early** with Accessibility Services (AS) to determine their accommodations as the process can be lengthy. **We advise students to plan ahead for their first assessment in mid-September**, especially if they have previously had accommodations in place. Students are also encouraged to approach course faculty and/or AS for assistance in achieving academic success in their courses. Accessibility Services will provide the BScPA Program with a Letter of Accommodations on behalf of the student. The Letter of Accommodations is a confidential document that outlines a student's accommodation. This letter will be shared with BScPA Program faculty, staff, and test proctors on a

“need to know” basis, in order for the student’s accommodations to be efficiently implemented. Every effort will be made to protect the student’s privacy. Please refer to the University of Toronto Accessibility Services website <http://www.studentlife.utoronto.ca/as> for further information on accommodations policies.

Students with accommodations are expected to achieve the same academic standards and meet all the required outcomes of their courses. Academic accommodations provide appropriate alternatives for students with disability-related barriers to demonstrate their knowledge and skills. According to the Ontario Human Rights Commission Guidelines on Accessible Education (2004)¹, “An appropriate accommodation ... enable(s) a student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered.”

It is up to students to decide how and when to use their accommodations. At the start of each semester, students should communicate with the Academic Coordinator (AC) to decide which assessments for each semester will require accommodations. The AC can liaise with Course Directors to set up assignments with the required accommodations, unless the student prefers to speak to each individual Course Director.

2.1.1 Tests and Exams:

As indicated in the Welcome Package, most tests and exams in the BScPA Program are written online utilizing an on-line proctoring system. This online examination platform is able to accommodate differently abled Test-Takers. Students with accommodations who are registered with AS should work with the Academic Coordinator to ensure their specific accommodations are being met using this testing platform.

If an assessment is not completed without prior approval for a delayed start or submission, a grade of zero is awarded. All major assessments that are not completed at the designated time must have a petition for consideration form be completed by the student and emailed to the Course Director and Academic Coordinator.

2.1.2 Quizzes:

Some courses include online proctored quizzes, utilizing the MS Teams platform whereby students are recorded to screen share on the quiz page while their camera and audio are on. Students with accommodations who wish to write in person in Toronto may register at TES for these quizzes, following the same process as taking tests and exams. TES will notify the program to ensure accommodations are set up for assessments. Students should liaise with the Academic Coordinator in writing to ensure the documentation was received and will be applied to quizzes as this they’re not automatically applied as they would be for tests. Quizzes (as tests) should be completed at the time instructed by the Course Director. Only with advance notification can a Course Director choose to approve a later start of a quiz; students should put these requests in writing.

2.1.3 Group Work:

A significant portion of the BScPA Program coursework involves group work. Because of the nature of

¹ http://www.ohrc.on.ca/sites/default/files/Guidelines%20on%20accessible%20education_2004.pdf

group work, it is important that any related accommodations, such as assignment extensions, be discussed with the course faculty early in the course. Because group members depend on each other for achievement of course objectives, the needs of the group need to be considered in negotiating application of accommodations.

2.1.4 Clinical Rotations:

Since the nature of practice-based learning is so different than classroom-based (and virtual classroom) learning, students with disabilities should meet with an AS counselor early to assess how their disability will affect their learning in clinical rotations and to determine their accommodations for this setting.

Students registered with AS are required to re-register each academic year. Students registered with AS in year one of the program should meet with their AS counselors several months prior to the start of their first clinical rotation to discuss how their disability may affect them in the new learning environment and what additional accommodations may be needed. Students who were not registered with AS in year one but believe they have a disability that may affect their learning in clinical rotations should also register early with AS.

In order to facilitate the scheduling of clinical rotations and ensure the best fit for students requiring accommodations in clinical rotations, the BScPA office requires receipt of the **Letter of Accommodations for the clinical year by May 15th of year one of the program**. If a student requires these services, they should plan accordingly and contact the University of Toronto Accessibility Services early to begin the registration (or re-registration) process.

Please note: All clinical core rotations (Year 2) **must be completed in the province of Ontario**. International and/or out of province rotations **are not permitted**. Exceptions are not routinely granted.

2.2 Understanding and Avoiding Cheating and Plagiarism

All students are subject to the policies of the University of Toronto, which prohibits cheating and plagiarism, and enforces severe penalties against students who break the rules outlined in the [Code of Behaviour on Academic Matters](http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm) (Available from http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm), which include:

- Using unauthorized aids on an exam or test
- Looking at someone else's answers during an exam or test
- Falsifying documents or grades
- Making up sources or facts for an essay or report
- Submitting the same work in more than one course (without permission)
- Submitting someone else's work as their own
- Submitting work created fully or partly by artificial intelligence

It is inappropriate for students to copy and paste content without the proper use of quotation marks and citations/referencing.

Students may be required to submit their course assignments for plagiarism detection automatically via the learning managing system (Quercus). This enables a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of

detecting plagiarism.

2.3 Didactic Assessments

2.3.1 Rubrics

Assignments are graded according to standard rubrics, which are included in the assignment task package.

2.3.2 University Grading Practices - Academic

Course Directors are responsible for determining the content and method of examinations, and the weighting given to the various components of the assessment which determine the final grade. These arrangements are subject to the approval of the BScPA Program Evaluation and Assessment Committee and comply with the University Assessment and Grading Practices Policy [University of Toronto \(U of T\) Grading Practices Policy](#).

2.3.3 Pass Mark

The minimum pass mark for each course will be a course grade of 65%. The passing grade for each assessment will also be 65%, and all assessments must be passed to receive the course credit. Any assessment that is less than 10% in weight (i.e. quizzes) is taken as an average at the end of the course, but any major assessment that has a weight of more than 10% must be passed to receive credit in the course.

Students who are unsuccessful in obtaining 65% on an assessment will receive additional structured written feedback and will be required to complete a self-reflection. All assessments will result in a clear pass or fail; borderline ranges will not be possible.

2.3.4 Course Outline and Grading Scheme

Each course will have a course outline and grading scheme available to students in accordance with the grading policies of U of T. The weighting of different components in each course will vary and will be based on multiple types of assessment tools, used in multiple ways. Student participation, attitudes and behaviour during classroom and small group activities may be assessed as part of the course assessment.

2.3.5 Change in Weighting

Once the weighting of the components has been stated, it may not normally be changed. However, the weighting *may* be changed with the majority consent of the students enrolled in the course. If changes are required and agreed upon as stated above, written notice of the changes will be given to each student in the class concerned as far ahead as possible of the time at which the changes are to be implemented.

2.3.6 Marking and Re-marking of Assessments

It is expected that examinations and other assessments be set up, conducted and marked in a transparently fair manner. They will appropriately reflect course objectives and content. After each

component is marked, students should receive feedback on their performance in a fashion which is consistent with the evaluation format.

Feedback opportunities will allow any errors in marking or miscalculation of marks to be corrected. In some courses, as noted in course outlines, the time period for such feedback is limited. For example, students may be limited to one calendar week after the receipt of the marked exam to discuss any issues with the Course Director. If a Course Director decides to change the answer key, (e.g. in response to student feedback), any change should be promptly made known to the group of students involved.

Formal Review of assignments and/or the overall grade/mark on the course will not be undertaken lightly and will only occur if there are substantial and sufficient reasons to do so in the view of the Course Director concerned. If a request for a formal review is granted, the component/ course mark or grade may, as a result of the review, be raised, lowered, or remain unchanged. The [Request for Formal Review of a Course Grade or Evaluation Form](#) is available on the BScPA Program Website. It is expected that Formal Review will occur very infrequently and only if allowing a mark to stand unchallenged will be grossly unfair to the student concerned.

2.3.7 Reviewing Examinations

Examination questions (as a rule) are not released after an assessment has been completed to maintain exam security. The exception would be if the faculty chooses to review specific concepts during an already scheduled office hour or tutorial. This would be a concept or content area that was identified during test analysis as one that a large proportion of the class did not seem to get and that was deemed to be a critical learning point (e.g. >30% of the class answered a particular question incorrectly). Class averages are not published for each assessment, as the department's philosophy is that each student should measure themselves based on the standards of the course competencies rather than each other. This also helps promote collaboration over competition.

2.4 Clinical Assessments

2.4.1 Meeting Expectations

Successful completion of the Clinical Curriculum is dependent upon the student meeting all expected clinical competencies and clinical exams (i.e. EREs and the OSCE). The grading scheme and expectations of students in the clinical rotations is outlined in the Clinical Handbook.

Students are assessed, in part, on professional practice behaviour in clinical placements. All BScPA students are expected to meet the Standards of Professional Practice Behaviour for all Health Professional Students (available at <https://governingcouncil.utoronto.ca/secretariat/policies/professional-practice-behaviour-all-health-professional-students-standards-0>)

2.4.2 University Grading Practices - Clinical

It is obligatory that assessment of the performance of students in clinical placements should be fair, humane, valid, reliable, and in accordance with the principles articulated in the University Grading

Practices Policy:

<https://governingcouncil.utoronto.ca/sites/default/files/import-files/grading8958.pdf>

Accordingly, the assessments of a student's performance in a clinical setting are expected to encompass the following (as a minimum):

- Distribution of the assessment forms, the evaluation process, and the criteria to be used in assessing the performance of students. This is available to all students and preceptors before or at the beginning of the clinical experience.
- A midway performance evaluation with feedback to the student.
- Written documentation of the final assessment with feedback to the student.

2.4.3 Responsibilities of Clinical Preceptors

The program ensures that clinical preceptors are fully informed regarding University, divisional and course policies concerning evaluation procedures, including the specific assessment procedures to be applied in clinical settings.

2.5 Taking Examinations as Scheduled

The Program expects all BScPA students to be present at all assessments, including examinations and assignments, as scheduled. Nevertheless, illness or personal circumstances may interfere with a student's ability to adequately prepare for, write or participate in an assessment or an examination as scheduled.

In these circumstances, BScPA students must contact the appropriate Course Director involved as soon as the problem becomes apparent. It is the responsibility of the Course Director to determine whether the circumstances warrant an accommodation. As it is the policy of the Faculty of Medicine to strongly encourage students to take examinations as scheduled wherever possible, in most cases (for example those involving less serious illness), the student will be encouraged to attempt the examination and complete the assessment as scheduled.

Students who feel that their performance on an examination or assessment may have been affected by an illness or personal circumstances must complete a [Petition for Consideration Form](#) (available on the BScPA Program Website). This form should be completed and e-mailed to the BScPA Program Office within 24 hours of the scheduled examination or assessment and may require medical or other documentation (e.g. [Verification of Student Illness or Injury form](#)).

- The majority of proctored tests and exams are written online with ProctorTrack and must be written at the scheduled time of the assessment, which are in Eastern Standard Time zones.
- Students are responsible with the costs associated with assessments (travel to/from proctoring).
- Every effort is made to schedule semester calendars well in advance. Courses are scheduled semester by semester and are finalized at the start of each semester. Students must recognize that any personal scheduling, such as travel, should only be finalized once the semester schedule is confirmed. Proctoring for exams should be signed up for at the start of each semester.

2.6 Rules for Conduct during Assessments

The concern of the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University. For further information please see the full Governing Council policy: <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

2.6.1 Rules for the Conduct of Examinations

Students who breach the following rules may be liable to penalties under the University of Toronto [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019), including the loss of academic credit and expulsion.

1. No person will be allowed in an in-person examination or virtual examination room during an examination except the students concerned and those supervising the examination.
2. No materials shall be brought into the room or used at an examination except those authorized by the exam proctor. Students shall not assist or obtain assistance from other students or from any unauthorized source during the examination.
3. Bags, books, and electronic devices are to be deposited in areas designated by the exam proctor and are not to be taken to the examination desk. Unless otherwise instructed in advance, the use of any digital, printed or hand-written course materials including notes, manuals or textbooks, and the use of mobile phone, calculator, camera or any other electronic devices is prohibited during the exam and while in the proctored area. All electronic devices not required for the examination are to be turned off and must remain in bags in the designated area.
4. The sharing of examination questions or materials is considered a breach of academic integrity. Students shall not communicate with one another in any manner whatsoever during the examination. This includes any verbal, nonverbal, written, or electronic communication. Students may not reproduce any portion of the examination by any means, electronic or mechanical. Students may not attempt to access any examination content prior to or after administration of the examination. Examination books, scrap paper, or any other material issued for the examination shall not be removed from the examination room except by authority of the proctor. These must be returned to the proctor in their complete form, with no torn or removed parts. If an online exam, the proctor will instruct students to discard any notes allowed to be written.
5. Students are expected to log in (in the case of online examinations) and start examinations **on time**. If a student arrives **more than 15 minutes after** the scheduled examination start time, the Course Director and/or program faculty may deny permission to the student to start the examination late. In general, any student who starts the examination late will not be given extra time to complete the examination.
6. For any in-person exams, proctors will not respond to questions related to test content during the examination. Errors in grammar, spelling, punctuation, numbering or notations may be addressed by the proctor and/or Course Director during the examination. Students are expected to answer

examination questions to the best of their ability. If a student thinks a question was ambiguous or unclear, the student is expected to communicate the concern to the Course Director in writing (typically by email) within 30 minutes of completing the examination.

2.6.2 Proctored Assessments during the Program

Proctored assessments will be scheduled in advance for students to participate in a monitored setting. Specific instructions are provided to students in advance of on-line tests with respect to accessing on-line technical support and informing the Course Director/Academic Coordinator if problems arise during an assessment.

Invigilation guidelines are:

- All tests/examinations are to be written with ProctorTrack.
- Students with academic accommodations must have prior approval from Accessibility Services and make it known when they wish to apply accommodations for assessments; Invigilators must be made aware in advance.
- In the event that there is a time zone difference, the student is expected to complete the exam at the scheduled time with the class in Eastern Standard Time.
- Students are expected to submit a [Petition for Consideration](#) form for all major assessments, in order for individual consideration to occur for a variation from set assessments (on a case-by-case basis).

2.6.3 Rules for the Conduct of OSCE and Simulation Assessments

1. Students must arrive at the examination location (virtual or in-person) at least twenty minutes before the commencement of the examination.
2. If a student arrives after the commencement of the examination, it will be at the discretion of the Chief Presiding Officer whether they will be allowed to participate in the examination and whether they will be allowed additional time beyond the announced conclusion of the examination.
3. Students must present with appropriate documentation and equipment as instructed prior to the examination (such as picture identification, stethoscope, watch with a second hand, etc.). Failure to follow these instructions may prevent the student from sitting the examination.
4. All extraneous items not explicitly approved as allowable aids for the examination shall be placed in a designated secure storage area under the supervision of the invigilators.
5. Each student will proceed through the sequence of stations as assigned by the Chief Presiding Officer.
6. Students are responsible for ensuring that all information is written legibly.
7. Where standardized patients are used in the course of an examination, the student will extend the same respect and professional courtesy as that which is appropriate for any clinical interaction.
8. No student shall discuss any part of the examination with another for the duration of the exam period. The administration period of the examination includes all sessions of the examination.

which are conducted for separate groups of students that may occur on separate days. Students found to be violating this prohibition are liable for penalties under the University's [Code of Behaviour on Academic Matters](#), including loss of academic credit or expulsion.

9. A student shall not otherwise engage in behaviour that is disruptive to the Examination process. Characterization of behaviour as disruptive and expulsion of a disruptive student from the examination site will be at the discretion of the Chief Presiding Officer.
10. If a student feels that their performance has been compromised as a result of an irregularity in the conduct of the examination, they must report the irregularity to the Chief Presiding Officer or Program Director at the site of the examination.
11. No portion of the examination shall be retained by a student after the conclusion of the examination except where explicitly authorized by the Chief Presiding Officer.

2.7 Students in Difficulty

1. Students are responsible for attempting to self-identify any academic difficulty and to seek assistance as early as possible.
2. A student who fails a mandatory component of a course may be granted a remedial assessment for that test/assignment. Such work and/or examination is not granted automatically, but is a privilege awarded by the Course Director under the authority of the Board of Examiners. Students must first review their feedback and complete a self-reflection form to be allowed to proceed to complete a remedial test.
3. No more than one remedial test may be offered to a student per course per semester. Students may complete a maximum of 2 remedial tests per semester, provided the 2 remedial tests are in different courses for that semester. These need to be completed by the start of the next semester's assessments.
4. All remedial tests need to be completed before the start of the next semester's assessments.
5. If the remedial test is successfully completed on reassessment, the student will receive a grade of 65% (irrespective of the grade obtained on the reassessment).
6. If the student is unsuccessful in the remedial test or if there are more than two remedial tests required in a given semester, the student's case will be presented to the BScPA Progress Review Committee (PRC). The Program Director will inform the student in writing in advance of the PRC meeting. A student who is being presented at the PRC will be allowed to write a letter to the PRC to clarify their performance. The PRC makes recommendations, and the student progress is presented to the BOE to decide on the status of their progress in the course.
7. Student progress in the clinical courses (PAP 210, 220 and 230) is overseen by the Competency Committee. Attempts are made to intervene early for students requiring more support; this committee determines if they are successfully progressing to pass each of PAP210, 220 and 230.

Students who are in difficulty will be presented to the PRC to determine if their case needs to be presented to the BOE for a re-attempt in any one of these 3 clinical courses.

8. If the PRC determines that the matter should be presented to the Board of Examiners (BOE), then the Academic Coordinator/Program Director will inform the student in writing and invite the student to submit a letter to the BOE regarding their position. The BOE has the authority to decide if a student may continue with the remediation process.
9. Progression to subsequent semesters requires completion of all courses in the preceding semester. Progression to the second year of the program requires completion of all year 1 course requirements.
10. Students will be permitted a maximum of 2 attempts to complete a particular course to continue through the program. In recognition of the logistics of offering courses once a year within the BScPA program, a re-attempt at a course means the course must be re-attempted upon the next offering.

2.8 Academic Standing Categories

Despite the best efforts of students and faculty, in the event of persistent academic difficulties, the academic standing of a student may be potentially changed as per the specific processes outlined below. A change in academic standing is possible through the Board of Examiners (BOE), as the academic authority for the Program. The BOE is a Standing Committee of the Faculty Council of the Faculty of Medicine at the University of Toronto.

The following categories are utilized to describe the specific academic standing of an individual student in the BScPA Program. The BOE makes changes in standing, and completing remedial work is still considered in good standing unless the BOE decides on probation/suspension/dismissal.

2.8.1 Good Standing

DEFINITION:

- A student in good standing is currently meeting all academic and/or clinical competencies as expected.

CONDITIONS:

- A student may be in good standing while completing the routine curriculum.
- A student in good standing may also be actively involved in extra remedial work and/or supplemental activities under direct supervision of a faculty member.

IMPLICATIONS:

- If the student is in good standing and involved in remedial or supplemental work and is unsuccessful in this, probation may be the next step. In such circumstances, students must be advised in writing by the BScPA Program Representative (Director/Program Director or designate) that their academic standing may be changed to probation, upon review by the BOE.

2.8.2 Probation

DEFINITION:

- Probation is the time period during which the student is expected to correct identified serious weaknesses (following an exceptionally poor academic performance-such as during the time

following a failed clinical rotation) which are seen to jeopardize the student's successful completion of the Program.

- The duration of the probation period is dependent upon the specific curriculum learning objective(s) identified for the particular student and should be no less than four (4) weeks duration.

CONDITIONS:

- A student may be placed under probation in the event of exceptionally poor academic performance, generally following attempts at remedial or supplemental work.
- A student may be placed under probation in the event of a failed clinical rotation
- Under direct and specific supervision of a responsible faculty member, the student must demonstrate both improvement and successful completion of necessary assessments (i.e. demonstrate competency) in order to progress through the program.
- Under individual consideration, a student may be allowed to repeat a failed clinical rotation (once only) to be reassessed

IMPLICATIONS:

- Probation implies the possibility of dismissal from the Program if adequate improvement in performance is not identified by the end of the probation period. The outcome of Probation may be one of the following:
 - o the problem has been corrected, and the learner continues in the program in Good Standing (or at a level as determined by BOE)
 - o the problem is partially corrected, and the Progress Review Committee recommends a further period of probation
 - o the problem is not corrected, further options for remediation have been exhausted, and the PRC recommends to the BOE suspension or dismissal from the program.

2.8.3 Suspension

DEFINITION:

- Suspension is defined as an imposed interruption of a learner's participation in their education program (academic or clinical or both).

CONDITIONS:

- In the event of improper conduct, lack of professional conduct or egregious error(s), the Director/Program Director or designate may, pending a formal review by the PRC and BOE, suspend a learner. The learner will be notified in writing, and the department head and clinical supervisors will be included in the correspondence. The reason for the suspension and the period of the suspension will also be included.

IMPLICATIONS:

- Suspension is intended to serve as a means to deal with improper conduct and requires a formal review. Upon review, the BOE may re-instate the learner to Good Standing or Probation or continue Suspension pending further investigation.

2.8.4 Dismissal

DEFINITION:

- Dismissal is the result of a student being withdrawn from the Program involuntarily.

CONDITIONS:

- Following exceptionally poor academic performance and/or unsuccessful attempts at remediation (i.e. unsuccessful probation).

- Following suspension for an ethical, professional, or behavioural violation which is believed not to be suitable for further remediation, the BOE may determine that a student is to be dismissed from the Program. The decision of the BOE is effective immediately.
- If a student has exceptionally poor academic performance (i.e. failing more than one course), then the student may be dismissed without probation upon the final decision of the BOE.
- If a student is found to have repeatedly committed egregious errors that compromise the safety of a patient(s) and/or colleague(s) and/or self, then the student may be dismissed without probation upon the final decision of the BOE.

IMPLICATIONS:

- If a student is dismissed, they are eligible to appeal the decision, as per the Temerty Faculty of Medicine Appeals process (see the section on appeals).
- Upon dismissal, the individual who is dismissed will lose access to program material and resources and is no longer eligible to represent themselves as a BScPA student at the University of Toronto.

2.8.5 Academic and Personal Records

Students are able to view their grades in Quercus once marking is complete for assignments, tests and exams. Grades are released to the individual only and cannot be seen by fellow students. Students continue to have access to their grades and course materials up to two months after the course has finished. The PA Program will alert students as to when they will be removed from each course shell so that they have enough time to download material (if they wish to).

Students may order transcripts, check final grades, confirm personal information (name, address, email address) on ACORN <https://www.acorn.utoronto.ca/>. This is a central University of Toronto portal. Students can also check their fee status and course enrolments on ACORN.

Personal records specific to the PA Program (immunizations, police record checks, mask fit, etc.) are uploaded to the MEDSIS-3C platform. Phone numbers and home addresses may also be updated in MEDSIS-3C. Name and email address changes must be administered by the PA Program. MEDSIS-3C also houses the clinical course rotation and the student evaluations from clinical rotations.

3 Student Rights, Responsibilities and Conduct

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The University of Toronto offers an abundance of resources to support its students and to ensure that an environment conducive to learning continues to flourish. Of course, as with any large community, the University has rules and policies to guide students and to help them make the most of the opportunities offered to them. All of these are documented in a series of policies which have been formulated by the decision-making structures of the University and which serve, ultimately, to benefit all of the members of the community and to preserve the academic integrity of the institution.

For further information, please review the university policies found at:
<https://governingcouncil.utoronto.ca/secretariat/policies>

For Rights and Responsibilities please review the various resources found at:

<https://www.viceprovoststudents.utoronto.ca/student-resources/rights-responsibilities/accommodation-religious/>.

3.1 Privacy

The University of Toronto respects student privacy. Information provided for the purpose of administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies is protected in accordance with the Freedom of Information and Protection of Privacy Act. There are also specific expectations of learners in clinical placements with regards to protecting the Personal Health Information of patients.

For further information, please review the documents found at: <https://www.utoronto.ca/privacy>.

3.2 Code of Student Conduct

Students at the University of Toronto are expected to comply with the Code of Student Conduct available at:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-february-14-2002>

The use of computers and other electronic devices during synchronized, online or face-to-face class sessions should focus on the learning activities and avoid distractions. The use of social media, email, messaging, browsing the internet, or completing evaluations or other non-sanctioned course work during a scheduled learning activity is considered unprofessional and inappropriate.

3.3 Student Participation in Physical Examinations

Students may be asked to perform physical examinations on each other as part of simulation at various stages of the teaching program. There are occasions when anatomical, biochemical, physiological or pharmacological observations and diagnostic procedures are made by students on themselves or on fellow students. Students are expected to participate in such exercises. Students are encouraged to notify the relevant Course Director in advance of the exercise or practice session to discuss their level of comfort should modifications be required. (For example, if a student is not comfortable to have a particular body part examined by others, the student is expected to communicate their concerns with the Course Director in advance of the teaching session – and not during it – in order for attempts to be made to modify the group assignments accordingly).

3.4 Behavioural and Ethical Performance

Health professional students engage in a variety of activities with patients/clients under supervision and as part of their academic programs. During this training, the University training sites, and society more generally, expect our health professional students to adhere to appropriate standards of behaviour and

ethical values. All health professional students accept that their profession demands integrity, exemplary behaviour, dedication to the search for truth, and service to humanity in pursuit of their education and the exercise of their profession.

As per the [Standards of Professional Practice Behaviour for All Health Professional Students](#), “...assessment of [professional] behaviour and [ethical] performance will form part of the academic assessment of health professions students...” and “Each Health Science Faculty will have specific guidelines related to these Standards that provide further elaboration with respect to their Faculty-specific behavioural standards and ethical performance, assessment of such standards and relevant procedures”.

The assessment of behavioural and ethical performance of BScPA students will be related to the following educational objectives:

- The student should display skill at communicating and interacting appropriately with patients, families and health care personnel.
- The student should demonstrate “the following qualities in the provision of care” (selected points are copied and adapted from the Standards of Professional Practice Behaviour document):
 - empathy and compassion for patients and their families
 - concern for the needs of the patients and their families to understand the nature of the illness and the goals and possible complications of investigations and treatment
 - concern for the psycho-social aspects of the patient’s illness
 - respect for, and ability to work harmoniously with, other physicians and allied health care personnel
 - recognition of the importance of self-assessment and of continuing medical education and a willingness to teach others in their own specialty, as well as other allied health care personnel
 - understanding of the appropriate requirements for involvement of patients and their families in research
 - awareness of the effects that differences in gender and cultural and social background may have on the maintenance of health and the development and treatment of illness

Breach of any of the above principles of behaviour may, after appropriate evaluation of a student, be cause for dismissal from a course or program or failure to promote.

Behaviour unacceptable to the professional practice of medicine may include:

- referring to oneself as, or holding oneself to be, more qualified than one is
- theft of drugs
- violation of the criminal code
- failure to be available while on call
- failure to respect patients’ rights
- breach of confidentiality
- failure to provide transfer of responsibility for patient care
- failure to keep proper medical records
- falsification of medical records
- sexual impropriety with a patient
- being under the influence of alcohol or drugs while participating in patient care or on call
- any other conduct unbecoming of a practicing physician assistant

Students of the Temerty Faculty of Medicine found to be guilty of the unlawful use and/or distribution of drugs on the “Restricted Drug List” are subject to the jurisdiction of the University Disciplinary Tribunal and will be liable for suspension or expulsion from the University in addition to any criminal action that may be brought against them.

For further information on Standards of Professional Practice Behaviour for All Health Professional Students, please review the document found at:

<https://governingcouncil.utoronto.ca/secretariat/policies/professional-practice-behaviour-all-health-professional-students-standards-0>

3.5 Guidelines for Ethics and Professionalism in Training

All affiliated institutions of the University of Toronto have in their mission statements the facilitation of education of healthcare professional trainees. Students, at all levels of experience, encounter learning opportunities in a wide variety of clinical settings. It is the aim of the University and its teaching institutions to provide healthcare professional trainees and clinical faculty or supervising clinicians with a welcoming learning environment and strong positive role models for professional behaviour and professional practice. In doing so, guidelines for the conduct of clinical teaching in the clinical environments are suggested for use across the affiliated teaching institutions. Teaching is not only defined as ‘specific acts’ but includes all activities when someone in training is providing care to patients on a day-to-day basis.

The University, affiliated institutions, clinical faculty or supervising clinicians and the Healthcare Professional Trainees (BScPA students) are committed to the roles in:

- A. Teaching and learning
- B. Supervision and Communication
- C. Informed Consent
- D. Protecting Patient Confidentiality
- E. Managing Ethical Concerns

The excerpts above are from the Guidelines document. Full details should be reviewed at:

<https://md.utoronto.ca/student-tools-eresources>

4 Student Travel

BScPA Students are responsible for the cost of their travel and housing during the Campus Block/Evaluation blocks throughout the program.

4.1 Year 1 Travel

The Physician Assistant Professional Degree Program is rooted in e-learning; most of the Year 1 curriculum is taught online via distance education. However, students will be required to travel to the University of Toronto on two separate occasions over the course of Year 1 to participate in the Campus Block (which includes Evaluations). Please note: all Longitudinal Clinical Experiences must be completed within the province of Ontario. This is subject to program approval and C requirements.

4.2 Year 2 travel

Students will be responsible for all travel and housing costs associated with the Campus Block in Toronto for Year 2. They are required to participate in the North/South Hub for Year 2 placements and will be required to move for approximately three to five months. The cost of travel/housing for locations beyond a pre-determined distance will be covered up to a pre-determined maximum to assist in defraying the cost to students. Any costs above the pre-determined subsidy maximum are the student's responsibility. Details on the comprehensive funding rules will be provided to students prior to the clinical year.

All housing and travel funding is based on actual expenditures and substantiated by receipts. Expenditures that are beyond the stated limitations will not be reimbursed.

Note: Students are advised that access to a vehicle and the ability to drive (as well as possession of a valid driver's license) are strongly recommended for the Clinical Placements in Year Two.

5 Communication

5.1 Communication Expectations between Students and Faculty

Students are expected to reply to e-mail, phone, or other messages from BScPA Program faculty, instructors and clinical preceptors in a timely manner (usually within 24 hours or 1 business day, unless otherwise specified).

Faculty teachers in the BScPA program are also expected to reply to communications from students within this same timeline (usually within 24 hours or 1 business day, unless otherwise specified).

Students are expected to keep all scheduled appointments/meetings with BScPA Program faculty, instructors and clinical preceptors. Requests to meet from Program faculty are to be considered mandatory.

Students are expected to ensure their contact information is updated and accurate, to ensure they can be reached when necessary. Students are expected to:

- Utilize their university-issued email account for all academic-related communications (an address that ends with @...utoronto.ca)
- Retrieve and read all emails sent from U of T on a consistent and timely basis
- Maintain updated contact information (including utoronto email address) in ROSI/ACORN
- Maintain updated contact information in MEDSIS 3C in their Biographical Profile

5.2 Appropriate Use of On-line Communication and Technology

Please review the Temerty Faculty of Medicine document Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media found at <https://md.utoronto.ca/student-tools-eresources>. The "General Guidelines for Safe Internet Use" are "...based on several foundational principles as follows:

- The importance of privacy and confidentiality to the development of trust between physician [assistant] and patient
- Respect for colleagues and co-workers in an inter-professional environment
- The tone and content of electronic conversations should remain professional

- Bloggers are personally responsible for the content of their blogs
- Assume that published material on the Web is permanent
- All involved in health care have an obligation to maintain the privacy and security of patient records under The Personal Health Information Protection Act [PHIPA], which defines a record as: “information in any form or any medium, whether in written, printed, photographic or electronic form or otherwise.”

The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce lectures, course notes or teaching materials provided by instructors is covered by the Canadian Copyright Act and is prohibited. You must obtain prior written consent to such recording. In the case of private use by students with disabilities, the instructor’s consent must not be unreasonably withheld”.

Please review the University of Toronto’s information and communication technology resource document regarding the Appropriate Use of Information and Communication Technology found at: <https://www.provost.utoronto.ca/planning-policy/information-communication-technology-appropriate-use/>

Electronic communication that is unwanted, and that is persistent, repeated, abusive, obscene, or otherwise unwelcome may be harassment and may be actionable under the University policy.

5.2.1. Artificial Intelligence

If you are unsure whether generative AI tools are permitted for an assignment or academic project, you must contact your Course Director for clarification before proceeding. Please see the following for more information for students using AI at the University of Toronto. <https://ai.utoronto.ca/students/>

5.2.2 Online Lectures – Code of Conduct

Course Directors will determine which classes are recorded. We ask students not to start/stop recording during online classes without permission from the lecturer and/or Course Director.

5.3 Poster and Flyer Distribution

Before posting or distributing any promotional materials, please review the information on the “Procedure on Distribution of Publications, Posters and Banners at the University of Toronto St George Campus”, available at: <https://www.fs.utoronto.ca/services/property-management/poster-procedure/>

6 Health and Safety

The University of Toronto is committed to the promotion of the health, safety and well-being of all members of the University community, to the provision of a safe and healthy work and study environment, and to the prevention of occupational injuries and illnesses.

For further information, please review The University of Toronto Policies and Guidelines on Safety:
Health and Safety Policy:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppmar292004.pdf>

Policy on Sexual Violence and Sexual Harassment:

https://md.utoronto.ca/sites/default/files/UofT_sexualviolenceandharassmentpolicy2017.pdf

Statement on Prohibited Discrimination and Discriminatory Harassment:

<https://governingcouncil.utoronto.ca/secretariat/policies/harassment-statement-prohibited-discrimination-and-discriminatory-harassment>

In addition to support offered through the Faculty of Medicine's Office of Learner Affairs, students can access supports from the University of Toronto – available here: <http://www.safety.utoronto.ca/> and <https://meded.temertymedicine.utoronto.ca/office-learner-affairs>.

In the event of mistreatment, students also have access to the Learner Mistreatment Unit for additional support: <https://meded.temertymedicine.utoronto.ca/learner-mistreatment>

6.1 Student Injury

Process in the Event of Injury – In the classroom

The procedure for students who incur an injury or a medically related incident during face-to-face class time during Campus Block is as follows:

When an accident or near-accident occurs and is non-critical, students are encouraged to seek medical attention, depending on the level of urgency, either through Student Health Services, their personal health provider, or the local emergency department. If appropriate, the Director/Program Director and/or faculty member and/or classmates will accompany the student. 911 is called in cases of critical incidents.

In cases of personal or bodily injury to students that occur on UofT premises or during curricular activities, the Program must notify Campus Police within 24 hours. The Online Accident/Incident eForm for Students, Contractors and Visitors is available here: <https://ehs.utoronto.ca/online-accident-incident-eform/>

The form is to be submitted by a UofT employee on behalf of the student in the event of an injury of accident. The University of Toronto Environmental Health and Safety office can be reached at 416-978-4467.

Process in the Event of Injury – In the clinical site

The procedure for students who incur an injury or a medically related incident while at their clinical placement is outlined in the Clinical Handbook and on our program website at <http://www.paconsortium.ca/event-learner-injury>. The Clinical Handbook reviews the process of utilizing student incident reports, the associated Workplace Safety and Insurance Board (WSIB) considerations, and provides the appropriate form required for submitting an incident report.

6.2 Mask Fit Policy

Healthcare providers adopt infection control procedures including the wearing of personal protective equipment. One of the key pieces of personal protective equipment is a properly fit-tested mask. The Ministry of Health and Long-Term Care has developed directives for health care professionals to wear an approved respirator/mask when droplet protection is required (as in the cases of SARS, H1N1 and COVID). In order to protect the health and safety of health care learners, the use of respirators/masks may be required if there is evidence of potential exposure to airborne infectious agents, chemicals, etc.

Learners may be Mask Fit tested prior to the start of the experiential rotation. Mask Fit test data must be updated every 18 months to 2 years, or when facial characteristics change due to weight gain/loss or facial trauma. For an adequate mask-to-face seal, learners must be clean shaven at the time of the mask fitting. Accommodation requests will be considered on a case-by-case basis. Students must ensure their mask fit results remains valid during their duration in the PA Program.

BScPA learners are required to be Mask Fit tested prior to the start of the clinical year, with preference for the Mask Fit testing to occur prior to Longitudinal Clinical Experiences in Year 1. The Program will arrange for Mask Fit testing for students during the initial Campus Block. The cost for the Mask Fit testing has been included in Student Ancillary fees. The BScPA Program and the Office of the Registrar will NOT keep a record of the students' Mask Fit results; it is the responsibility of the student to upload their Mask Fit details into their profile in MEDSIS 3C, including a copy of their results and the expiry date. Students are also expected to keep the information for their own records.

6.3 Infectious Diseases and Occupational Health

Applicants with known/diagnosed active tuberculosis (TB), Hepatitis B, Hepatitis C, or HIV infection are required, upon acceptance, to inform the Associate Dean, Office of Learner Affairs of their condition <https://meded.temertymedicine.utoronto.ca/office-learner-affairs>.

The diagnosis of any infectious disease in an applicant or learner shall remain confidential within a strict "need to know" environment.

For full details, please review the Guidelines Regarding Infectious Diseases and Occupational Health for Applicants to and Learner of the Faculty of Medicine Academic Programs found at <http://paconsortium.ca/policies>.

7 Addressing a Problem or Concern

Each of the University's policies includes clear procedures that outline how decisions are made under that policy. In general, the University's policies are carried out according to the rules of natural justice, and student rights and responsibilities will be communicated to students if they are involved in a dispute, a complaint or a judicial process of the University. Ways to address a problem, concern or conflict are indicated below.

7.1 Petitions

Students file petitions in order to obtain special consideration on an academic matter. Common reasons for petitioning include missing an exam, not completing course work, or failing to meet administrative regulations or degree requirements. In general, petitions must be supported by documentation, such as a

medical note, in order to be considered.

7.2 Appeals

The BScPA Program Appeals procedures follow the Temerty Faculty of Medicine Appeals Guidelines (approved by Faculty Council February 7, 2023) found at: <https://md.utoronto.ca/policies-guidelines>. The BScPA Program procedures include the addition of specific timeframes applicable to the program (see below).

Grounds for Appeal

Appeals may only be based on grounds that the decision was unreasonable because:

- Faculty regulations and procedures were not followed; or
- Relevant evidence was not taken into consideration when the decision was made; or
- It could not be supported by the evidence which was considered when the decision was made.

Procedures to File an Appeal and Pre-Appeal Procedures

The appeals process is outlined in the document: Temerty Faculty of Medicine [Guidelines for Procedure – Faculty of Medicine Appeals Committee](#).

7.3 Mediation

Mediation is a relatively informal technique used to help two or more parties resolve a dispute. It can be done without involving legal counsel and in a timely manner and often results in a solution that leaves both parties satisfied. In some situations, mediation might be an appropriate option, such as a disagreement between students living in the same residence, a dispute between members of a student society or club, or a case of harassment in which the two parties are both willing to resolve their differences informally. The University of Toronto recommends the services of mediators trained by St. Stephen's Community House <http://www.sscto.ca/> who may be reached by telephone: 416-925-2103 ext. 1225 or by email: info@sscto.ca

7.4 Complaints about Campus Organizations

Student societies and recognized campus groups are obligated to comply with the terms of their constitutions and/or by-laws, the requirements of applicable University policies and the law. Complaints concerning campus organizations should always be made first to the organization itself. If the organization fails to respond to your complaint, or if you feel that the group has not adequately addressed your concerns, you may wish to contact the appropriate representative of Student Life/Student Affairs <https://sop.utoronto.ca/groups/>. In the normal course of events, the University does not monitor or review the activities of student societies and recognized groups. Student Life/Student Affairs will, however, investigate complaints or charges that an organization has acted in a manner that is inconsistent with its constitution or with other requirements. <https://ulife.utoronto.ca/index.php>

7.5 University Ombudsperson

The Office of the University Ombudsperson investigates complaints from any member of the University not handled through regular University channels, offers advice and assistance and can recommend changes in academic or administrative procedures where this seems justified. The Ombudsperson has access to all relevant files and information and to all appropriate University officials. All matters are

held in strict confidence, unless the individual involved approves otherwise. The Ombudsperson is independent of all administrative structures of the University and is accountable only to Governing Council. The Ombudsperson <http://ombudsperson.utoronto.ca/> is available by appointment at all three U of T campuses (for an appointment, call 416-946-3485 or e-mail ombuds.person@utoronto.ca).

7.6 Legal Advice

Many of the policies and procedures of the University allow students to be assisted by legal counsel. Many students use the services of Downtown Legal Services (DLS), an on-campus legal aid clinic. Staffed by students in the Faculty of Law under professional legal supervision, DLS provides legal assistance for summary offence criminal matters, Small Claims Court cases, academic appeals and offenses, landlord/tenant disputes, employment matters, and other administrative matters. Referrals for other legal problems are also provided. DLS services are free, but an administrative fee is charged to cover expenses. <http://downtownlegalservices.ca/>

7.7 Policy Advice

The Office of the Vice-Provost, Students (<https://www.viceprovoststudents.utoronto.ca> (416-978-3870) deals with a number of policies and guidelines relating to student services, student groups and societies, and campus life issues. This office can provide copies of many of these policies; staff there can also provide advice and assistance in pursuing a policy matter through the appropriate channels. The Office of Governing Council <https://governingcouncil.utoronto.ca/> is also a valuable source of information and can provide copies of any University policy.