



Stony Brook School of Health Professions

2023 STUDENT ORIENTATION HANDBOOK SCHOOL OF HEALTH PROFESSIONS

Academic Policies and Procedures, Rules and Regulations

Including
(in the order in which they appear)

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http://medicine.stonybrookmedicine.edu/ugme/mistreatment_policy
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(Health Science)

Mission and Vision Statement

School of Health Professions

The mission of the School of Health Professions is to provide the highest quality education in an inter-professional learning environment that fosters scholarly activity, including basic, translational and educational research, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, equity and inclusion, cutting-edge technology, and a team approach to health care.

To achieve this, the School endeavors to:

- Promote patient health and well-being by teaching the knowledge, behavior, and skills needed to ensure excellence in practice;
- Expand knowledge and inspire ideas through research, scholarship and creative activity;
- Facilitate innovative and responsible methods of managing and delivering high quality, cost-effective, accessible health care;
- Respond to current and emerging public health challenges both locally and globally;
- Cultivate partnerships among faculty, staff, students, and community;

Vision

The School of Health Professions strives to be the preferred choice for tomorrow's interprofessional healthcare workforce, preparing the next generation of high-quality clinicians, while supporting basic, translational and educational research, and innovative, inclusive teaching that anticipates and responds to the needs of our diverse community, our region, and beyond.

Academic Policies & Procedures

ACADEMIC STANDING

I. INTRODUCTION

A student's academic standing is subject to university standards and to the policies of the School of Health Professions (SHP). The Dean of the school shall be responsible for final decisions concerning a student's status. A student needs to be in good standing (p. 1) to maintain matriculation within the school's programs. If the student fails to maintain good academic standing, the student may be subject to either departmental warning (p. 2), probation (p. 2), suspension (p. 3) or termination (p. 6). Students have the right of appeal to challenge any change in academic standing (p. 7). In cases of academic dishonesty, see SHP Policy and Procedures on Academic Dishonesty.

II. POLICIES AND PROCEDURES

A. GOOD STANDING

A student who meets the following academic standards of the School of Health Professions will be considered to be in good standing:

1. Undergraduate students must maintain a 2.0 minimum overall cumulative grade point average, a 2.5 minimum cumulative grade point average in required professional courses, and, if relevant, a minimum clinical grade point average as determined by the program/department.
2. Graduate students must maintain a 3.0 overall grade point average.
3. Students must successfully complete all program courses.
4. Students must demonstrate professional performance as evidenced by adherence to professional codes of ethics, sensitivity to patient and community needs, patient/consumer safety and appropriate professional behavior and demeanor. This includes the ability to work with and relate to peers and other members of the health care team, attitude, attendance, appearance and punctuality. For example, students should be able to respond appropriately to constructive criticism, recognize the impact of verbal/non-verbal communication, accurately self-assess and have the ability to adapt to change.

Academic Policies & Procedures

B. DEPARTMENTAL WARNING

Policy

A student who does not meet the standards set forth in Section II.A. shall be informed of this in a written departmental warning by the Program Director. This warning does not imply or necessarily preclude the imposition of other penalties.

Procedure

1. The faculty advisors of each program will periodically review each student's academic record and identify students who fail to meet expected professional standards of conduct and/or who are experiencing academic difficulty. The faculty advisor will meet with the student to discuss failure to meet program expectations/requirements.
2. The Program Chair/Director may inform the student in writing of the failure to meet program requirements and possible consequences, and inform the student of resources available for remediation.
3. The Program Chair/Director will follow up on the student's progress and be available for consultation.
4. A student may receive any number of these departmental warnings from the Program Chair/Director without a change in academic standing.
5. A student may be placed on probation or suspended without receiving prior departmental warnings, depending on the severity of non-compliance with II.A.

C. PROBATION

Policy

A student who does not meet the standards set forth in sections II.A. 1, 2, 3 or 4, e.g., a student who does not successfully complete all courses, maintain the minimum grade point average or does not demonstrate appropriate professional behavior, may be placed on probation. A student who has been placed on probation may not be permitted to participate in full-time clinical practice, except under extraordinary circumstances, and upon recommendation by the Program Chair/Director to the Dean.

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Procedure

1. The Program Chair/Director will review information provided by the department faculty and if probation is indicated, make a timely written recommendation to the Dean.
2. The Program Chair/Director's recommendation to the Dean may include:
 - a. the reasons for such action
 - b. the period of time for probation
 - c. the conditions for removal from probationary status
 - d. documentation substantiating the action.
3. After receipt of the Program Chair/Director's recommendation, the Dean shall inform the student of the decision and conditions for probation in writing within ten (10) business days of the decision. Copies of the probation letter shall be provided to the Program Director, the Office of the Registrar, and the Academic Standing Committee (ASC).

D. SUSPENSION

Policy

A student may be immediately removed from participation in school activities by a faculty member and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of patients, peers, and/or the programmatic mission and principles of the School of Health Professions. In such cases, the Program Chair/Director, after consultation with the faculty member, will issue a verbal directive to the student, followed by an immediate written recommendation for suspension to the Dean. Action by the Dean to determine the student's status should be taken within ten (10) business days of the verbal directive.

Academic Policies & Procedures

Procedure

1. A student may be recommended for suspension by the Program Chair/Director on the recommendation of the program faculty any time there is an error in professional judgment on the part of the student that is deemed by the faculty to be inconsistent with professional standards of care. (e.g., actions taken by the student that jeopardize patient safety).
2. Complete documentation should be kept of any incidents leading to the recommendation for suspension.
3. The Program Chair/Director's recommendation for suspension must include, but is not limited to: a. the reasons for suspension; b. the defined period for suspension, not to exceed one year; and c. the conditions for reinstatement.
4. The Dean will decide to accept, reject, or modify the Program Chair/Director's recommendation for suspension and inform the student of the decision in writing via certified mail within ten (10) business days of the verbal directive.
5. Copies of the action taken by the Dean will be forwarded to the Program Chair/Director, ASC Chair, Assistant Dean for Academic and Student Affairs and the Office of the Registrar.
6. Grades for courses interrupted by suspension will be determined for each student on an individual basis. The options are withdrawal or incomplete.
7. A suspended student will not be permitted to participate in any school activities or in the required periods of clinical practice. Exceptions may be made at the discretion of the Program Chair/Director.

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E. REINSTATEMENT

Policy

A student who, by the end of the specified period, satisfies suspension, probationary, or leave of absence criteria imposed by the Dean may be reinstated at the end of that period.

Procedure

1. Reinstatement requires a memo from the Program Chair/Director to the Dean for recommendation of reinstatement.
2. The Dean will advise the student in writing within ten (10) business days of the change in status.
3. Probation - Reinstatement after a probationary period means that the student returns to good academic standing.
4. Suspension or Leave - Reinstatement after a suspension or leave period means that the student is allowed to register for courses, but may not necessarily be in good standing. The student's academic standing would depend on the conditions for reinstatement, and individual circumstances.
5. The Program Chair/Director will review the student's status to determine whether the conditions have been met:
 - a. If the student has met the conditions by the end of the probation/suspension/leave period, the Program Chair/Director may recommend reinstatement to the Dean, who will then inform the student of the decision in writing within ten (10) business days of the date of this recommendation.
 - b. If the student has not met the conditions for reinstatement by the end of the probation/suspension/leave period, the student may be subject to termination.
 - c. Probation and suspension/leave may be extended by Program Chair/Director's recommendation to the Dean, with appropriate documentation to warrant continuation of the probation/suspended status. The Dean shall notify the student of the extension, the extension period, and the conditions for reinstatement by letter within ten (10) business days of the Program Chair/Director's recommendation.

Academic Policies & Procedures

F. TERMINATION

Policy

A student who fails to satisfy the conditions imposed by the Dean by the end of the probation or suspension/leave period may be subject to termination. A student who has been informed that they are subject to termination will not be permitted to participate in any school activities pending any appeal process except under extenuating circumstances as determined by the Program Chair/Director and the Dean.

Procedure

1. A student may be recommended for termination by the Program Chair/Director at the close of a probationary, suspension, or leave period if the student has failed to satisfy the conditions for reinstatement.
2. The Program Chair/Director will inform the Dean, in writing within ten (10) business days, that the student has failed to satisfy the conditions for reinstatement and that the student is recommended for termination. The reasons for this decision and the conditions for reinstatement that have not been met shall be provided to the Dean by the Program Chair/Director, along with supporting documentation.
3. The Dean will inform the student, in writing by certified mail, that the student is terminated, and that the termination will be stayed if the student chooses to exercise the right to appeal. If an appeal is elected, the student must submit in writing the reason(s) for the appeal, within ten (10) business days following the student's receipt of the letter from the Dean.
4. If the student does not appeal the decision, the student's status is terminated automatically by the Dean at close of business on the tenth (10) business day following receipt of the Dean's certified letter.

For purposes of this policy, correspondence shall be deemed "received" 5 days after mailing by regular USPS mail service or, if sent by certified mail on the date of actual receipt or the date that the correspondence is returned to the sender as undeliverable.

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G. APPEAL

Policy

If the student wishes to appeal a probation, suspension or termination, the student must direct a letter stating the reason(s) for the appeal to the Dean. The student's written statement will explain the grounds of appeal and include any documentation supporting the reason for the appeal. The Dean may refer this to the ASC for a hearing and recommendation. A further appeal may be directed to the Executive Vice President of Health Sciences, or their designee.

Procedure

1. If the student chooses to appeal a change in academic standing, they must inform the Dean in writing of the intent, and reason(s) for the appeal, within ten (10) business days of receipt of the Dean's certified letter. Appeals will not be granted to those students seeking to challenge course grades, the validity of exams/exam questions or course requirements.
2. If the Dean refers the appeal to the ASC for a hearing, the student may be present, and bring witnesses and/or an advisor. If such is the intent, the student must inform the Chair of the ASC in writing no later than five (5) business days before the hearing, identifying the witnesses and advisor by name and title.
3. The Chair of the ASC will create a hearing board. Hearing boards are made up of individuals on the ASC. A hearing board shall consist of a minimum of five (5) voting members of the ASC and a hearing officer. Normally the chair of the ASC serves as the hearing officer, except under unusual circumstances (e.g., illness, conflict of interest). In such a case, the Chair of the ASC will notify the alternate hearing officer. In all hearings, there will be at least one student. Neither the course instructor nor any faculty member of the department/program from which the student originated shall be impaneled on the hearing board. When a quorum is not available, hearing boards may be staffed by past members of the committee. In instances where it is impossible to reach a quorum with current or past committee members, *ad hoc* appointees will be determined by the Dean.
4. The ASC Chair will ask the Program Chair/Director to prepare a statement concerning the student's request for appeal and to produce to the hearing board all pertinent documentation and list witnesses, if any. The student has the right to request all documentation related to the case.

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5. The SHP Assistant Dean for Academic and Student Affairs or his or her designee, shall be available to explain policy and procedures to the student.
6. The Associate Dean for the SHP or his/ her designee shall be available to explain policy and procedures to any faculty involved in a hearing.
7. The hearing officer will set a time for the hearing at the earliest possible date to allow all concerned parties adequate time for preparation. Unless there are unusual circumstances, the hearing will be scheduled no sooner than five (5) business days, and no later than ten (10) business days after receipt of the student's written notice of intent to appeal.
8. The hearing officer will open the hearing by presenting the Program Chair/Director's written recommendation. The role of the hearing officer shall be to: (1) oversee the hearing process, (2) ensure that the policies and procedures of the SHP governing the process are followed and (3) ensure that the hearing moves in an orderly manner. As a member of the ASC, the hearing officer may ask questions of principals and witnesses. The hearing officer will participate in the proceedings but cast no vote, except in the case of a tie.
9. The Program Chair/Director and the student may call witnesses to the appeal hearing if the testimony would prove relevant to the final decision.
10. The advisor may counsel the student during the hearing but does not have the privilege of the floor.
11. After reviewing all of the evidence and interviewing any witnesses, the hearing board will meet in executive session to review all information presented during the hearing and come to a decision. All decisions of the board shall be by majority vote of the eligible members present; voting shall be by secret ballot. In case of a tie, the hearing officer will cast the deciding vote. The cast vote tally will not be divulged.
12. The hearing board's written recommendation to the Dean of the SHP will become part of the official record. Audio recordings made during board hearing also become part of the official record

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13. Complete records of the hearing shall be kept in the strictest confidence by the ASC Chair. Indeed, all case-specific activities, correspondence and communication related to the case shall be held in strict confidence by all members of the hearing board at all times both during and after the appeal. Confidential records* are made available, in case of appeal and upon request, to the designated University Official or board hearing the appeal and to the student(s) requesting the appeal. If the student wishes a transcript of the hearing, they are responsible for the cost of transcription. The school shall also get a copy of the transcript.

* Confidential records are defined as records pertaining to the student who is seeking the appeal. This does not include records of other students.

APPEAL DECISION

1. The Dean of the School of Health Professions may or may not accept the recommendation of the hearing board and shall inform the student of the final decision in writing within ten (10) business days of the hearing date.
2. Appeal Denied:
 - a. If an appeal from termination is denied, the student's status shall be terminated. However, the termination shall be stayed if the student wishes to pursue further appeal to the Executive Vice President of Health Sciences or their designee.
 - i. The appeal to the Executive Vice President of Health Sciences should take place within ten (10) business days of receipt of the Dean's decision, and this appeal must be based on new evidence and/or errors in procedure. The decision of the Executive Vice President of Health Sciences, will be final.
 - b. If an appeal from other than termination (e.g., probation, suspension) is denied, there shall be no further appeal and the student shall continue at the current status until the conditions of probation or suspension are met.

H. LEAVE OF ABSENCE

Policy

A student may request a leave of absence for medical or personal reasons, but not for longer than one year. A suspended student will not be granted a leave of absence. A student may not be granted more than one leave of absence for other than medical reasons.

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Procedure

1. A student requesting a leave of absence, either medical or personal, must do so in writing to the Program Chair/Director.
2. The Program Chair/Director reviews the leave request and makes a recommendation either approving or denying the request to the Dean, supplying a copy of the student's letter.
3. The Program Chair/Director's recommendation shall include the following:
 - a. Reason for leave.
 - b. Length of time of the leave, not to exceed one year.
 - c. The date by which the student must inform the Program Chair/Director and the Dean in writing of the intent to return (usually one to two months prior to the date of resuming studies).
 - d. Academic standing of the student at the time of leaving and the time of resuming studies.
 - e. Any conditions for reinstatement.
4. The Dean shall inform the student, in writing, within ten (10) business days, of the final decision. Copies of this letter are sent to the Office of Student Services and the Program Chair/Director.
5. Students requesting a leave for medical reasons must also submit a physician's note recommending leave. A physician's note indicating that the student is able to resume studies when the leave is over shall be a condition for reinstatement.
6. Leave may be extended by the student's petition to the Program Chair/Director, who will review the request and make a recommendation to the Dean, as in #3 above.
7. If the conditions for reinstatement are not met by the date indicated, the student may be subject to termination. (p. 6).
8. Should there be disagreement between the student and the Program Chair/Director concerning the arrangements for leave, the matter shall be referred to the ASC for review and recommendation.

Update for Health Science

A student may request a leave of absence (LOA) for medical or personal reasons, or may be required to go on leave as part of the terms outlined in an academic standing notice. In all cases, leaves of absence are not to extend, in total, one year. At the conclusion of an approved leave of absence, students must enroll or withdraw from the program. Students who fail to enroll or withdraw, will be discontinued. Enrollment after discontinuation will require a re-matriculation.

A student may not be granted more than one leave of absence for other than medical reasons. A suspended student will not be granted a leave of absence. In the rare case of an exception, in which a student has been granted a leave for longer than one year, the program may require remediation or the auditing of coursework to ensure continued competency in previously completed coursework.

I. WITHDRAWAL

1. Authorized Withdrawal

Withdrawal from the Health Sciences, for any reason, will be recorded only when the student requests to withdraw in writing and the Program Chair/Director supports the request. The Program Chair/Director shall forward the request to the Dean. The date upon which the student requests to withdraw, and not the date of the last documented class attendance, is considered the official day of withdrawal. Non-attendance or notification to the instructors does not constitute formal withdrawal. The student must submit the request in writing no later than two (2) modules or ten (10) weeks after the date of the last class attended.

2. Unauthorized Withdrawal

A student who leaves the school without obtaining an official withdrawal shall be considered to have an unauthorized withdrawal and may forfeit; 1) the privilege of honorable dismissal, 2) the prospect of readmission and will be reported on the official student transcript as having failed all courses which have not been completed.

Academic Policies & Procedures
ACADEMIC STANDING: GRADING

Every health care professional must demonstrate, in his or her professional activity, competent clinical performance in patient care and theoretic understanding, as demonstrated by scholastic achievement.

The School of Health Professions has adopted a policy on grading which is based upon the criteria that are characteristic of a competent practitioner. The following considerations will be included in the determination of student grades, as appropriate to the specific course being taken:

1. Scores achieved on written tests, based upon material presented in the course and/or assigned outside readings or other learning experiences;
2. Scores on oral tests, based upon material presented in the course and/or upon outside readings or other learning experiences;
3. Assigned written reports or essays;
4. Instructor's evaluation of assigned oral presentations;
5. Competent performance of laboratory procedures according to established protocols;
6. Skill demonstrated in the performance of laboratory procedures;
7. Competent performance of clinical procedures according to established protocols;
8. Demonstrated skill in the performance of clinical procedures;
9. Consistent, conscientious performance of assigned professional duties; students will recognize the need to continue service to their patients until responsible, authorized arrangements for continuity of the patient's care has been arranged;
10. Demonstration of equal effort and skill in dealing with all patients contacted;
11. Appreciation of personal professional limitations as demonstrated by appropriate request for instructor assistance and the eschewing of professional tasks for which the student is not yet qualified. Students will carefully display and explain their status to patients and professional contacts;

12. Integrity and honesty in dealings with associates, instructors, supervisors, patients, and others;
13. Observance of the code of ethics for the relevant profession's practice and the policies of the School of Health Professions;
14. Consistent respect for the confidentiality and rights of instructors, colleagues and patients (especially as required by HIPAA regulations);
15. Fiscal integrity: Students will not accept unauthorized payment for gifts for the performance of professional services;
16. Accuracy in the maintenance of patient and professional records.

Because the requirements for each course vary, the specific weight given to each of the above criteria may also be expected to vary in relationship to course objectives. However, it should be clearly recognized that all relevant criteria from the above list will be included to some degree in the evaluation of student participation in each course offered by the school.

Each primary course instructor has the responsibility to review these considerations for the students in her/his course and to list those which will be used in student evaluation in the course syllabus to be distributed to the students at the beginning of the course.

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ACADEMIC DISHONESTY

I. INTRODUCTION

The University Senate Academic Judiciary Committee is responsible for the establishment of general guidelines for dealing with academic dishonesty. The Academic Judiciary Committee or the Committee on Academic Standing of the school in which the student is enrolled has the responsibility for handling individual cases of academic dishonesty. The School of Health Professions has its own Academic Standing Committee (hereafter known as the ASC).

Academic dishonesty includes any act which is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition which is not properly earned. It is to behave, or to help another to behave, so as to improperly advance, protect, or diminish the academic status of individuals or the University.

II. EXAMPLES OF ACADEMIC DISHONESTY

Typical examples of academic dishonesty include but are not limited to:

A. Classroom Dishonesty

1. Cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from another student.
2. Submission of similar papers or projects in more than one course without permission of the instructor(s).
3. Collusion: Two or more students helping each other on an examination or assignment, unless specifically permitted by the instructor.
4. Use of substitutes: Sitting in for another student at an examination, or permitting someone else to sit in for oneself.
5. Plagiarism: The submission of another's work as one's own original work without proper acknowledgment of the source.
6. Falsifying documents or records related to credit, grades, change of status forms (e.g., adds and drops), and other academic matters.
7. Altering an examination or a paper after it has been graded for the purpose of fraudulently requesting a revision of the grade.

8. Use of unauthorized materials for an exam or project (e.g., use of calculators on an exam where they have been prohibited, beepers, or other electronic devices).
9. Circulation and/or use of unauthorized “old exams”.
10. Unauthorized possession of an exam, even if inadvertent or unpremeditated.
11. Theft, concealment, destruction, or inappropriate modification of classroom or other instructional material (e.g. posted exams, library materials, laboratory supplies, computer programs and outputs).
12. Preventing relevant material from being subjected to academic evaluation.

B. Clinical Dishonesty

The principles of academic dishonesty shall also apply to those courses taken during the clinical phases of a program of instruction. In clinical programs academic dishonesty shall be defined further to include, but not be limited to:

1. Falsification of client or institutional records.
2. Concealing information or activities that affect the safety and well-being of clients.
3. Inappropriate violation of client confidentiality as specified by HIPAA regulations.
4. Engaging in activities that are contrary to professional codes of ethics or standards of practice as defined by the program, school, professional associations or state/federal laws or regulations.
5. Misrepresenting one's role as a student to an institution, client, or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations.
6. Failure to seek supervision for clinical activities or neglecting to obtain required clearance for such clinical activities.
7. Performance of procedures without supervision, for

which the student has not been prepared.

8. Failure to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

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III. POLICY

Intellectual honesty is a cornerstone of all academic and scholarly work. Stony Brook University, including the School of Health Professions, views any form of academic dishonesty as a serious matter and responds appropriately when allegations of academic dishonesty are presented.

IV. GENERAL PRINCIPLES

- A. The Chair of the ASC shall oversee the academic dishonesty incident process in order to ensure that appropriate policy and procedure is adhered to and to monitor equality of penalties across SHP programs.
- B. Under the principle of academic freedom, each faculty member reserves the authority, and with it the responsibility, to clearly define the bounds of acceptable conduct and to carry on their duties in a fashion conducive to academic honesty. The faculty member retains the right to take immediate and appropriate actions to prevent and/or deal with any act of unacceptable conduct on the part of a student. Students may bring forth charges of academic dishonesty as well. The faculty member and/or student shall formally refer the matter to the Program Chair/Director to resolve acts of academic dishonesty within the program from which the student originates.
- C. Students who are accused of academic dishonesty during an exam have the right to and should be encouraged to finish the exam; in this way students who appeal the accusation will have a completed exam on which their final grade will be based, should the accusation not be sustained. When academic dishonesty is suspected during an exam it is at the discretion of the instructor whether the student should be informed of suspicions immediately or when the exam is over. When academic dishonesty is confirmed before an exam (e.g., unauthorized possession), the student should be prohibited from taking that exam; if the instructor suspects that other students may have been exposed to the exam, the instructor may void that exam, at her/his discretion, and re-test. The course instructor may recommend a penalty prior to a formal finding of academic dishonesty; the student may either admit to academic dishonesty and accept the penalty, or appeal the finding or the penalty to the ASC. (See VI. A.)
- D. Students who are accused of academic dishonesty while on clinical rotation should be allowed to continue during the appeal process, unless the department or clinical institution believes that this would not be in the client's best interest.
- E. Students are presumed innocent until found guilty. Students may be found guilty of academic dishonesty if it is determined that it is more likely than not that the student engaged in academic dishonesty. This may be obtained from direct evidence, circumstantial evidence, or a combination of the two. For example:

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1. In cases of suspected plagiarism, a dramatic change in writing style may contribute toward a finding of guilty; identification of source material strengthens the accusation.
2. Possession of an accessible crib sheet may contribute toward a finding of guilty even if the student was not observed using the crib sheet.
3. Students may be found guilty of academic dishonesty if they are seen attempting to view other student's work during an examination.
4. Students may be found guilty of academic dishonesty if they are observed to be communicating with one another even if there is no clear indication on the exam paper of where collusion may have taken place.
5. Students may be found guilty of academic dishonesty on the basis of similarity between exams, papers, or other work even though there were no witnesses to communication between the accused students.

V. PENALTIES FOR ACADEMIC DISHONESTY

The course instructor, in concert with the Program Chair/Director or designee, may render a penalty for any act of academic dishonesty. If the accused student appeals the finding or penalty, the case is referred to the ASC for hearing. The ASC may either support the proposed penalty, or render its own penalty. The Dean and the Program Chair/Director may concur with an ASC recommendation to institute a modified penalty. The penalty for any substantiated act of academic dishonesty may be expulsion from the University or the SHP.

- A. In Course Work: Penalty may be dismissal from the University or SHP and/or may be a reduced course grade. A grade received by a student found guilty of academic dishonesty may not be removed by withdrawal from the course or changed to pass/no credit. Students registered pass/no credit will receive a letter grade rather than a P or NC.
- B. In Clinical Work: An allegation of academic dishonesty in clinical work reviewed and accepted by the committee in accordance with the academic standing policies may lead to the immediate suspension of the student. Students found guilty of such an allegation may be dismissed from the University or SHP.
- C. Other Situations: Cases of academic dishonesty not related to a course should be reported to the ASC.
- D. Multiple Offenses: If a student is found to have committed two or more acts of academic dishonesty, the ASC in consultation with the Dean or their designee shall consider a

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further penalty, in addition to those already established for the separate offenses. Further penalty must be implemented in the semester in which the multiple offenses were discovered or within two months of the discovery, whichever is longer. Generally, the penalty for multiple offenses will be expulsion from the University and this action will be noted on the student's permanent educational record.

VI. PROCEDURE

A. Initiation of Complaint

All academic dishonesty complaints are submitted to the Program Chair/Director of the program from which the accused student originates. The Program Chair/Director shall review the complaint and may request a written statement from the accuser(s) regarding the incident. If the Program Chair/Director, after consultation with the Chair of the ASC, determines that the accused student had a prior finding of SHP academic dishonesty then the matter will be referred to ASC, and the Program Chair/Director shall notify the accused student that the matter has been referred to ASC. If there has not been a prior finding of SHP academic dishonesty, the Program Chair/Director will notify the accused of the complaint and advise that they may: (a) resolve the matter within the program (and not contest the complaint/accept responsibility for the misconduct); or (b) contest the complaint in which case the complaint will be referred to the ASC. The Program Chair/Director may also refer the case directly to the ASC for adjudication in lieu of resolution within the program.

The accused student has five (5) days from notification of the complaint, to decide how they wishes to proceed. During this five (5) day period, and at anytime during the process, the accused student has access to the Assistant Dean for Academic and Student Affairs, with whom the student may review and discuss the policies and procedures. Also during this period or at any time during the process, the accuser and/or Program Chair/Director may seek advisement concerning policies and procedures from the Associate Dean of the School of Health Profesisons.

1. If the accused chooses to resolve the matter within the Program, the Program Chair/Director shall meet with the student to discuss the proposed penalty and assess a penalty. If the penalty assessed by the Program Chair/Director is uncontested by the accused student, the matter is considered resolved.
2. If the penalty rendered by the Program Chair/Director pursuant to # 1 above is contested, then the matter shall be referred directly to the ASC.

Upon completion of steps #1 or # 2 above, the Program Chair/Director, shall submit a signed Academic Dishonesty Incident Report (ADIR: see Appendix A) with supporting documentation, to the Chair of the ASC and a copy to the Assistant Dean for Academic and Student Affairs within five (5) business days of completion of Step # 1 or # 2, as appropriate.

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The Chair of the ASC shall maintain ADIRs. The ADIR can only be used in a *finding* of academic dishonesty, and then only in the *penalty* (closed session) phase of the hearing.

B. ASC Hearing Board Procedure

If the accused student denies the charges or does not accept the penalty the case is brought forward to the ASC hearing board for review according to following procedure:

1. The accused student is informed in writing by the ASC Chair of the hearing date.
2. The student may bring witnesses and/or an advisor to the hearing. The student must inform the Chair of the ASC in writing no later than five (5) business days before the hearing, of the identity of the witnesses and/or advisor. The student has the right to request all documentation related to the case.
3. The Chair of the ASC will create a hearing board. The hearing board is to be comprised of individuals from the ASC and SHP students. A hearing board shall consist of a minimum of five (5) voting members and a hearing officer. Generally, the Chair of the ASC serves as the hearing officer, except under unusual circumstances (e.g., illness, conflict of interest). In such case, the Chair of the ASC will notify the elected alternate hearing officer. In all hearings there will be at least one (1) student and four (4) faculty present as voting members plus the hearing officer. Neither the course instructor nor any faculty member of the program from which the charge originated shall be impaneled on the hearing board. When a quorum is not available, hearing boards may be staffed by past members of the committee. In instances where it is impossible to reach a quorum with current or past committee members, *ad hoc* appointees will be determined by the Dean.
4. The ASC Chair will ask the accuser to prepare a statement describing the student's behavior that triggered the charge of academic dishonesty and to produce all pertinent documentation and list witnesses, if any.
5. The student will be asked to prepare a written statement on their behalf and submit all supporting documentation supporting the appeal. This shall be submitted to the hearing officer five (5) days prior to the scheduled hearing.
6. The hearing officer will set a time for the hearing at the earliest possible date to allow all concerned parties adequate time for preparation. Unless there are unusual circumstances, the hearing will be scheduled no sooner than five (5) business days, and no later than ten (10) business days after ACS's notification from the Program Chair/Director.

Academic Policies & Procedures

7. The board shall attempt to reach a decision on the basis of the evidence before it, regardless of the presence or absence of the persons concerned, their witnesses, or their advisors. In cases where reasonable notice of absence has been given (at least 24 hours), the hearing will be postponed to be rescheduled as soon as possible.
8. The hearing officer will open the hearing by presenting the accuser's written statement. The role of the hearing officer shall be to oversee the hearing process, ensure that the policies and procedures of the SHP governing the process are followed, and ensure that the hearing moves in an orderly manner. As a member of the ASC, the hearing officer may ask questions of principles and witnesses. The hearing officer will participate in the proceedings but cast no vote except to break a tie vote.
9. When two or more students are accused of collusion in an academic dishonesty accusation, each shall have the opportunity to meet with the board independently of the other(s) and the others' advisers and witnesses.
10. A student's advisor may counsel the student during the hearing but does not have privilege of the floor.
11. The accuser and the accused student may call witnesses to the appeal hearing.
12. After reviewing all of the evidence and interviewing any witnesses, the hearing board will meet and come to a decision. All decisions of the board shall be by majority of the voting members present; voting shall be by secret ballot. In case of a tie, the hearing officer will cast the deciding vote. The cast vote tally will not be divulged.
13. The hearing board's written recommendation to the Dean of the SHP will become part of the official record. Audio recordings made during the board hearing also become part of the official record.
14. The Dean of the School of Health Professions may or may not accept the recommendation of the hearing board and shall inform the student of the final decision in writing within ten (10) business days of the hearing. The Dean shall notify the student, the instructor, and the Program Chair/Director of the decision. The Dean shall also notify the student that any further appeal must be directly made to the Executive Vice President of Health Sciences within ten (10) business days of receipt of the Dean's decision, and this appeal must be based on new evidence and/or errors in procedure or conduct. Confidential records* are made available, in case of appeal and upon request, to the designated University Official or board hearing the appeal and to the student(s) requesting the appeal. If the student wishes a transcript of the hearing, they are responsible for the cost of transcription. The school shall also get a copy of the transcript.

Academic Policies & Procedures

*Confidential records are defined as the records pertaining to the student who is seeking the appeal. This does not include records of other students.

C. Appeal of Dean's Decision

1. Upon receipt of an appeal the Executive Vice President of Health Sciences may choose to meet with the accused student or may choose to decide the appeal based upon the statements/record made by the ASC. The Executive Vice President of Health Sciences shall issue a decision within ten (10) business days of their receipt of the appeal or the date of the Executive Vice President of Health Sciences' meeting with the student, whichever is later. The decision of the Executive Vice President of Health Sciences shall be final.

D. Confidentiality

The Assistant Dean for Academic and Student Affairs shall maintain Academic Dishonesty Incident Reports (ADIRs) in a separate file from the student's record. The ADIRs shall be accessible to only the Dean. The chair of the ASC shall also maintain ADIRs in a file accessible only to the chair. The ADIR cannot be used against the student in any subsequent allegation of academic dishonesty. The ADIR can only be used in a finding of academic dishonesty, and then only in the penalty (closed session) phase of the hearing.

Academic Policies & Procedures

APPENDIX A

SHP ACADEMIC DISHONESTY INCIDENT REPORT ADIR

DATE OF ADIR:

PROGRAM:

ACCUSED:

CHARGES BROUGHT FORTH BY:

DATE OF ALLEGED EVENT:

DESCRIPTION OF ALLEGED EVENT:

DATE ACCUSED INFORMED OF CHARGES:

PROGRAM DIRECTOR/DESIGNEE SIGNATURE: _____

DATE CHAIR OF ACADEMIC STANDING COMMITTEE NOTIFIED:
(As soon as possible after alleged event)

DATE OF RESOLUTION AT PROGRAM LEVEL:

DESCRIPTION OF RESOLUTION PROCESS INCLUDING

PENALTY: OUTCOME OF RESOLUTION PROCESS:

SUPPORTIVE DOCUMENTATION, INCLUDING SEPARATE STATEMENTS FROM ACCUSER
AND ACCUSED REGARDING THE INCIDENT, ATTACHED:

Only to be completed by the chair of the Academic Standing Committee

CHAIR OF THE ACADEMIC STANDING COMMITTEE: I have reviewed the
academic dishonesty incident process, and found it to be in compliance with current
policies and procedures governing academic dishonesty.

DATE: _____

SIGNATURE: _____

Academic Policies & Procedures

SIGNATURE PAGE

NOTIFICATION OF ACCUSATION

TO THE ACCUSED: I have been notified of the accusation, and have been referred to the policies and procedures for academic dishonesty which is a part of my student handbook. I have been informed of my rights on matters pertaining to policy and procedure on academic dishonesty. I have been presented with the opportunity to admit to the allegation and accept the penalty recommended by the program. I have also been advised of my right to appeal this allegation and/or penalty to the SHP Academic Standing Committee. I have been given a time period of five business days to consider either resolution within the program or adjudication by the SHP Academic Standing Committee.

Signed: _____ Date: __

CHECK APPROPRIATE BOXES

ACCUSATION ACCEPTANCE OR DENIAL

D ***TO THE ACCUSED:*** I have been notified of the accusation, **and agree** that I have committed the act of academic dishonesty described above.

D ***TO THE ACCUSED:*** I have been notified of the accusation, and **deny** that I have committed the act of academic dishonesty, and request that the allegation be brought forward to the Academic Standing Committee:

Signed: _____ Date: __

PENALTY ACCEPTANCE OR DENIAL

D ***TO THE ACCUSED:*** I have been advised of the penalty, and **I am** in full agreement, and will comply with the penalty.

D ***TO THE ACCUSED:*** I have been advised of the penalty, and **I do not** accept the penalty, and therefore request that the matter be brought forward to the Academic Standing Committee.

Signed: _____ Date: __

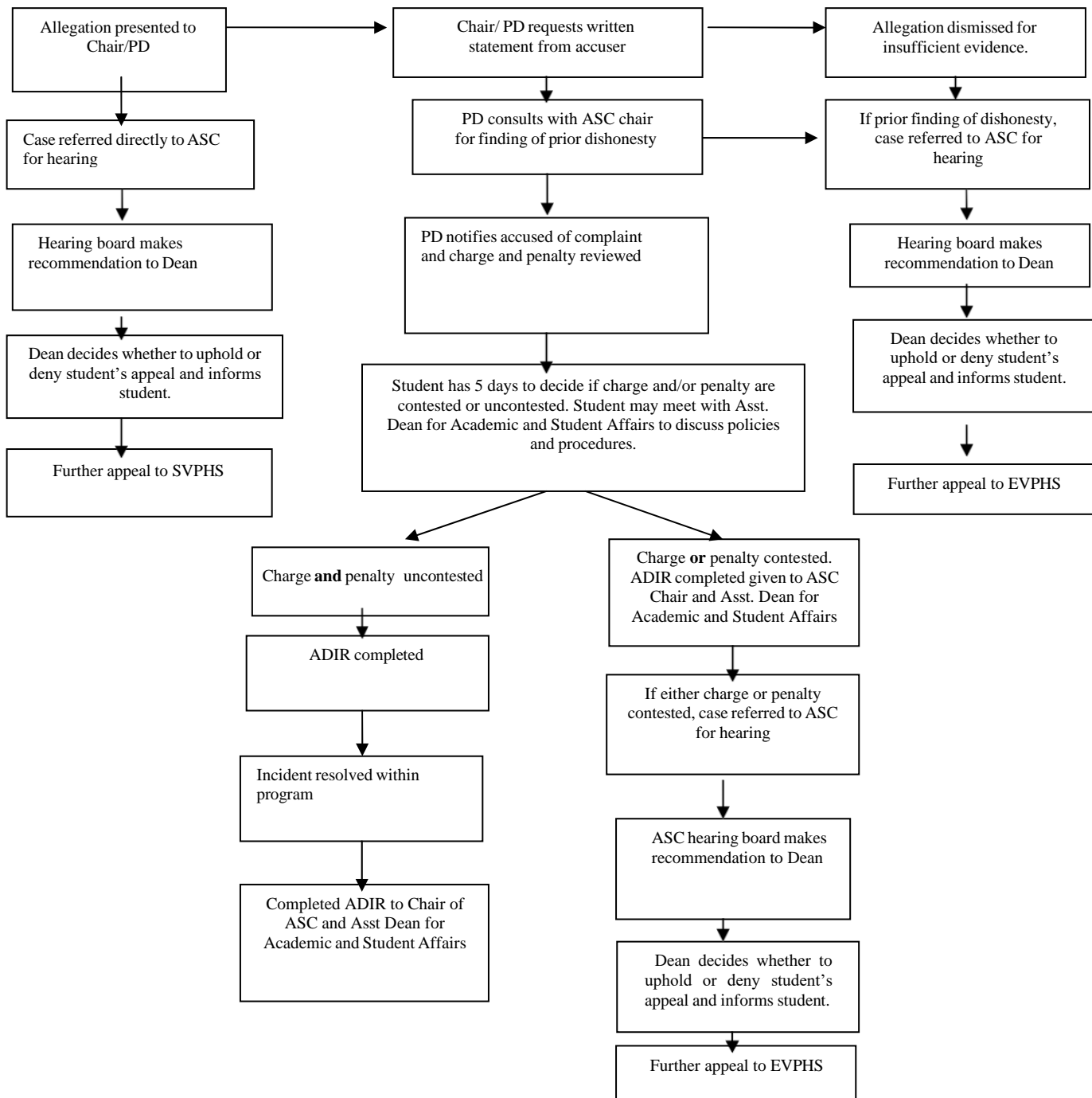
ACCUSOR ACCEPTANCE OR DENIAL OF PENALTY

- D** ***TO THE FACULTY OR STUDENT ACCUSOR:*** I have been advised of the penalty and **I am** in full agreement with the penalty.
- D** ***TO THE FACULTY OR STUDENT ACCUSOR:*** I have been advised of the penalty, and **I am not** in agreement with the penalty and request that the matter be brought forward to the Academic Standing Committee.

Signed: _____ Date: __

Academic Policies & Procedures

SHP - Academic Dishonesty Procedure Guidelines



Abbreviations
<p style="text-align: center;">PD: Program Director ADIR: Academic Dishonesty Incident Report EVPHS: Ex. VP Health Sciences</p>

Independent Study and Readings

POLICY

Independent Study and Independent Readings are courses which the student completes on an independent/tutorial basis with the guidance and under the supervision of a faculty member. Independent Study course numbers are HAS 399 (undergraduate), and HAS 590 (graduate), unless a program-specified course is offered. Readings course numbers are HAS 391 (undergraduate) and HAS 591 (graduate) unless a program-specified course is offered. These courses are elective in nature and may not be used as substitutes for required courses. Each requires a proposal completed well in advance of the semester or module in which the work will be done so that the student can register for the course on schedule. A proposal form for each follows this description.

For undergraduate students, an overall maximum of 6 independent study/readings credits is allowed. For graduate students, an overall maximum of 9 independent study/readings credits is allowed. The total number of credits taken in a period of one term (i.e. semester), or two modules, is determined by advisement and cannot exceed four.

PROCEDURE

The proposal is initiated by the student who completes the top portion of the proposal form. The body of the proposal/contract should be written by the student in consultation with the faculty sponsor. When it is complete, the student obtains the approvals (signatures) of the faculty sponsor, student advisor, and program director. If approved, the student should make an appointment to see the Assistant Dean for Academic and Student Affairs regarding formal registration for the course.

Exhibits:

Independent study proposal form (Exhibit A)

Independent readings proposal form (Exhibit B)

Independent study and readings proposal application guidelines (Exhibit C)

Guidelines for student's statement for independent study (Exhibit D)

Guidelines for student's statement for readings (Exhibit E)

Independent Study and Readings

SCHOOL OF HEALTH PROFESSIONS INDEPENDENT
STUDY PROPOSAL (Exhibit A)

STUDENT

Last Name	First Name	I.D. Number	Program
-----------	------------	-------------	---------

Title of Project _____

_____ Course # _____

Independent Study credits completed to date _____

Independent Study credits requested _____

Academic period for project _____ Deadline for completion _____

Human subject required? _____ Yes _____ No. If yes, attach copy of approval

I agree to complete this project under the specified conditions on or before the deadline date.

Student Signature

Date

I have reviewed this project proposal and agree that it has academic value, that the student can be reasonably expected to complete the project in the available time frame, the nature and extent of the supervision is appropriate and the criteria to be used for the final evaluation are adequate.

Signature of Faculty Sponsor(s)

Date

Signature of Student Advisor

Date

Signature of Program Director

Date

Approved: _____

Signature, Dean - SHP

Date

Independent Study and Readings

SCHOOL OF HEALTH PROFESSIONS INDEPENDENT
READINGS PROPOSAL (Exhibit B)

STUDENT

Last Name	First Name	I.D. Number	Program
-----------	------------	-------------	---------

Topic of Readings _____

Course #

Total Readings in Health Professions credits completed to date _____

Total Readings in Health Professions credits requested _____

Academic period for project _____ Deadline for completion _____

I agree to complete this project under the specified conditions on or before the deadline date.

Student Signature

Date

I have reviewed this project proposal and agree that it has academic value, that the student can be reasonably expected to complete the project in the available time frame, the nature and extent of the supervision is appropriate and the criteria to be used for the final evaluation are adequate.

Signature of Faculty Sponsor(s)

Date

Signature of Student Advisor

Date

Signature of Program Director

Date

Approved: _____

Signature, Dean - SHP

Date

Independent Study and Readings

SCHOOL OF HEALTH PROFESSIONS INDEPENDENT STUDY AND READINGS GUIDELINES (Exhibit C)

1. The student is responsible for putting the proposal into an acceptable form and identifying (if necessary, with the help of the student's academic advisor), a faculty member who will supervise the project.
2. The faculty sponsor is responsible for reviewing the project, ascertaining that it is in the form required (see guidelines for student's statement); that the project is creditable; and that the student can be reasonably expected to complete the project in the available time frame. If there are any questions about needed resources, etc., these should be raised with the student, who is then responsible for getting such questions resolved.

It is the function of the faculty sponsor to judge the academic merits of the proposal, the appropriateness of the credit requested to it, and the degree to which all procedure requirements have been followed. Once the faculty sponsor approves the project as submitted, it then constitutes a contract between student and faculty, just as if the student had registered for an organized course.

Any significant modification of the project constitutes a new project and must be reviewed by the usual process.

3. A secondary faculty sponsor may be required in the judgment of the primary faculty sponsor; the secondary sponsor is expected to make suggestions and criticisms; to read the final project (and interim reports as agreed to with the student); and to suggest a grade to the primary faculty sponsor involved. The secondary sponsor should "copy" the primary with any suggestions or evaluations they offers.
4. The final proposal, signed by the sponsor(s), advisor, and program director, is then delivered by the student to the Assistant Dean for Academic and Student Affairs regarding formal registration for the course.

Grading

The primary faculty sponsor submits the final grade, after consultation with the secondary faculty sponsor, if one has been chosen. The grade should be based on the evaluation method established when the proposal was finalized. Only letter grades are given.

Credits

Forty-five hours/credit (including sponsoring faculty contact time) is required as a minimum per unit credit. Once approved, the number of credits may not change.

Independent Study and Readings

INDEPENDENT STUDY GUIDELINES FOR STUDENT'S STATEMENT (Exhibit D)

The body of the proposal should be written by the student in consultation with the faculty sponsor. It may be any length that is appropriate to the content but should contain, as a minimum, the following:

1. A short explanation of the problem to be studied.
2. A statement of what the student plans to do. This should be as concrete as possible and should indicate the form of the final report. Examples of such outcomes might be as follows:
 - a. Summary (review of readings);
 - b. Critical review and synthesis of a body of literature;
 - c. Abstracts of series of research articles;
 - d. A project in which data are collected and analyzed;
 - e. Annotated Bibliography.
3. A list of the resources the student will consult. For almost all projects a bibliography is appropriate.

Independent Study and Readings

READINGS IN HEALTH PROPOSAL GUIDELINES FOR STUDENT'S STATEMENT (Exhibit E)

Course requirements

1. The student will write a contract with the faculty sponsor, to include time commitment, meeting arrangements, amount of work to be completed, number of credits to be earned and method of evaluation.
2. The contract will also include a statement explaining how this course fits into the overall academic program and objectives of the student.

Contract should include a(n)

1. bibliography indicating minimum reading requirements
2. indication of maximum requirements
3. indication of time and frequency for faculty-student discussion meetings
4. indication of percentage of final grade determined by reading, discussion and annotated bibliography

Optional

1. The contract may include a summary of the readings. If, however, any written work goes beyond a summary of the readings (i.e., application of readings to analyze or interpret a situation), then the student must apply for independent study.

POLICY AND PROCEDURE CONCERNING COURSE WAIVER (SHP Policy AA-011)

If you have successfully completed a course in the past, at Stony Brook or another school, which seems to have covered the same material as a required School of Health Professions course, you may petition to waive the course.

YOU, THE STUDENT, ARE RESPONSIBLE FOR INITIATING AND FOLLOWING UP ON THE COURSE WAIVER PETITION. A waiver petition form follows this description and you can make copies of it to use or you may obtain the form from your department.

When you have completed the first page of the petition form and attached the supporting documentation (i.e. a copy of grade report or transcript, catalog course description, student letter of explanation etc.) bring it and the signature page:

First, to the course instructor for her/his written comments and signature;

Second, to your advisor for her/his written comments and signature;

Third, to your program director for her/his written comments and signature;

Fourth, Assistant Dean for Student Affairs.

The dean will notify you, in writing, of the action taken on the petition. Copies of the approval/disapproval letter are sent to the department and to the Office of the Registrar (student's file) as well as to you.

If you receive an approval of your course waiver petition and you have already registered for the course, see your program director, and arrange a "drop" to cancel the course from your registration.

(If you neglect to do this, the course grade will eventually convert to an F.)

COURSE WAIVER PETITIONS MUST REACH THE DEAN'S OFFICE NOT LATER THAN FOUR (4) WEEKS PRIOR TO THE BEGINNING OF THE MODULE/SEMESTER IN WHICH THE COURSE IS GIVEN. BE SURE TO ALLOW ENOUGH LEAD TIME.

WE RECOMMEND THAT YOU REVIEW THE SCHOOL AND PROGRAM COURSE REQUIREMENTS NOW, AS YOU BEGIN THE PROGRAM. IF THERE ARE ANY WHICH YOU THINK YOU MAY BE ELIGIBLE TO WAIVE, BEGIN THE WAIVER PROCESS IMMEDIATELY, EVEN FOR SECOND YEAR COURSES.

AA001

SCHOOL OF HEALTH PROFESSIONS
PETITION FOR COURSE WAIVER

Name of student _____ Date _____

SB ID# _____ Department _____ Academic Plan _____

Articulation Term: _____

I. Title of SHP course to be waived _____

II. Number of course to be waived. Subject: _____ Catalog Number: _____
Course ID: _____

III. Course(s) to establish waiver:

Title	Course Number	Date Taken	Grade Received	Credits Received	University	Instructor
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

List supporting documentation submitted – e.g., transcript(s), course description(s), etc. _____

IV. Is this your first petition for a course waiver? YES _____ NO _____

a. If not, list courses for which waiver was previously requested.

Number	Title	Date Submitted	Approved	Disapproved	Pending
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

V. Explanation of how courses compare (by student) _____

Name of Student _____

VI. Instructor of course to be waived: (Note: If course instructor denies approval, forward petition directly to Assistant Dean.)

Has the student successfully completed equivalent coursework with a "C" or better?

YES _____ NO _____

Recommends approval _____ Does not recommend approval _____

Comments: _____

Signed _____
Instructor Date

VII. Student's program faculty advisor:

Has the student utilized this course to meet the 57-credit minimum or distribution requirement for admission? YES _____ NO _____

Recommends approval _____ Does not recommend approval _____

Comments: _____

Signed _____
Advisor Date

VIII. Department Chair/Program Director

This course will be used to meet the following requirement if approved:

Elective _____ Professional _____ Core _____ Basic Science _____

Recommends approval _____ Does not recommend approval _____

Comments: _____

Signed _____
Chair Date

IX. Assistant Dean for Academic and Student Affairs:

Approved _____ Disapproved _____ Date _____

Comments: _____

Letter sent to student: YES _____ NO _____
Date _____

Academic Policies & Procedures

CREDIT BY CHALLENGE EXAM

POLICY

Each department faculty will determine the courses for which credit may be requested through a challenge exam in their department, and write a policy outlining prerequisites for admission to that exam. Eligibility can be based on life experience, previous coursework, and/or other appropriate qualifications.

The evaluation should be in a form or forms appropriate to the type of course, e.g., written/oral for lecture course, practical/written for laboratory course, clinical evaluation for clinical practicum.

Only matriculated students (full-time or part-time) will be eligible for the challenge exam.

The maximum number of credits for which a student can accumulate challenge credits will be ten.

No student may sit for a challenge exam more than once in any one course.

No student may sit for a challenge exam in a course previously taken.

All eligible students will take the challenge exam at the time designated by the instructor.

A grade of less than “B-” (as determined by the instructor) on a challenge exam will indicate failure to challenge out of a course.

Each challenge exam must be reviewed yearly by the instructor and the results reported to the department chair/program director.

PROCEDURE

1. The student interested in pursuing credit by challenge exam must register for the course.
2. A student must initiate a request for challenge to the department chair/program director, or their designee, in which the course is offered. This must occur a minimum of two modules before the course begins, submitting at the same time appropriate evidence for justification. (Exceptions can be made for courses that begin in the first or second module following the student’s matriculation.)
3. The student then obtains the signature of their advisor.
4. The student then submits the request with the above two signatures to the course instructor.

Academic Policies & Procedures

5. The instructor will inform the student of the time and place at which the challenge exam will be given, as well as the objectives which the exam covers, the type of exam, and the criteria for assigning grades.
6. The challenge exam must be taken and graded before the course begins.
7. The instructor must report the results of the challenge on the petition form to the department chair/program director in which the course is offered, the department chair/program director of the student's program and to the assistant dean for student affairs.
8. The student's department chair/program director will then notify the student of the results of the exam.
9. When the assistant dean for student affairs has been notified that the student has passed the exam, the office of student services will be requested to delete the course, and at the end of the academic period, to enter the course as credit by examination with the appropriate grade.
10. A student who fails to successfully pass the challenge exam or fails to waive the course without credit will be required to proceed with the course.

**School of Health Professions Petition for
Challenge Examination**

Student _____ Stony Brook ID# _____

Department _____

Course Designation _____ Number of Credits _____

Course Name _____

Module(s) _____ Year _____

Previous challenge credits accrued _____

Justification (submit evidence) _____

Student's Signature

Date

Signatures:

Faculty Advisor _____ Date _____

Department Chair _____ Date _____

Course Instructor _____ Date _____

Challenge Exam successfully completed: Yes _____ No _____

Grade earned: _____

Instructor's Signature

Date

cc: Faculty Advisor
Department Chair/Program Director
Assistant Dean for Academic/Student Affairs
HSC Office of Student Services

TO: All New SHP Students

FROM: Stacy Jaffee Gropack, PT., Ph.D., FASAHP
Dean and Professor

SUBJECT: **A Few Rules and Points of Information**

The rules governing academic standing have been spelled out for you elsewhere in your School of Health Professions (SHP) orientation packet. Since we are all adults involved in professional disciplines, we attempt to operate the school with as few other rules as possible. However, we ask that you adhere to these rules in order to provide a comfortable environment for all.

Class Time – Classes meet at the scheduled time and adjourn ten minutes before the time published for adjournment (ex. 8:00 to 9:00 a.m. course adjourns at 8:50). Habitual lateness or leaving a class before it ends is not acceptable.

Attendance – Attendance at all scheduled didactic and clinical learning activities is required of students in the School of Health Professions. Since the teaching programs of the school seek not only to present facts, but also to develop skills and attitudes appropriate to the health professional, mere acquisition of cognitive knowledge may not be sufficient to pass a particular course or to learn the skills required of a professional person.

Advisors – Each student will be assigned a faculty advisor. Any problems that arise should be discussed with that advisor.

Proper Attire and Identification – This is a professional school; the code of dress is casual, but professional. For biological and safety reasons, bare feet are not permitted within the building at any time.

In all clinical assignments and fieldwork, you will be expected to present a neat, clean appearance that will reflect favorably on yourself, your profession, and the school. Each program has specified its own “proper attire and identification” requirements, which you are expected to adhere to.

Cheating - As previously mentioned, the school policy on academic dishonesty is spelled out elsewhere in your orientation packet. I wish to emphasize that the school is responsible for educating health professionals; dishonesty of any kind is unacceptable in any health profession. You must check with your program to verify that a copy of a specific “old exam” is authorized for circulation.

Electronics – The use of cell phones, laptops, tablets and other electronic devices in the classrooms will be dictated by the instructor. Students are expected to adhere to the rules and guidelines set forth for each class.

Use of Office Equipment – We are unable to permit use of SHP office computers, fax, photocopy machines, etc. by students. Copy machines, computers and printers for student use are available in the Health Sciences Library (HSC) on Level 3.

Lockers – A limited but reasonably adequate number of lockers is available to some SHP programs. Lockers will be assigned through your program.

E-mail - Each new student will receive a Stony Brook University email address. All official electronic correspondence, including registration, graduation, etc. will be sent to this address. It is your responsibility to check your email on a regular basis. Failure to do so may preclude you from meeting critical deadlines or receiving important information. Students should use their university e-mail to communicate with faculty and each other. You can forward your SB e-mail to your own preferred email address.

Parking – Students living on campus are provided with parking near their residence halls. Commuter students may park in “South P Lot” (off Stony Brook Road) and take the campus bus to the Health Sciences Center/University Hospital. There are a limited number of parking passes available for purchase to access the Health Sciences Center garage. If you hope to park in the HSC garage, you may be able to purchase your monthly parking pass online. Certain access cards will only work after 3:00pm. When purchasing your card, verify what hours your card will open the gate to the HSC garage.

Vehicle Registration – It is important that you register your vehicle on campus via the website (www.parking.sunysb.edu). The parking hang tag is generated by computer and mailed to you.

Miscellaneous –

- No pets or bicycles are permitted in this building. Bike racks are located under the HSC on level 1.
- No food or beverages may be brought into a classroom.
- **SMOKING** is not permitted in the Health Sciences Center, or anywhere on the East Campus.

Important! If at any time you change your address (either local or permanent), you can submit the change through the SOLAR System. In addition, advise your program.

School of Health Professions Student Responsibilities for Clinical Education

These guidelines are to be used in addition to those established by each program/department.

All students are responsible for conducting themselves in a professional manner during any educational experience conducted at a clinical site and for demonstrating respect toward its personnel, patients and their families. This includes being enthusiastic, mature, motivated to learn and accepting of responsibility.

PHYSICAL EXAMINATION AND IMMUNIZATION RECORDS

All SHP students are required to submit/upload a completed [SHP Health Form for Clinical Programs](#) to CastleBranch® the School of Health Professions platform for health clearance and to the [Student Health Service Wolfie Portal](#) prior to the first day of classes. This form includes a health history, physical exam, PPD or QuantiFERON®, documentation of a TDAP immunization within the last 5 years, and quantitative **documentation of titers including lab values and ranges** for measles, mumps, rubella, varicella and hepatitis B. Students must also sign the meningitis form online via SOLAR. If a student has a history of a positive PPD, documentation of a negative chest x-ray and/or treatment and the SHP *TB Symptom Questionnaire* are required. Results and questionnaire are required to be uploaded to CastleBranch.

To ensure a healthy and safe campus community, if you plan to enroll in at least one in-person class, live on campus, or access in-person services or facilities on Stony Brook's campuses, you are required to comply with mandatory immunization requirements. If the following requirements are not met you could be removed from housing and deregistered from classes. Evidence of MMR immunity includes any of the following as long as the first dose is administered on or after the first birthday and the second dose is administered at least 28 days after the first dose:

- TWO DOSES of MEASLES/MUMPS/RUBELLA (MMR) VACCINE
- TWO DOSES of MEASLES VACCINE, ONE DOSE OF MUMPS VACCINE AND ONE DOSE OF RUBELLA VACCINE
- TWO DOSES OF MEASLES, MUMPS, RUBELLA, VARICELLA (MMRV) VACCINE

In lieu of (not in addition to) an acceptable combination of vaccines above, a positive blood test (a quantitative titer only) showing protective antibodies to measles (rubeola), mumps and rubella is acceptable to prove immunity. A copy of the official lab report must be provided.

For students to participate in clinical rotations, it is the students' responsibility to have all required documents uploaded to CastleBranch® and to check that they are in compliance with their individual program requirements before attending any clinical rotation. Any student out of compliance will not be allowed to attend any clinical activities.

School of Health Professions Student Responsibilities for Clinical Education

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

All students must complete the required *Health Insurance Portability and Accountability Act*, (HIPAA) training. HIPAA training must be completed on an annual basis through Brightspace or Blackboard. Clinical sites may require additional HIPAA training. Subsequent to HIPAA training, all students must sign a Confidentiality Acknowledgement Statement to demonstrate awareness and understanding of the confidentiality requirements.

Students are required to safeguard all forms of Protected Health Information (PHI) whether oral, written or electronic. All information concerning patients is confidential and must not be discussed or otherwise shared with anyone who is not authorized to access the information or does not require the information for the care of a patient. PHI is information that can identify, relate to or be associated with an individual obtaining health care services. Health care information that can be used to identify an individual includes:

- Name
- Address
- Social Security Number
- Phone Number
- Test Results
- Medical Record Number
- Photographs
- Clinical Notes
- Health Plan Information

School of Health Professions Student Responsibilities for Clinical Education

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

In accordance with HIPAA and Stony Brook Medicine policies, students must:

- Follow the “minimum necessary rule,” access, use and disclose only the minimum necessary information to perform assigned responsibilities.
- Dispose of PHI properly, place in shred receptacles or confidential disposal bins, never in trash cans.
- Report all suspected breaches of PHI
 - To the supervisor at designated work sites
 - To the privacy officer at work sites
 - To preceptor/instructor
- Secure usernames and passwords.
- Use complex passwords (combination of uppercase and lowercase alphabets, numbers, and symbols).
- Log-off of workstations and devices before walking away.
- Refrain from posting PHI on social media or networking sites.

RULES AND REGULATIONS OF THE CLINICAL FACILITY

Though students are not employees of the clinical site, nevertheless, they are subject to all rules and regulations of the clinical facility as well as those of the School of Health Professions (SHP). Rules and regulations will be specified by the clinical faculty and given to the student at the start of the clinical experience. The student is required to become familiar with them and strictly abide by them.

Unexcused tardiness or absence; unavailability; inappropriate behavior, conduct or dress; or failure to comply with university or clinical facility rules and regulations may result in immediate disciplinary action by the clinical faculty, director of clinical education, or program director/department chair.

The clinical site may request additional health clearance, drug screening, fingerprinting, criminal background check or an interview with the student before accepting the student for the clinical rotation. Costs related to these requirements are the students' responsibility.

IDENTIFICATION

While on clinical rotation, all students are to wear proper SHP identification as follows:

As per program/site requirement:

- a. A name tag and/or ID badge (provided by SHP or the clinical site) identifying you as a student.
- b. Students who do not wear the appropriate identification will be asked to leave the clinical site and the program will be notified.

School of Health Professions Student Responsibilities for Clinical Education

PROPER ATTIRE CODE

The uniform or proper attire used during clinical practice will be in accordance with the policy established by your program, SHP and clinical site.

- a. The student shall be neat, clean and presentable at all times.
- b. Students who do not wear the appropriate uniform or proper attire will be asked to leave the clinical site and the program will be notified. Any time missed must be made up.

ATTENDANCE/ABSENCE

Each student is to complete all assigned clinical time. Each student is expected to be present and ready to begin his/her/their clinical rotation promptly at the assigned starting time each day and to remain until the assigned ending time. There will be no exceptions!

In case of illness or tardiness, it is the student's responsibility to notify the clinical supervisor at the clinical site at least one hour prior to the assigned starting time. The student should also contact their SHP professional program for further instructions regarding the make-up of that time. Repeated tardiness or unexcused absences will result in a lowering of the final grade and/or failure of the clinical course. Students who have clinical time to make up may be required to have prior written permission from their program. If at the end of a rotation a student has not made up all the missed time, an Incomplete grade (I) may be submitted. This Incomplete grade will convert to an "F" at the appropriate time and in accordance with the SHP policies.

TRANSPORTATION AND HOUSING

During your clinical experience, you will be assigned to clinical rotations off campus. All students are responsible for securing their own transportation to/from their clinical site. This includes cost as well as access to an automobile as many clinical sites are not in close proximity to public transportation. In addition, students are also responsible for housing costs related to their clinical rotations.

STUDENT PERFORMANCE

All students are expected to be responsive and enthusiastic in their performance. They are to follow directions, be attentive to patients, ask questions and participate actively in all learning experiences.

All students are expected to seek out independent learning experiences, as well as those assigned. Students are expected to utilize all clinical time effectively and should be familiar with all objectives prior to the start of each clinical day.

Disclaimer: Students must refer to their individual program handbooks regarding specific policies and procedures.

School of Health Professions

Student Responsibilities for Clinical Education

HEALTH INSURANCE

All full time matriculated Stony Brook location students are charged a mandatory “student health service fee” each term. This fee entitles students to be seen by a health care provider in the Student Health Service without additional charge. Students are responsible for fees that are incurred for lab work, medications, and immunizations related to their medical care, including care provided as a result of student participation in academic settings.

In addition, all Stony Brook full-time students are required to purchase mandatory health insurance, or document equivalent coverage to receive a waiver (effective fall 2005) during all semesters.

Southampton location students can access medical care at Southampton Hospital and may be covered through their individual private health insurance.

STATEMENT ON RISKS TO STUDENTS

The School of Health Professions (SHP) is engaged in the education and training of students for entry into different health professions. The learning experiences, which must be provided to students of the school, may unavoidably create certain risks that arise from essential laboratory, classroom, and clinical activities. These risks are comparable to those that exist for currently practicing health professionals.

In the various types of learning experiences which take place within the school, and at its affiliated clinical training sites, the student may be exposed to safety and health hazards which can be minimized (prevented) by adherence to the safety rules and regulations which have been established by each program. Potential hazards are controlled and monitored by competent faculty supervision, and conscientious observance of universal precautions and safety procedures. Carelessness in risk situations can lead to accidents resulting in injury or illness.

Within the educational experiences conducted by the school, the following risks may exist:

- a. exposure to infectious materials including body substances, lab specimens, contaminated equipment and supplies, contaminated environmental surfaces, contaminated air, or lab animals
- b. exposure to radioactive materials
- c. burns from chemicals, open flames, heated liquids or electrical equipment
- d. physical injury from improperly operated equipment or improper body mechanics
- e. electrical shock from equipment
- f. lacerations or injury from improperly handled equipment
- g. aggravation of students’ preexisting conditions secondary to educational exercises or activities of a strenuous nature
- h. skin irritations due to exposure to materials to which the student may be sensitive.

STATEMENT ON RISKS TO STUDENTS

In an effort to reduce incidents of students' exposure to environmental hazards and infectious diseases, information regarding safety and exposure to infectious agents and hazardous substances will be provided prior to the first-class meeting for each course or prior to clinical activities. Students will be educated about the principles of proper body mechanics and infection control, including standard precautions, blood borne pathogens, appropriate first aid and exposure response procedures. Students who are concerned about their participation or believe they may be placed at unusual risk because of medical conditions or physical limitations are advised to consult with their program director/department chair and/or course instructor prior to participating in any learning exercise that may create such a risk. (Please refer to the [Americans with Disabilities Act and the Student Accessibility Support Center](#) section in this orientation handbook, as relevant).

STANDARD PRECAUTIONS

In order to reduce the risk of transmission of blood borne pathogens and to reduce exposure to infectious diseases and environmental hazards, the Centers for Disease Control and Prevention (CDC) recommends the use of "Standard Precautions" when working with **all** patients and follow "Transmission-based Precautions" when treating all blood and other potentially infectious material including droplet, fluids and secretions. Students are required to follow the clinical site policy and procedure regarding appropriate personal protective equipment. These precautions include:

[Standard Precautions for All Patient Care | Basics | Infection Control](#)
[Transmission-Based Precautions | Basics | Infection Control](#)
[National Clinician Consultation Center](#)
[Isolation Precautions | Guidelines Library | Infection Control | CDC](#)

A. Handwashing

- Wash hands prior to and immediately after examining/ treating every patient
- Hands must be washed as soon as possible after touching blood, body fluids, excretions, and contaminated objects even if gloves have been worn
- Hands must be washed between patients and after removing gloves and other protective equipment

<https://www.cdc.gov/handhygiene/providers/index.html>

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

STANDARD PRECAUTIONS

- B. Gloves
- Must be worn when performing invasive procedures
 - Must be worn when touching blood, body fluids, mucous membranes, non-intact skin, and contaminated objects
 - Must be worn when performing venipuncture or vascular access processing specimens
 - Must be changed between tasks if contaminated when caring for the same patient
 - Must be removed promptly after use and new gloves must be donned before caring for another patient
- C. Mask, Eye Protection, Face Shield - must be worn during patient care activities that may generate splashes of blood, body fluids, secretions, excretions or bone chips.
- D. Gowns - must be worn during patient care activities that may generate splashes of blood, body fluids, secretions or excretions to protect skin and clothing. Soiled gowns must be removed as soon as possible followed by prompt handwashing.
- E. Dispose of all biohazard material, (e.g. blood, body fluids, and microbiological culture) as infectious material.
- F. Never pipette by mouth.
- G. Disinfect work surfaces after a spill and when work is complete. Appropriate disinfectants include 35% isopropyl alcohol and 10% chlorine bleach.
- H. Eliminate the use of needles/sharps whenever possible. Use medical devices with safety features.
- I. Use sharps in a safe, controlled environment whenever possible, with a sharps container nearby. Use safe techniques when using, handling, cleaning or disposing of sharp instruments and devices. Never recap used needles, do not remove used needles from disposable syringes by hand and do not bend, break or otherwise manipulate used needles by hand. Place all used sharps in appropriate puncture-resistant containers.
- J. Use mouthpieces, resuscitation bags or other ventilation devices when mouth-to-mouth resuscitation is required.

[The National Clinician Consultation Center](#) Provides expert consultation including a hotline to obtain information from anywhere: **1-888-448-4911 (see website for hours of operation)**.

IMMUNIZATION/DISEASE SURVEILLANCE

Preventive strategies for infections known to be transmitted in health care settings include immunizations for vaccine preventable diseases. Students entering SHP must show proof of immunity to measles, mumps, rubella, varicella and hepatitis (unless Hepatitis B vaccine declination statement is signed) and have received the DTap toxoid within the past 10 years. Students must receive a PPD or QuantiFERON within 12 months prior to the start of classes, and yearly thereafter if negative. If a student has a history of a positive PPD, documentation of a negative chest x-ray and/or treatment and the SHP *TB Symptom Questionnaire* are required. Results and questionnaire are required to be uploaded to CastleBranch.

School of Health Professions Student Responsibilities for Clinical Education

IMMUNIZATION/DISEASE SURVEILLANCE

Each student is required to maintain a current annual health assessment and negative PPD or QuantiFERON in order to attend clinical rotations. If a student has a history of a positive PPD, documentation of a negative chest x-ray and/or treatment and the SHP *TB Symptom Questionnaire* are required. Results and questionnaire are required to be uploaded to CastleBranch. Additional documentation may be required as per clinical affiliate or individual program policy.

During flu season, the university strongly encourages all students to obtain a flu vaccine. An annual influenza vaccination is required for rotations at many clinical sites. Proof of vaccination must include the ordering provider's name, address, license number, date vaccine was administered, vaccine lot number, and vaccine expiration date. Students who refuse vaccination may be asked to wear a mask while at their clinical site. Please note: clinical sites can refuse to take a student if they are not vaccinated against the influenza virus. **Students must adhere to individual program policy regarding flu vaccination requirements.**

COVID vaccination is required for rotations at many clinical sites. Proof of vaccination must include the ordering provider's name, address, license number, date vaccine was administered, vaccine lot number, and vaccine expiration date. Students who refuse vaccination may not be able to complete clinical rotations. Please note: clinical sites can refuse to take a student if they are not vaccinated against COVID-19.

TUBERCULOSIS (TB) EXPOSURE

Adequate infection control measures (masks and isolation precautions) should be strictly followed in an effort to minimize the risk of exposure to an infectious patient. If appropriate precautions have not been followed, students who have been exposed to a patient with active TB will require post-exposure PPD skin testing. The student should receive a baseline PPD skin test at the clinical site as soon as possible after the exposure, unless the student has a documented negative PPD within the preceding 3 months. The student must notify the appropriate individual in his/her/ their professional program (Director of Clinical Education/Fieldwork Coordinator) at SHP if his/her/their has been exposed to TB. A School of Health Professions Safety Incident Report must also be submitted to the program within 48 hours of occurrence.

The student will then be referred to the SBU Employee Health for repeat testing which must be performed 12 weeks after the exposure. Students with previously positive PPDs who have been exposed to an infectious patient should be referred to the SBU Employee Health where they will be evaluated and followed for active TB by a complete symptom review. If the student remains asymptomatic, no further testing is required.

[Guidelines for Preventing the Transmission of Mycobacterium tuberculosis in Health-Care Settings, 2005](#)

BLOODBORNE PATHOGEN EXPOSURES

Health care personnel are at risk for exposure to blood borne pathogens including, but not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus

(HIV). These exposures can occur through needle sticks or cuts from sharp objects contaminated with an infected patient's blood or visibly bloody fluid or potentially infectious fluid (semen, vaginal secretions, synovial, pleural, peritoneal, pericardial, cerebrospinal, and amniotic fluids) or through contact of mucous membranes or non-intact skin with an infected patient's blood or visibly bloody fluid or potentially infectious fluid. In the laboratory any direct contact to concentrated virus is also considered an exposure and as such requires clinical evaluation.

Factors that influence the risk of exposure include the pathogen involved, the type of exposure, the amount of blood involved in the exposure and the amount of virus in the patient's blood at the time of the exposure. According to the Center for Disease Control (CDC), the frequency of transmission of HBV can range from 1% to 30% depending on the source patient's "e antigen" result which, if positive, correlates with high infectivity. If exposed to HCV the risk of infection is 1.8%. When a percutaneous injury involves blood from an HIV infected source the risk of HIV transmission is roughly 0.3%. After a mucous membrane exposure, the average risk of seroconversion is approximately 0.1%. **Most exposures do not result in infection.**

The CDC web page <https://www.cdc.gov/niosh/topics/bbp/genres.html> has information on blood borne pathogen exposures and health care workers and also a brochure titled "Exposure to Blood: What Healthcare Personnel Need to Know". This is an excellent resource that you should read before your clinical experiences. It can be accessed at https://www.cdc.gov/hai/pdfs/bbp/Exp_to_Blood.pdf

Please familiarize yourself with this information and the risks to you as a healthcare provider. Another very useful website is <http://nccc.ucsf.edu/> which provides expert consultation including a hotline to obtain information from anywhere: **1-888-448-4911** (see website for hours of operation).

Effective management of educational exposures to blood borne pathogens requires coordination among multiple parties, SHP and clinical affiliates. Students must be trained in the prevention of injuries and in the management of injuries when they occur. Upon arrival at a clinical site, students must become familiar with the site-specific protocols for the initial management of blood and body fluid exposures. **Exposure prevention remains the primary strategy for reducing blood and body fluid exposures.**

[Bloodborne Infectious Diseases - General Resources on Bloodborne Pathogens - NIOSH Workplace Safety and Health Topic](#)
[Exposure to Blood \(PDF\).](#)

GENERAL CARE AFTER BLOODBORNE AND BODY EXPOSURE

NEEDLE STICKS

1. Immediately clean the affected area with soap and water. Do not use caustic products (bleach) or squeeze the puncture site.
2. After you clean the affected area as outlined above, **immediately inform your clinical instructor/preceptor and supervisor at the clinical site and your Director of Clinical Education/Fieldwork Coordinator at Stony Brook University.**
 - Prompt reporting is essential because in some cases if post exposure treatment is recommended, it should be started as soon as possible.
3. **Seek post-exposure evaluation immediately.**
 - **Follow the post-exposure protocol of the clinical site.** If the site does not have a protocol, go to the nearest Emergency Room.
4. If you are unsure of how to proceed, contact your Director of Clinical Education/Fieldwork Coordinator at Stony Brook University.
5. Complete any required incident reports at the clinical site.
6. Complete a School of Health Professions Safety Incident Report provided to you by your Director of Clinical Education/Fieldwork Coordinator within 48 hours of occurrence.

BLOOD AND BODY FLUIDS

1. Immediately clean the affected area with soap and water. Flush splashes to nose and mouth with water. Irrigate eyes for 15-20 minutes with clean water, saline, or sterile irrigant. Clean all other areas with soap and water.
2. After you clean the affected area as outlined above, **immediately inform your clinical instructor/preceptor and supervisor at the clinical site and your Director of Clinical Education/Fieldwork Coordinator at Stony Brook University.**
3. **Follow the post-exposure protocol of the clinical site.**
 - If there is concern regarding exposure (e.g. if you have an open wound that is exposed to blood or body fluids) contact your Director of Clinical Education/Fieldwork Coordinator at Stony Brook University.
4. If you are unsure of how to proceed, contact your Director of Clinical Education/Fieldwork Coordinator at Stony Brook University.
5. Complete any required incident reports at the clinical site.
6. Completion of a School of Health Professions Safety Incident Report may be required and will be provided to you by your Director of Clinical Education/Fieldwork Coordinator.

School of Health Professions

Student Responsibilities for Clinical Education

HEPATITIS B VIRUS (HBV) EXPOSURE AND POST-EXPOSURE PROPHYLAXIS (PEP)

<https://www.cdc.gov/hepatitis/hbv/pep.htm>

Percutaneous (needle stick) injuries are the most efficient mode of transmission of HBV, however, at room temperature HBV can survive in dried blood on surfaces for at least 7 days. Persons who have been adequately immunized are at virtually no risk for infection, as evidenced by the 95% reduction in the number of occupational infections since the Hepatitis B vaccine became available in 1982. In susceptible individuals (those who have not been vaccinated or who did not develop antibodies after immunization) the risk of infection after a percutaneous exposure to HBV infected blood ranges from 1- 30%.

HEPATITIS B VIRUS (HBV) PEP

Hepatitis B immune globulin (HBIG) and/or hepatitis B vaccine may be recommended depending on the source patient's infection status and your immune status. For students who have not been vaccinated, the CDC currently recommends hepatitis B vaccination for all exposures regardless of the source patient's hepatitis status.

HEPATITIS C VIRUS (HCV) EXPOSURE AND POST-EXPOSURE PROPHYLAXIS (PEP)

<https://www.cdc.gov/hepatitis/hcv/hcvfaq.htm#b4>

Hepatitis C is not transmitted efficiently through occupational/educational blood exposures in the health care setting. If exposed to HCV, the average risk of transmission is 1.8%. HCV can survive outside the body and still transmit infection for 16 hours, but not longer than 4 days.

HEPATITIS C VIRUS (HCV) PEP

Currently no PEP exists for hepatitis C, recommendations for post exposure management are in place to achieve early identification of chronic disease, and if present, referral for evaluation of treatment options. Post exposure management includes baseline testing for HCV antibodies and liver function tests, repeated at 4-6 months or at any time if symptoms develop (abdominal pain, nausea/vomiting, jaundice, malaise, fever). (see table below)

HUMAN IMMUNODEFICIENCY VIRUS (HIV) EXPOSURE AND POST-EXPOSURE PROPHYLAXIS (PEP)

The average risk of acquiring HIV infection after a needlestick or other sharp injury that involves **HIV infected** blood is 0.3%; the risk after mucous membrane exposure is 0.1%. Factors that might affect the risk of HIV transmission after exposure include:

- deep injury
- visible blood on device
- procedure involving needle placed directly in a vein or artery
- terminal illness in source patient

School of Health Professions Student Responsibilities for Clinical Education

HUMAN IMMUNODEFICIENCY VIRUS (HIV) PEP

An individual assessment by the Emergency Medicine or Employee Health Practitioner will be made regarding the degree of risk associated with each exposure. For example, prophylaxis may not be recommended to students who sustain exposures that are not thought to be significant (i.e., if an accidental needlestick occurs with a piggy-back intravenous solution that did not contain blood). Exposure to saliva, tears, sweat, or non-bloody urine or feces does not require PEP. (see table 2)

Students who sustain a significant exposure to material that may be infected with HIV may benefit from the prompt initiation (within 1-2 hours) of antiretroviral therapy to interrupt viral transmission. First dose antiretroviral medication will be provided by the clinical site with subsequent follow up provided by the Student Health Services Clinic at the student's own expense, however, the Stony Brook University mandatory health insurance provides coverage for these expenses.

Students should be tested for HIV antibody at the time of the exposure and then again at 6 weeks, 12 weeks and 6 months. Students who elect to start PEP should have baseline (at the time of the exposure) complete blood counts and liver and kidney function testing, with repeat testing performed 2 weeks later.

Students should seek medical care from Student Health Service or their healthcare provider if they experience any sudden symptoms of flu like illness (fever, rash, muscle aches, malaise or swollen glands) during the weeks following an exposure. These symptoms may suggest a drug reaction or HIV or other infection.

Students are advised to follow recommendations for preventing transmission of HIV during the follow up period, especially the first 6-12 weeks. These include the correct and consistent use of condoms during sexual activity; donating blood, semen or organs; and refraining from breastfeeding.

[MMWR: Updated US Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis](#)

**TABLE 2
EXPOSURES FOR WHICH PEP IS INDICATED**

- Break in the skin by a sharp object (including both hollow-bore and cutting needles or broken glassware) that is contaminated with blood, visibly bloody fluid, or other potentially infectious material, or that has been in the source patient's blood vessel.
- Bite from an HIV-infected patient with visible bleeding in the mouth that causes bleeding in the HCW.
- Splash of blood, visibly bloody fluid, or other potentially infectious material to a mucosal surface (mouth, nose, or eyes).
- A non-intact skin (e.g., dermatitis, chapped skin, abrasion, or open wound) exposure to blood, visibly bloody fluid, or other potentially infectious material.

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[Recommendations for Application of Standard Precautions for the Care of All Patients in All Healthcare Settings](#)

<https://www.cdc.gov/infectioncontrol/guidelines/isolation/appendix/standard-precautions.html>

Student Accessibility Statement

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@Stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

Diversity, Equity, and Inclusion Statement

The School of Health Professions is committed to ensuring safe, welcoming, and inclusive learning spaces for all members of our community. Inclusive learning spaces can include classrooms, labs, and other places of learning where all stakeholders (students, faculty, and staff) will be treated with respect and dignity. Students will be provided equitable opportunities to express ideas, opinions, and worldviews.

The use of any language or behavior that may be construed as offensive and/or disparaging based on a person or group's race, ethnicity, sexual orientation, gender identity, age, religion, socio-economic status, disability status, citizenship status, or any other characteristic is not acceptable behavior. Students who are in violation of the aforementioned may be referred to the Office of Student Conduct and Community Standards.

STUDENT PARTICIPATION ON SHP COMMITTEES

The Faculty Assembly of the School of Health Professions (SHP) has established a number of standing and ad-hoc committees which provide for student participation. These committees, made up of representatives from each SHP program, are listed below. Please let your program director know if you are interested in serving on a committee.

The **Student Advisory Committee to the Dean** is composed of one student from each class of the SHP professional programs (one from the first year, one from the second year, and, if relevant, one from the third year classes), representatives from each section in the Health Science program, Stacy Jaffee Gropack, and Associate and Assistant Deans. Each class should elect its representative as soon as possible after the beginning of classes for the new academic year. The Dean's Advisory Committee meets regularly, usually once a month, according to a schedule chosen by the members. It may meet more often as required by student needs.

The **Academic Standing Committee** meets on an as-needed basis to review issues related to students' academic standing (e.g. probation, leaves-of-absence, suspension, termination, return to good standing, etc.), and make recommendations to the dean regarding decisions concerning these issues. The committee also reviews and makes recommendations concerning academic policies which govern the programs within the school.

The **Clinical Education Committee** reviews student health and clinical policies and makes recommendations to the school's Assembly regarding issues such as drug testing, criminal background checks, etc.

The **Educational Technology Committee** evaluates the technology needs of the faculty and students in meeting their educational objectives and makes recommendations to the Dean regarding future technology acquisition.

The **Research Committee** serves to promote awareness about current policies and procedures governing research in the university and school to faculty, staff, and students, and to support the development of a collaborative environment in which faculty and students can conduct research.