FAIRLEIGH DICKINSON UNIVERSITY

'Fortiter et Suaviter'

Physician Assistant Program

PA STUDENT MANUAL
Class of 2024

School of Pharmacy & Health Sciences

Student Manual Table of Contents

Fairleigh Dickinson University

FDU Mission

Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multidisciplinary, intercultural and ethical understandings necessary to participate, lead and prosper in the global marketplace of ideas, commerce and culture.

Value Statement

As a community of learning, Fairleigh Dickinson University is committed to an educational environment that fosters growth and development, social justice, understanding among people and enrichment for all who study and work at the University.

FDU Accreditation

Fairleigh Dickinson University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and licensed by the New Jersey Commission on Higher Education.

FDU Cares

Community: We have an educational community that is diverse and demonstrates creativity, enthusiasm and responsibility.

Advantage: We strive to provide the values of education and the opportunity for personal growth and enrichment.

Respect: We care about one another and ourselves and are committed to treating all people with civility and consideration.

Ethics: We believe everyone's rights and freedoms should be respected and that we must act with integrity and accountability.

Support: We endeavor to provide an environment for success based on cooperation, communication and caring.

Brief History

Founded in 1942 by Dr. Peter Sammartino and his wife, Sylvia (Sally), Fairleigh Dickinson University has grown into the largest private university in New Jersey. More than 12,000 students from 46 states in the nation and nearly 100 countries are enrolled on the University's two campuses in northern New Jersey and its overseas campuses in Wroxton, England, and in Vancouver, British Columbia, Canada. Beginning as a two-year junior college, Fairleigh Dickinson expanded to a four-year curriculum in 1948 to fill the need for higher education in northern New Jersey. In 1954, the first graduate program, a master's degree in business administration, was offered, and Bergen Junior College was purchased as a second campus in Teaneck (Metropolitan Campus). In 1956, Fairleigh Dickinson gained University status and, one year later, the 178-acre Vanderbilt-Twombly estate was acquired to serve as the Madison location (Florham Campus). FDU became the first American university to own a campus in England when it acquired Wroxton College from Trinity College, Oxford University. Opened in 1965, Wroxton College offers American students an array of graduate and undergraduate programs as well as an enriching

cultural experience. Formerly a 13th-century abbey, Wroxton College is now a beautifully restored and modernized Jacobean mansion. Recognizing that the student profile on most U.S. campuses is changing dramatically, the University's New College of General and Continuing Studies, now known as Anthony J. Petrocelli College of Continuing Studies was formed in 1998 to address the special educational needs of nontraditional students, including adult learners. In 2000, the Board of Trustees adopted a newly focused mission; to prepare students for world citizenship through global education. Vancouver Campus, which opened in 2007, offers undergraduate students one of the few opportunities to earn an American college degree while studying in Canada. Because more than 30 percent of Vancouver's residents hail from China and Southeast Asia, Vancouver Campus is particularly attractive to international students from China, Southeast Asia and Pacific Rim countries, but it is open to students from around the world. Each of the University campuses has developed a unique character and vitality. Students benefit from studying at a comprehensive University that offers a wide range of programs and courses, but they also enjoy an atmosphere of warmth and personal attention usually found at much smaller institutions. Today, FDU offers nearly 100 degree programs at the associate, baccalaureate, master's and doctoral levels. Its wide range of offerings, coupled with the depth and expertise of its faculty, has Fairleigh Dickinson University poised to serve the citizens of New Jersey and beyond.

Florham Campus

The Florham Campus located in Morris County, N.J., bridges the towns of Florham Park and Madison. The campus consists of 178 acres, part of Florham, the former country estate of early 20th-century socialites Florence Vanderbilt and Hamilton Twombly. Florham is a contraction of the first names of the couple. The campus has been in existence since 1958. The Florham Campus is primarily a residential campus, supported by a strong student-life program. The campus has active fraternities and sororities, diverse student activities and dynamic Division III and intramural athletics programs. Resident undergraduate students are joined in class by undergraduate commuter and adult and certificate students. Along with graduate students, they utilize first-class educational resources that are either retrofitted into the campus's distinctive and appealing original structures or set in state-of-the-art buildings, several constructed within the last decade.

John and Joan Monninger Center for Learning and Research (A1.09)

At the Florham Campus, the library is part of the John and Joan Monninger Center for Learning and Research, along with the College Writing Department, the Academic Support Center, and the Office of Disability Support Services. The library plays a crucial role in supporting student academic success and retention by providing expert research assistance and valuable information resources, as well as a comfortable place to study. The John and Joan Monninger Center for Learning and Research provides access to instructional and reference materials needed to operate the educational program and support evidence-based practice. (In addition, a small library in the School of Pharmacy & Health Sciences also provides access to instructional and reference materials needed to operate the educational program and support evidence-based practice.)

School of Pharmacy & Health Sciences

Mission Statement

The mission of FDU's School of Pharmacy & Health Sciences is to create a values-based, student-centered learning experience that prepares graduates who are committed to improving the health of individuals and populations.

Educational Goals

1. Deliver a comprehensive integrated curriculum that prepares students to provide collaborative, patient-centered healthcare
2. Foster critical thinking through a wide range of learning experiences
3. Provide diverse experiential opportunities through partnerships with various stakeholders
4. Recruit, develop, and retain highly qualified, student-centered faculty
5. Offer dual-degree pathways and certificate programs that allow attainment of specialized skills
6. Cultivate the development of students' professional identities

Research Goals

1. Invest in faculty research endeavors
2. Provide students with research opportunities mentored by faculty, preceptors, and external partners

Service Goals

1. Advance healthcare professions via collaboration with state, national, and global professional organizations
2. Demonstrate commitment to local and national healthcare outreach

FDU Physician Assistant (PA) Program

Mission (B1.01a)
To prepare future PAs as socially responsible members of interprofessional teams, empowered to promote health, provide compassionate patient-centered care, and advocate for the well-being of local and global communities.

Program Goals (B1.01a)
1. Create an inclusive 'student focused' learning community of diverse members with a shared commitment to patient-centered care.

2. Provide a foundation of sound medical knowledge and proficiency in clinical and technical procedural skills in preparation for clinical practice.

3. Offer supervised clinical practice experiences in the range of medical specialties with diverse patients across the lifespan requiring varying acuities of care.

4. Foster interprofessional collaboration and commitment to ethical standards.

5. Promote service learning through local and global opportunities with diverse populations.

6. Guide student development of medical research culminating in the dissemination of findings.

7. Cultivate commitment to lifelong learning.

Outcomes (A3.12b-c)(A3.12i)(C1.01g)
Outcomes and the success of the program in achieving its goals will be available with the graduation of the first class, anticipated to enter January 2022. These outcomes will include the most current annual NCCPA PANCE Exam Performance Summary Report provided by the NCCPA. It will also include the most current annual student attrition information on the table provided by the ARC-PA

FDU PA Program Goals and Success in Meeting the Goals (C1.01g)
The FDU PA Program has identified specific program goals or ends towards which its efforts are directed. These goals and the benchmarks utilized for determining their outcome are noted in the table below:

Program Goals	Benchmarks	Outcome Data
1. Create an inclusive 'student focused' learning community of diverse members with a shared commitment to patient-centered care.	Admission data ≥ 90% student retention ≥ 90% agreement on Alumni surveys	TBD
2. Provide a foundation of sound medical knowledge and proficiency	NCCPA first time pass rate that meets or exceeds national pass rate	TBD

	in clinical and technical procedural skills in preparation for clinical practice.	100% NCCPA overall pass rate 100% competency in all required clinical and technical procedural skills ≥ 90% proficiency in all required clinical and technical procedural skills	
3.	Offer supervised clinical practice experiences in the range of medical specialties with diverse patients across the lifespan requiring varying acuities of care.	≥ 2,000 clinical hours logged per student ≥ 1,000 Patient encounters logged per student Clinical rotations in hospital, operating room, emergency department, clinic, office, and urgent care settings across medical institutions and facilities in the Northern New Jersey and Metropolitan New York areas.	TBD
4.	Foster interprofessional collaboration and commitment to ethical standards.	≥ 90% agreement and Preceptor Evaluations ≥ 90% agreement on Alumni Surveys	TBD
5.	Promote service learning through local and global opportunities with diverse populations.	≥ 90% participation in local and global service-learning opportunities ≥ 90% agreement on Alumni Surveys	TBD
6.	Guide student development of medical research culminating in the dissemination of findings.	≥ 90% participation in research studies ≥ 90% presentation at Annual Research Forum	TBD
7.	Cultivate commitment to lifelong learning.	≥ 90% agreement on Alumni Surveys	TBD

Competencies (A3.12g)(C1.01b) & Student Learning Outcomes (B4.01a)

The FDU PA Program developed a curriculum designed to prepare its graduates to confidently practice as PAs. The curriculum is based on competencies recognized by the program as important components of a comprehensive educational program and identified as required for entering clinical practice. The curriculum is based on five (5) domains, and their respective ten (10) subdomains, that represent the highest and broadest tier of the hierarchical structure of the curriculum with each step below narrowing in scope. Student learning outcomes (SLOs), courses, course learning outcomes (LOs), course instructional objectives (IOs), and their respective assessments are categorized under the broader competencies.

1. Core knowledge in the medical, social & behavioral, and clinical sciences and the applicability of that knowledge to the practice of clinical medicine. (Medical Knowledge)

Domain: Medical Knowledge (MK)
Subdomains: MK - Medical Sciences
                    MK - Social & Behavioral Sciences
                    MK - Clinical Medicine*

1.1 Incorporate the concepts of medical sciences and their scientific principles into the knowledge required for the practice of medicine.

1.2 Incorporate the concepts of social and behavioral sciences into the knowledge required for the practice of medicine.

1.3 Incorporate the concepts of clinical medicine into the knowledge required for the practice of medicine.

1.4 Understand the role of human sexuality, gender identity, sexual orientation, and ethnicity and race.

1.5 Respond to patient needs while considering the impact of the social determinants of health.

1.6 Counsel and educate patients regarding health promotion and disease prevention.

1.7 Consider the needs of patients with disabilities, special needs, and religious/spiritual requirements.

1.8 Coordinate patient follow up for assessment of compliance, response to medication treatment, and need for modifications.

2. Effective and safe performance of appropriate 'clinical and technical skills' for the provision of quality care during clinical practice. (Patient Care)

Domain: Patient Care (PC)
Subdomains: PC - Clinical & Technical Skills*
              PC - Clinical Practice

2.1 Elicit and interpret comprehensive histories from diverse patients across the lifespan with conditions of varying severity in various settings.

2.2 Perform problem-oriented comprehensive physical examinations of diverse patients across the lifespan with conditions of varying severity in various settings.

2.3 Demonstrate competency in patient care skills utilized in a variety of practice settings.

2.4 Order and interpret diagnostic and laboratory studies to screen for medical conditions or formulate differential diagnoses.

2.5 Perform diagnostic and therapeutic technical procedures associated with the management of patients' medical presentations or conditions.

2.6 Formulate differential diagnoses based on evaluation of patient history and physical examination.

2.7 Develop appropriate management plans for acute and chronic conditions based on standards of care.

3. Interpersonal communication skills that are respectful, empathetic, and effective in the exchange of information with patients, families, and members of interprofessional collaborative teams. Professional behaviors that demonstrate integrity, responsibility, and compassion; commitment to lifelong learning; and adherence to legal and regulatory requirements, professional standards, and codes of ethics. (Interpersonal Skills & Professionalism)

Domain: Interpersonal Skills & Professionalism (IS&P)

Subdomains: IS&P - Interpersonal Skills*
              IS&P - Professional Behaviors*

3.1 Demonstrate appropriate interpersonal communication skills with patients, family members, healthcare team members, and peers.

3.2 Demonstrate professional behaviors with patients, family members, healthcare team members, and peers to include areas such as intellectual honesty, academic integrity, and issues affecting professional practice.

3.3 Utilize interpersonal skills and professional behaviors as a member of a patient-centered healthcare team.

3.4 Adhere to ethical standards and demonstrate sensitivity towards diverse populations.

4. The analytical approach to improvements in clinical practice utilizing 'clinical reasoning and problem solving' and investigative research skills to assess clinical practices and promote effective, high quality, and equitable patient care.

Domain: Practice-Based Learning (PBL)
Subdomains: PBL - Clinical Reasoning & Problem Solving*
              PBL – Research

4.1 Search, analyze, and appraise medical evidence, including medical literature and its statistical results, and relate to clinical practice.

4.2 Demonstrate clinical reasoning and problem-solving skills during practice-based learning activities.

4.3 Participate in practice-based research and scholarly activity to promote the profession and best practices.

4.4 Demonstrate clinical reasoning and problem-solving skills during supervised clinical practice experiences.

4.5 Acquire the reasoning and problem-solving skills effective for lifelong learning.

5. An awareness of the system of healthcare and determinants of outcomes that facilitates patient advocacy; promotes quality; and is balanced with a responsiveness to regulatory requirements and cost-effective resource allocation.

Domain: System-Based Practice (SBP)
Subdomain: SBP- System of Health Care

5.1 Recognize the importance of public health systems, health promotion and disease prevention.

5.2 Understand the need for maintaining quality within the business of healthcare to include economic considerations, appropriate documentation, and health policy.

5.3 Understand the importance of compliance with federal and state laws and regulations regarding clinical practice, informed consent, and other patients' rights.

The curriculum has been structured to provide the knowledge and skills needed for achieving the above competencies. The progress of students in meeting these competencies is monitored through various assessment tools as they progress through the curriculum.

*In addition, the summative evaluation verifies the meeting of these competencies. This evaluation must occur within four (4) months of graduation and verifies preparedness for entering clinical practice.

Program Overview (D1.03)

The FDU PA Program is committed to preparing future socially responsible professionals that possess the academic knowledge, clinical skills, and professional attitudes requisite for providing compassionate patient-centered care in a dynamic healthcare system. With that in mind, the program developed its mission & goals and designed a curriculum that would provide learning experiences that promote the acquisition of those same skills. The FDU PA Program developed a two-and-a-half-year curriculum leading to a Master of Science (MS) in PA Studies.

The curriculum of the FDU PA Program encompasses a 12-month Didactic Phase that includes classroom and laboratory instruction in the medical sciences, clinical medicine, clinical and procedural skills, professional topics, and medical research. Students are exposed to diverse learning modalities through lectures, case-based problem-solving sessions; simulated case scenarios; and hands on learning in the Virtual Cadaver, Physical Exam, Simulation, and Procedural Labs. In addition, students partake in service learning in local and global communities; and learn about and actively participate in medical research.

The Clinical & Advanced Clinical Phases, seventeen months in length is dedicated to supervised practice experiences, research, and enhancement of clinical and procedural skills. Clinical experiences take place at affiliate hospitals, clinics, and other medical institutions in the northern urban New Jersey and Metropolitan New York area. Ten (10) five-week blocks are dedicated to required and elective supervised clinical experiences in emergency, inpatient, outpatient, surgical, urgent care, and long-term care settings that provide acute, chronic, emergent, and preventative care to patients of diverse backgrounds across the lifespan (infants, children, adolescents, adults, and elderly). Social responsibility and clinical learning are further enhanced through participation in medical service trips and elective international rotations.

In addition, students have dedicated time to work on their research projects (during a 5-week block). This work is reflective of their professional and clinical interests and culminates in a thesis presentation and defense and the dissemination of findings at public forums. Time is also dedicated to simulated learning (an additional 5-week block) focusing on the enhancement of clinical reasoning & problem solving, and the strengthening of clinical and technical procedure skills.

PA Program Accreditation (A1.02d) (A3.12a) (D1.06)

The ARC-PA has granted **Accreditation-Provisional** status to the **Fairleigh Dickinson University Physician Assistant Program** sponsored by **Fairleigh Dickinson University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation- Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-fairleigh-dickinson-university/.

Teach Out Policy (A1.02h)

Fairleigh Dickinson University has created a teach-out policy for provision of continuity and a pathway to completion for students in the event that it voluntarily ceases operations or loses accreditation standing for a program. Once the decision is made to cease operations within a program and implement this "teach out" policy, new student enrollment will cease immediately in that program. The program or track will be designated as a "teach-out" program and students will be notified immediately of this decision. All marketing materials and advertising for the program will be withdrawn and removed from public access and new student recruitment for the teach-out program will cease. The School leadership will evaluate the student progress within the program through a comprehensive course audit to determine all courses required for delivery to assure all students enrolled in the program at the time the decision to teach-out is announced to complete the program. School leadership will work with program directors and faculty to design a schedule of courses that will ensure that all remaining requirements for students enrolled in the program will be provided on a schedule that will enable students to complete the program. This schedule will determine a defined maximum program completion time with a teach-out end date. All staff and services required to ensure the orderly teach-out of enrolled students will remain in place until the teach-out end date, and all students in the affected program will be provided comprehensive student services by the University and School in accordance with existing policies.

1. If applicable, The University will assist students enrolled in the program who would like to transfer to another program to complete their degree. Students who transfer will be due no benefit as described in this policy once they have been accepted for transfer.

2. Students who fall out of sequence in their program as a result of course failure may retake the failed course only if it continues to be offered at the University and the student can still complete the retaken course prior to the teach-out end date. If the course is no longer offered, the student may upon the approval of the Campus Dean complete the course or an equivalent course at either our institution or another institution, either face to face or online in order to complete the program.

3. Students who fail to make satisfactory academic progress and are dismissed from the program following an appeal, or failure to make an appeal will lose their right to any benefit or offer made within this policy.

4. Students who are dismissed, take a leave of absence after the announcement of the teach out, or withdraw from the program will be allowed to return only if the courses required by the student for completion of the program are still offered and the returning student will be able to complete those courses prior to the teach-out end date.

5. The University commits to providing a schedule to offer all courses needed by students to complete the program in a sequence and on a schedule that will enable them to complete their programs. Students will be expected to take the courses required to complete their programs when offered. Failure of students to take required courses when offered will not obligate the institution to offer the courses again.

6. Teach out plans must be approved by the Director of the PA Program, School Dean, Provost and President.

Code of Ethics of the Profession, AAPA

PAs shall be committed to providing competent medical care, assuming as their primary responsibility the health, safety, welfare, and dignity of all humans.

PAs shall extend to each patient the full measure of their ability as dedicated, empathic health care providers and shall assume responsibility for skillful and proficient transactions of their professional duties.

PAs shall deliver needed health care services to health consumers without regard to sex, age, race, creed, socioeconomic and political status.

PAs shall adhere to all state and federal laws governing informed consent concerning the patient's health care.

PAs shall seek consultation with their supervising physician, other health providers and qualified professionals having special skills, knowledge, or experience whenever the welfare of the patient will be safeguarded or advanced by such consultation. Supervision should include ongoing communication between the physician and the PA regarding the care of all patients.

PAs shall take personal responsibility for being familiar with the adhering to all federal/state laws applicable to the practice of their profession.

PAs shall provide only those services for which they are qualified via education and/or experiences and by pertinent legal regulatory process.

PAs shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identify, or services.

PAs shall uphold the doctrine of confidentiality regarding privilege patient information, unless required to release such information by law or such information becomes necessary to protect the welfare of the patient or the community.

PA shall strive to maintain the increase quality of individual health care services through individual study and continuing education.

PAs shall have the duty to respect the law, to uphold the dignity of the PA profession, and to accept its ethical principles. The PA shall not participate in or conceal any activity that will bring discredit or dishonor to the PA profession and shall expose, without fear or favor any illegal or unethical conduct in the medical profession.

PAs, ever cognizant of the needs of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community.
PAs shall place service before material gain and must carefully guard against conflicts of professional interest.

PAs shall strive to maintain a spirit of cooperation with their professional organizations and the general public.

Membership in the Academy is an honor that confers upon the individual certain rights and responsibilities. Adherence to the AAPA Code of Ethics is a condition of members.

Oath of the PA

- I pledge to perform the following duties with honesty and dedication:
- I will hold as my primary responsibility the health, safety, welfare and dignity of all human beings.
- I will uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- I will recognize and promote the value of diversity.
- I will treat equally all persons who seek my care.
- I will hold in confidence the information shared in the course of practicing medicine.
- I will assess my personal capabilities and limitations, striving always to improve my medical practice.
- I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.
- I will work with other members of the health care team to provide compassionate and effective care of patients.
- I will use my knowledge and experience to contribute to an improved community.
- I will respect my professional relationship with the physician.
- I will share and expand knowledge within the profession.
    These duties are pledged with sincerity and upon my honor.

Advanced Placement (A3.16a-c)(A3.17a)(B2.01)

The PA Program does not award or grant prospective or enrolled PA students a waiver of required coursework or advanced placement. Due to the sequential construction of the PA curriculum, PA students are required to attend all courses and rotations in the didactic and clinical phases and cannot advance in the curriculum without completing all curricular components. While the program requires prerequisite courses (such as anatomy, physiology, microbiology, and genetics) prior to enrollment, those prerequisites do not substitute for more advanced medical science courses offered within the curriculum of the PA Program.

Academic Credit (A3.12e)

The curriculum for the FDU PA Program consists of 132 credits distributed over the Didactic Phase (55 credits), Clinical Phase (38 credits), and Advanced Clinical Phase (38 credits). (See Curriculum Schematic.)

Degrees Conferred Upon Satisfactory Completion of the Program (A1.02e)

Upon satisfactory completion of the Program and its requirements, the PA student will be awarded a Master of Science in PA Studies. The sponsoring institution is responsible for: e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program.

Upon successful completion of the twenty-nine (29) month program, graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA, www.nccpa.net). After passing the PANCE, graduates become certified Physician Assistants (PA-C) and are eligible for licensure to practice as determined by a state's licensing board.

Technical Standards (A3.13e)

Introduction
The PA must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Accordingly, the granting of a degree to a PA student signifies that the holder is an individual prepared for practice as a PA. In such a professional role, the PA can provide medical services in collaboration with physicians in accordance with the applicable laws of medical practice. The services must, for the safety and welfare of the patient, be of the same professional quality that would be rendered by the physician.

Technical Standards for the PA
Candidates for the PA profession must have the somatic sensation and functional use of the sense of vision and hearing. Candidates' diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain and temperature), sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

The candidate for the PA profession must have abilities and skills including observation, communication, motor, intellectual, conceptual & integrative - quantitative, and behavioral & social. Technological compensation can be made for some handicaps in certain of these areas, but such a candidate should be able to perform in a reasonably independent manner.

Observation
The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacological demonstration in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

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

Motor
Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to perform basic laboratory tests (urinalysis, CBC, etc.); carry out diagnostic procedures (phlebotomy,

venipuncture, placement of catheters & tubes) and read EKGs and x-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch and vision.

Intellectual-Conceptual & Integrative – Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Participation in Clinical Laboratory Sessions

As part of the curriculum of the PA Program, and in preparation for clinical interactions with patients during supervised clinical practice experiences, all PA students attend and participate in laboratory sessions dedicated to medical interview, physical examination, and procedural skills. These skills are first demonstrated and practiced on simulation mannequins and task trainers. Students are then paired off and with instructor supervision must practice the skills on one another. This ensures that students attain the necessary skills prior to patient encounters.

Behavioral & Social Attributes

A candidate must possess the emotional health and stability required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admission and education processes.

Access to Transportation to Clinical Practice Sites

As part of the PA Program, PA students regularly travel off campus to clinical affiliate sites for supervised clinical practice experiences (SCPEs) throughout New Jersey, New York and the region. For this reason, it is essential that students have regular, on-demand access to transportation to complete the supervised clinical practice experiences, integral components of the curriculum of the PA Program.

General Policies & Procedures

Introduction (A1.02f) (A3.01) (A3.02)

This manual defines, publishes, and makes readily available to all PA students and faculty the policies and practices of the FDU PA Program. The policies are published in this student manual so as to be readily available to all current PA students and students are encouraged to review them at all times. The FDU PA Program Student Manual is designed to familiarize the PA Student with the program, its structure, policies and practices. The FDU PA Program Student Manual defines policies, academic standards and requirements, curricular components and academic credit, performance expectations, requirements for completion, and other program policies related to the PA student. These policies are consistent with federal, state, and local statutes, rules, and regulations. They are in compliance with institutional policies that meet regional accreditation requirement and federal law and applied consistently to all students and faculty.

The Student Manual contains policies and requirements that govern academic performance and student conduct for the PA Program at Fairleigh Dickinson University. Some of the policies are unique to the PA Program, and are designed to promote standards for academic and clinical competency, as well as professional and personal responsibility. It sets forth the parameters of achievement and behavior expected of its students. It is the responsibility of all PA students to be knowledgeable about Program and University policies. These policies will be applied to all aspects of the student's academic progress while enrolled as a PA student of the FDU PA Program. For certain clinical sites, a clinical affiliation agreement may specify that certain policies will be superseded by those at the clinical site.

Program policies apply to all students and faculty. The Program and University reserve the right to make changes to the Manual and maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment. Please see the University Handbook for a complete resource on University procedures and policies.

Overview

The mission of the FDU PA Program is to prepare future PAs, socially responsible members and leaders of interprofessional teams, empowered to promote health, provide compassionate patient-centered care, and advocate for the well-being of local and global communities. The PA Program encompasses a 29-month curriculum, divided into a 12-month Didactic Phase, and a 17-month Clinical Phase consisting of supervised clinical practice experiences, research, and advanced clinical work. The purpose of this manual is to inform PA students of all policies, procedures, and fair practices for the 29-month FDU PA Program.

The FDU PA Program Student Manual provides students with program policies, overview of the curriculum, learning goals, academic standards, competencies, and other requirements and deadlines for successful completion of the program. Individual course schedules, syllabi and objectives for didactic, clinical, and research courses are provided independently. These

materials help make the student aware of the goals, objectives, requirements and evaluative standards of each of the courses.

All program policies apply to all members of the PA Program (students and faculty) regardless of location (on campus, clinical practice sites, community service activities or other projects). Policies apply to all PA students and compliance with all standards is mandatory regardless of location.

Privacy Act (A3.17a-f)(A3.18)

FDU and the FDU PA Program believe in protecting the privacy of students' records, in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). At the PA Program, all academic records are kept in locked cabinets and are only readily available to authorized program personnel. These records include documentation that the student has met published admission criteria, no awarding of advanced placement, institution and program health screening and immunization requirements, student performance, remediation efforts and outcomes (if applicable), formal academic/behavioral disciplinary actions (if applicable), and met requirements for program completion. Individual records are available, upon request, for review by a PA student. PA students and other unauthorized persons do not have access to the academic records or other confidential information of other students or faculty.

Student Privacy Rights and FERPA

The PA Program is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). The education records of students are protected by federal regulation (Family Educational Rights and Privacy Act of FERPA). Students may sign a FERPA Consent Form (online on WebAdvisor), specifying to whom the University may release protected information, such as grades or bills.

Notice of Non-Discrimination (A1.02f)(A3.01)(A3.13a)

FDU, the sponsoring institution, and the FDU *PA Program* do not discriminate on the basis of sex, race, color, creed, handicap, genetic information, pregnancy status, religion, national origin or ancestry, gender, disability, age, marital status, sexual orientation, gender identity, gender expression, and veteran status and provides equal access to its prognosis services and activities, whether they are offered in-person or online. Therefore, there are no admission or enrollment practices that favor specified individuals or groups, and all policies apply to all students.

The non-discrimination policy is consistent with federal, state, and local statues, rules and regulations in compliance with section 504 of Rehabilitation Act of 1973 and with Title IX of the Educational Amendment of 1972. This applies to both activities on campus as well as clinical affiliate sites. At clinical affiliate sites, program policies may be superseded by those at the clinical practice sites. University procedures that govern the titling of a complaint alleging discrimination be found at: https://portal.fdu.edu/studentlife/2018/policy-on-prohibited-discrimination.pdf

Diversity & Inclusion (A1.11a-d)

The Office of Campus/Student Life honors individuality and values diversity. It provides opportunities to celebrate traditions that will shape the University's future. The office is committed to fostering a community that cultivates dedication and pride in the University community. For more information, please visit https://portal.fdu.edu/studentlife/2018/student-affairs.pdf, section "Campus/Student Life"

Costs & Refunds (A1.02k) (A3.12f)

Fairleigh Dickinson University, the sponsoring institution, defines, publishes, makes readily available and consistently applies to students its policies and procedures for refunds of tuition and fees. The tuition rates for full-time students are published each year in the Tuition and Fee Schedule and are available at the Bursar's Office. Students who withdraw from the program may request a tuition refund as stipulated in the Tuition and Fee Schedule and on the "Withdrawals, Cancellations, Refunds" section of the Enrollment Services website.

The tuition for the FDU PA Program is inclusive of tuition, fees, textbooks, and equipment. The medical textbooks, medical equipment, white jacket, and scrubs are provided to the PA student by the PA Program and included in the PA tuition. Students wishing to participate in medical service trips do not incur any additional costs for travel, housing and food. (Fundraising for medications is encouraged). Additional costs may be incurred by the students for travel expenses to clinical affiliate sites. A student dropping PA courses without withdrawing from the University will be refunded according to the University policy, as published in the Bulletin. Students wishing to partake in clinical rotations abroad are responsible for travel and housing.

FDU Tuition Refund Policy

Withdrawal Effective Date	Credit Amount
Prior to 1st day of term	100% of tuition and course associated fees
During 1st week of term	90% of tuition
During 2nd week of term	80% of tuition
During 3rd week of term	60% of tuition
During 4th week of term	40% of tuition
During 5th week of term	20% of tuition
After 5th week of term	NONE

Office of Student Financial Aid

The University maintains the Office of Student Financial Aid to assist students in applying for federal and state aid to help pay for their education. Scholarships are also offered to full-time students based on academic performance at the time of admission.

Student Services (A1.04)

FDU provides academic support and health services to PA students that are equivalent to those services provided to other students of the institution.

Health Services (A3.07a) (A3.09) (A3.10) (A3.19)

The Mission of Student Health Services is to empower students through preventative health education to assume responsibility for making healthy lifestyle choices and changes. Their vision is that empowerment will make a definite impact upon students' futures, along with their academic endeavors and achievements. The goals of Student Health Services are: Health promotion and prevention of complications related to illness; and promoting student's wellness and its relationship to achievement of academic excellence. As all institutions of higher education have an obligation to ensure the public health of their students. Student Health Services collects and reviews medical and immunization records for all matriculated FDU students. The student's health care provider needs to complete a *health screening* consisting of the completion of the physical exam form and *immunization form* with the other forms being completed by the student. (Please see the Immunization Policy for Students for more information.). PA students are expected to submit health screening forms signed by their health care providers indicating PPD status and current immunizations in accordance with CDC and Prevention recommendations.

Strict confidentially is maintained. To ensure that confidentiality is maintained, principal faculty, Director of the PA Program, and Medical Director, do not participate as health care providers for students of the PA Program (except in an emergency situation). These health records or legal documents that document healthcare services provided to students are kept confidential. Student health records are confidential and not accessible to program, principal or instructional faculty or staff except for immunization and screening results, which may be maintained and released with written permission from the student.

Information provided by students at matriculation and during enrollment (i.e., immunization and/or blood test documentation, medical history and physical examination forms, tuberculosis clearance and screening forms) is collected and retained in a secure environment by Student Health Services. Immunization and tuberculosis clearance records are also kept by the Program for submission to clinical training sites as requested. It is recommended that students retain a copy of all documents for their records, since these records may be required by a variety of institutions as students' progress through their professional careers.

Students desiring or requiring further medical assistance are referred to Florham Campus Student Health Services. In addition, all students are required to have health care insurance, for any care provided at facilities other than FDU Health Services.

Health Screening & Proof of Immunizations (A3.07a-b)

Students must fulfill matriculation health requirements prior to beginning the program and must remain compliant with the continuing student health requirements, including immunization and health screening, for the duration of the program. These requirements are to assure protection

against certain communicable diseases. For safety purposes, students who are non-compliant with requirements will not be allowed to participate in clinical activities until requirements are met. The health requirements listed are based on current Center for Disease Control and Prevention recommendations for health professionals and state specific mandates.

Students who wish to participate in elective international rotations should refer to travel health policies addressed in the International Experiences Guide by country. These policies are based on current CDC recommendations for international travel.

Proof of a health screening performed annually between November 1 and November 30, and in compliance with immunization requirements, is required of all PA students in alignment with affiliation agreements with clinical practice sites. All students of the PA Program are required to maintain health insurance coverage throughout their enrollment in all phases of the program. Any cost that may be incurred for the health screening, and certification of physical examinations and immunizations is the responsibility of the student. All requested documentation needs to be submitted by instructed deadlines.

Students must report any change in their health not noted on their annual physical examination to Student Health Services immediately. Failure to notify Student Health Services of any health changes that may affect patient care (or ability to meet Program Technical Standards) may result in dismissal from the Program.

Immunization Requirements (A3.07a)
Immunization requirements apply to both incoming PA students and PA students participating in Supervised Clinical Practices Experiences (SCPEs). *These requirements are based on current Center for Disease Control (CDC) and Prevention recommendations for health professionals and state specific mandates*.

Health Requirements*	Schedule for PA Students	Special Notes
Measles/Mumps/Rubella Immunity	Proof of two doses of live vaccine given at least 28 days apart AND serologic confirmation of immunity to measles, mumps and rubella. Laboratory titer results MUST be submitted to the school.	If the serology report for measles, mumps, or rubella indicates a nonimmune or equivocal status, additional steps may be required. Contact the FDU Health Services personnel located at the School of Pharmacy & Health Sciences
Hepatitis B Immunity	Proof of completed hepatitis B vaccination series (3 doses of Engerix-B® or Recombivax HB® or 2 doses of Heplisav-B®) AND serologic confirmation of immunity to hepatitis B virus.	Students must follow the CDC-recommended vaccination schedule. If the student received the CDC-recommended

	Laboratory titer results must include Hepatitis B surface antigen (HBsAg), Hepatitis B surface antibody (HBsAb/anti-HBS), and Hepatitis B core antibody (HBcAb/anti-HBC) and MUST be submitted to the FDU School of Pharmacy & Health Sciences.	
Varicella (Chicken Pox) Immunity	Proof of two-dose vaccination series given at least 28 days apart AND serologic confirmation of immunity to varicella. Laboratory titer results MUST be submitted to the school.	If the serology for varicella indicates a nonimmune or equivocal status, additional steps may be required. Contact the FDU Health Services personnel located at the School of Pharmacy & Health Sciences
Adult Tdap (tetanus, diphtheria, pertussis) Vaccine	One Tdap vaccine prior to the start of the PA Program if Tdap not already received and regardless of interval from last Td vaccination.	After receipt of Tdap vaccine, receive Td vaccine for routine booster every 10 years.
Tuberculosis Screening	A 2 Step PPD or FDA-approved blood assay for tuberculosis (QuantiFERON-TB Gold test) is required within four months of starting the PA Program. Then, an annual FDA-approved blood assay for tuberculosis is required between October 1 and October 31 of each year of the program.	A chest X-ray alone will not be accepted as a substitute for this test. If the 2 Step PPD or blood assay for tuberculosis is positive, additional steps will be required. Contact the FDU Health Services personnel located at the School of Pharmacy & Health Sciences
COVID-19 Vaccine	Proof* of completed series.	Required for ALL students entering the didactic and clinical phases of the program.
Influenza Vaccine	Annually during the flu season.	Students should receive their flu shot annually between the months of September and November

		prior to each phase of the program.

*Proof of COVID-19 vaccine (as per CDC) include:
- Vaccination certificate with QR code
- Digital pass via smartphone application with QR code
- Printout of COVID-19 vaccination record
- COVID-19 vaccination certificate issued at national or subnational level or by an authorized vaccine provider
- Digital photos of vaccination card or record, downloaded vaccine record or vaccination certificate from official source

For further recommendations and updates on CDC recommended vaccines for health professionals, go to https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html. For information on the importance of COVID-19 vaccination for health personnel, see https://www.cdc.gov/coronavirus/2019-ncov/vaccines/recommendations/hcp.html.

Student Counseling and Psychological Services (A3.10) (A3.12h)

PA students have access to and/or may be referred to for services addressing personal issues which may impact their progress in the PA Program. Counseling and psychological services are available at Fairleigh Dickinson University Student Counseling and Psychological Services. This department allows for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA Program. Student Counseling and Psychological Services complements the academic experience of the student body by facilitating healthy personal, social, and intellectual development of our students. Life circumstances, skills deficits, and/or mental health problems may at times interfere with a student's ability to successfully achieve important academic and life goals. The unique environment and role of Student Counseling and Psychological Services allows them to help students identify their problems, manage their emotions, learn new problem-solving skills, and successfully meet the academic and social challenges of university life. This is accomplished by offering: Counseling, Diagnostic Evaluation, Psychotherapy, Advocacy, and Mental Health Referrals; developmental, preventative, and remedial counseling to university students; consultation, educational and training services to the university community; and Experiential Workshops on essential life skills (i.e., Assertiveness, Stress Management, Sleep Hygiene).

Disability Support Services (A3.12h)

Fairleigh Dickinson University in accordance with all applicable government regulations, guidance, and policies including those underlined in Section 504 of the Rehabilitation Act of 1973 works to ensure that responsible accommodations are implemented for enrolled students with documented disabilities to function in the academic environment. All admitted students are

judged by the appropriate admissions officer to have the ability to succeed academically, and all students are required to meet the same academic standards. At the same time, FDU recognizes that documented disabilities and potential learning differences may require accommodations. FDU is committed to helping all students develop fully and complete successfully their degree requirements. Potential applicants and students are encouraged to review the published Technical Standards, delineating the skills needed for practice in the PA Profession. Students with documented medical, psychological or learning disabilities can contact the Disability Support Services (DSS) to discuss their specific needs. At the Florham Campus, including the School of Pharmacy and Health Sciences and study abroad programs, contact the Director of Disability Support Services at 973-443-8079. At the Metropolitan Campus, online and off-campus programs, contact the Director of Disability Support Services at 201-692-2076. For Vancouver Campus, contact the Deputy Campus Executive at 604-648-4463. Once the academic adjustments, modifications, or auxiliary aids and services are approved by DSS, make an appointment to see the professor.

Infection Control, OSHA Guidelines & the CDC (A3.08a-b)

PA students are required to complete a training session for healthcare professionals in infection control and universal precautions, addressing student exposure to infectious and environmental hazards, as well as addressing methods of prevention, before students start clinical rotations or undertake any educational activities which would place them at risk.

FDU (the sponsoring institution), the FDU Physician Assistant Program, and its clinical affiliates, adhere to OSHA regulations and the guidelines of the Centers for Disease Control and Prevention. In accordance with the Centers for Disease Control and prevention Public Health Service Guidelines, this policy covers all exposures to blood/body fluids by any student during any component of the curriculum or any assigned supervised clinical practice experiences.

In the event of exposure to infectious agents or other hazardous materials via needle stick or splash, the student sustaining the exposure must report the injury immediately to the program and, if on a supervised clinical practice experience, to the clinical preceptor. The individual must then report to employee health services or the Emergency Department (ED) for initial and further instructions at which time the individual sustaining significant exposure will be counseled on the risk of HBV, HCV, and HIV infection and transmission.

The following materials are felt to be infectious relative to blood-borne pathogens, particularly hepatitis B virus (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV). Blood, blood products, tissue, semen, vaginal secretions, breastmilk, cerebrospinal fluid, amniotic fluid, peritoneal fluid, synovial fluid, pericardial fluid, pleural fluid, inflammatory exudates or any other body fluid contaminated with blood. (Generally, exposure to urine, feces, sputum, nasal

secretions, saliva, sweat, tears, or vomitus that does not contain blood visible to the naked eye is not considered significant.) For further information on CDC recommendations for health professionals, please see https://www.cdc.gov/niosh/topics/healthcare/default.html.

Post Exposure Prophylaxis (PEP) (A3.08b-c)

The program has published and made readily available policies addressing student exposure to infectious and environmental hazards before students start rotations or undertake any educational activities which would place them at risk. These polices address procedures for care and treatment after exposure and are consistently applied to all students and faculty. In the event that a PA student or faculty member is exposed to an infectious or environmental hazard or a reportable, confirmed, or suspected communicable disease, as referenced in the New Jersey Administrative Code 8:57, the student or faculty will receive appropriate Post Exposure Prophylaxis (PEP) through the site's Employee Health Department or Emergency Department at no cost to the individual student or faculty. The University's Student Health Services Director will also be notified of the suspected or confirmed communicable disease report involving the student or faculty of the University. Any additional testing required not covered by the student's personal health insurance policy will be covered by the University at no additional cost to the student.

Latex Allergy (A3.08a)

If a latex allergy exists, the PA student should avoid exposure to latex and ask for latex- free equipment made with vinyl or silicone. Latex- free products are available at the PA Program and at clinical practice sites.

Public Safety (A1.02g)

The Department of Public Safety at Fairleigh Dickinson University is in operation 24 hours a day, 365 days per year and is comprised of motivated, trained and caring personnel. All are dedicated and committed to the protection of the lives, safety and welfare of students, faculty, staff and visitors to the University. The department is available to students and faculty at all times and all students are automatically signed up for safety alerts. The mission of Fairleigh Dickinson University Florham Campus Department of Public Safety is committed to providing a safe environment for students, faculty, staff and visitors. Department of Public Safety employs motivated, well-trained, service oriented, and caring personnel. Department of Public Safety will strive to provide effective and efficient best practices proactive approaches to meet the challenges of securing our campus community from harm. They are in operation 24 hours a day, every day. In addition, appropriate security and personal safety measures are ensured in all locations where instruction occurs, including affiliate clinical practice sites. For further documentation on the sponsoring institution's security and personal safety measures for students and faculty see https://www.fdu.edu/campuses/florham-campus/public-safety/ In addition, agreements between the PA program and sponsoring institution and the clinical practice sites used for supervised clinical practice experiences also document security and personal safety measures.

Incidents/Accidents on Clinical Practice Sites

Occasionally, accidents may occur on clinical practice sites. Should a student, patient, staff, or faculty member be injured as a result of an accident involving a student, the student must comply with all accident and injury protocols established at the institution. The PA student must notify the PA Program and file a PA Incident Report at the PA Program. It is important that both policy and procedure of the clinical facility be followed and that the PA Program be notified.

Work Policy (A3.03) (A3.04) (A3.05a-b) (A3.15e)

The PA Program does not maintain a policy that limits or prevents students from working, but does discourage students from working due to the time constraints of the intense curriculum and the requirements of the supervised clinical practice experiences. Students may work within the University while participating in the Federal Work Study Program as long as such work does not interfere with their academic pursuits and the schedules of the PA Program.

PA students are *not required to work for the Program*. This policy is consistently applied to all students. In addition, no student workers are used as *administrative staff.*

PA students in all phases of the PA Program do not *substitute for or function as instructional faculty* or, during clinical experiences, do not substitute for or function as *clinical* or *administrative* staff. Neither enrolled PA students nor prospective students are required to provide or solicit clinical practice sites or preceptors. The global clinical schedule is prepared with appropriate supervised clinical practice experiences for all students. *The PA Program coordinates all clinical* practice *sites and preceptors for all program required and elective rotations*. Students expressing an interest in a new clinical site and/or preceptor not included in the program's preceptor database must complete a request form and the *site is reviewed and evaluated,* in compliance with the site development policy for program *approval.* In addition, participation in a clinical experience may not be construed as gainful employment.

Students may not accept payment for work performed during clinical rotations. Accepting payment can result in loss of malpractice liability coverage for the PA student. Once the student has completed all requirements and graduates from the PA Program, the student may pursue a salaried position at the clinical site or institution.

Background Check (A3.01)

All PA students should be aware that certain clinical affiliation agreements may specify that a background check and toxicology screen are required before participation in supervised clinical practice experiences. The policy of the clinical affiliate supersedes that of the program and, therefore, the clinical affiliate can reject or remove a student from the site if a criminal record or positive toxicology screen are discovered. Students should also be aware that a criminal record may have an impact on eligibility to obtain licensure and/or certification.

A background check and toxicology screen will be completed on all students prior to entering the PA Program, and again, prior to placement on clinical rotations. Some sites may require additional background checks and/or toxicology screens immediately prior to the start of the

rotation. Therefore, students may be required to complete multiple screens throughout enrollment. In addition, a student may be required to complete a toxicology screen if a faculty member or preceptor observes signs of intoxication during academic or clinical activities.

Security Checks

Certiphi Screening, Inc. has been selected as our partner in the provision of a centralized student-screening program. It provides customized background-screening services solely to colleges, universities and health care organizations nationwide and is designed to streamline the background-check process for both schools and students and to help clinical practice sites ensure patient safety and compliance with state laws and Joint Commission standards regarding student screening.

The criminal background checks review a person's criminal history seven years prior to the date of application. The checks include the cities and counties of all known residences. The following criteria will be included:
• Social Security number validation
• Felony convictions
• Misdemeanor convictions or felony adjudications involving crimes against persons (physical or sexual abuse)
• Misdemeanor convictions related to moral turpitude (prostitution, public lewdness/exposure, etc.)
• Felony deferred adjudications for the sale, possession, distribution or transfer of narcotics or controlled substances, and involving crimes against persons (physical or sexual abuse)
• Registered sex offenders
• Office of Inspector General of the U.S. Department of Health and Human Services List of Excluded Individuals/Entities
• U.S. General Services Administration List of Parties Excluded from Federal Programs
• Employee Misconduct Registry
• U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN) search. Applicable State Exclusion list, if one.

Before entering the PA Program, admitted students will be required to sign a statement of acceptance of the terms and conditions of this Background/Security Checks and Drug Screening Policy. Students may not attend classes until this statement is signed.

Drug Screening

The use of illicit drugs or alcohol prior to or during any activities pertaining to the Fairleigh Dickinson University PA Program is strictly prohibited. If there is reasonable suspicion of impairment, the student will be removed from the activity/class/supervised clinical practice experience immediately and urine drug screening will be required at that time. In addition, referral for counseling and/or treatment may be required. If counseling and/or treatment is required, medical clearance will need to be obtained before returning to activities/classes or supervised clinical practice experiences.

If the PA student refuses or is unable to complete University and/or Program requirements, the student will be advised to withdraw from the Program. Recommendations for specific disciplinary actions and/or withdrawal/dismissal will be handled on an individual basis in accordance with Program and University policy.

Substance Abuse/Impaired Practitioner

Alcohol and/or substance abuse is a serious health and professional issue and as such, is a danger to the PA student, his/her colleagues and most importantly, to the patient. FDU has strict policies concerning alcohol and substance abuse which may be reviewed in the FDU Student Handbook.

The Fairleigh Dickinson University PA Program Student Manual indicates that "Impaired behavior due to the use of illegal substances or dangerous drugs is prohibited". Impaired behavior is described as behavior exhibited by an individual that requires the attention of a staff member and may be out of the ordinary for that individual, including, but not limited to: slurred speech, inability to walk properly, erratic, belligerent or overly aggressive behavior.
Any PA student who demonstrates these behaviors observed by faculty, fellow students, preceptors or patients will be removed immediately from the classroom or clinical setting and referred to Student Health Services. A thorough assessment of the situation will be conducted in accordance with University protocol in addition to medical professional protocol.

As per FDU Policy, the University maintains a drug-free policy prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances. If this policy is violated, disciplinary action up to and including dismissal may be necessary. If a student feels that s/he or another needs help, please report this to the Director of the PA Program so that appropriate referrals can be made.

Time missed from the classroom or clinical rotations for evaluation and treatment of substance abuse issues will have to be made up after appropriate medical and/or psychological clearance is obtained and may result in delayed graduation.

Academic Program Policies & Procedures

Schedule

The Didactic Phase is 12 months in length. It consists of 49 weeks (excluding holidays and vacations) distributed over three (3) semesters. The Didactic Phase consists of classroom and laboratory experience distributed over a spring 1 semester (18 weeks), summer 1 semester (16 weeks) and fall 1 semester (16 weeks). At the beginning of each of the three semesters, students are provided with weekly didactic schedules for that semester.

The Clinical Phases are distributed over four (4) semesters or twelve (12) five-week blocks. The Clinical Phase begins with an orientation to the supervised clinical experiences followed by twelve 5-week blocks, ten (10) of which are dedicated to supervised clinical practice experiences (SCPEs). These ten clinical blocks encompass required and electives rotations and clerkships. Additional time is dedicated to the simulation lab (5 weeks) for simulated clinical scenarios that reinforce reasoning and problem-solving skills and hands-on technical skills. In addition, time is also dedicated to research and the development of a final thesis project (5 weeks).

Individual clinical rotation schedules vary and attempts are made to accommodate preferred electives. However, the remainder of the schedule is non-negotiable, and the PA student is responsible for maintaining the clinical hours of each supervised clinical practice experience, including on-call, evening and/or weekend hours. In addition, the PA student is responsible to attend scheduled conferences, lectures and departmental rounds pertinent to each rotation.

During the Clinical Phase, students return to the PA Program, at the end of each five-week rotation, for scheduled coursework. These sessions stress enhancement of lifelong learning skills and include lectures, case presentations, journal club, clinical reasoning and problem-solving sessions, research development, PA professional updates and communication/problem solving forums.

Attendance/Punctuality/Absences

The PA Program was designed using 'sequential' 'building block' approaches to provide the academic knowledge, clinical skills, and professional attitudes required for future practice as a professional, competent physician assistant (PA). Attendance and punctuality are expectations of professionals as well as requirements of the program.

Attendance and punctuality are mandatory for all program lectures, lab sessions (anatomy lab, physical examination lab, SIM lab…) clinical experiences (required and elective clinical rotations) and other program activities. If a PA student needs to miss a class in the Didactic Phase, the student must call or e-mail the Program and notify the Director of the PA Program and Academic Coordinator. If the student needs to miss a day of clinical rotation, the student must call or e-mail the Program and notify the Director of the PA Program and Clinical Director, as well as the Preceptor at the assigned clinical site. All absences must be accompanied by appropriate documentation upon return. Reasonable accommodations are made for religious observances

upon request. Students are advised that all missed program days are subject to make-up at the discretion of the Director.

Attendance is mandatory for all program activities. The program curriculum is fast paced, builds upon previous instruction, and often involves interactive sessions. To optimize the learning process, PA students are expected to arrive on time and be ready to start. This requires that students complete all preparatory activities (such as stowing gear, getting coffee, preparing laptops…) prior to the start of class or clinical day. At no activity will students be required to substitute for regular clinical or administrative staff. Neither will they be required to perform clerical or administrative work for the program.

Lateness is prohibited except under extenuating circumstances, (which is at the discretion of the Director), with prior approval, and/or with a practitioner's medical note.

Absences

While it is the policy of the FDU PA Program that PA students attend all classes, laboratory sessions, seminars, clinical rotations, and/or other program activities, the program acknowledges that exceptional events such as sickness may prevent attendance. Absences are not permitted for 'vacations.' Didactic students are permitted up to three (3) excused days per semester. Clinical phase students are also permitted to miss up to three (3) excused days per semester. Furthermore, during a five-week clinical rotation, the student is permitted to miss no more than two (2) excused days per clinical rotation. A student that misses clinical hours due to an excused absence, will be required to make up the time. If an excused absence exceeds more than two (2) clinical days of rotation, the student must repeat that clinical rotation.

Illness and family emergencies that cannot be rescheduled to accommodate a PA student's education are generally the only reasons for an absence. In the Didactic Phase, all absences must be approved by the Academic Coordinator and/or the Director of the PA Program. In the Clinical Phase, all absences must be approved by both the Clinical Coordinator (and/or Director of the PA Program) and the preceptor. Any unexcused absence places the student on Professional Probation and may result in dismissal from the program.

Professional Conduct

Students of the Fairleigh Dickinson University PA Program are expected to conduct themselves at all times in a professional manner. During the entire program, PA students are expected to adhere to the "Code of Ethics of the PA Profession". A clinical preceptor or site may, therefore, request the University to withdraw from the clinical experience any student whose performance is unsatisfactory, jeopardizes patient safety or welfare, or whose conduct or demeanor prevents the performance of PA responsibilities. In addition, the misconduct may result in the student being placed on Professional Warning, Professional Probation, or being dismissed from the PA Program.

PA students should consistently demonstrate the following:

- Ability to recognize one's limitations
- Acceptance of constructive criticism
- Adherence to all schedules, requirements, and deadlines
- Appearance appropriate to the profession
- Concern for others, self and the rights of privacy
- Ethical conduct, integrity and honesty
- Individual as well as group responsibility for honorable behavior. (Unethical behavior should not be ignored by students.)
- Punctual attendance at all program activities (classroom, laboratories, clinical rotations, community service, medical mission trips...)
- Respect for patients, their families, faculty, staff and peers
- Responsibility to duty

Should a PA student not conform to the standards of the profession, program, and institution by acting morally, socially or emotionally inappropriate, such behavior will be brought to the attention of the Director of the PA Program, who will determine the actions needed to best intervene, and whether the PA student is to be placed on probation or dismissed.

Actions deemed as professional misconduct will result in Professional Probation or dismissal from the PA Program.

Dress Code

Students in the PA program must maintain a neat, clean, and professional appearance befitting students attending a professional program. Therefore, attire should convey a professional appearance at all times in classes, laboratories or on clinical related experiences. Students must wear their white clinical jackets during classes, labs, and at clinical practice sites unless otherwise instructed by their preceptor or as requested by faculty or administration during program-related events. Employed students are not to wear their FDU white lab coat during work hours at their respective places of employment.

- Students are expected to maintain a professional appearance. Attire must be clean neat, pressed, and appropriate to a professional setting. The wearing of handbags, backpacks, and pouches/fanny packs while on duty is inappropriate and prohibited. (Personal belongings can be safeguarded in a locker or locked drawer.) Furthermore, in patient care areas it is a breach of infection control practice. No open-toe shoes are allowed. Individual departments may have a dress code that contains additional regulations specific to that department and its operations.
- Clothing should be professional - well fitted and clean at all times. (See-through, overly tight, or revealing clothing is not allowed. Shirts should be fully buttoned, except for top button when appropriate). Skirts should be no longer than mid-calf or shorter than three inches above the knee.

- Scrub suits, masks, caps, or paper shoes may not be worn outside of the area required by the duties of the job, e.g., cafeteria, hallways, stairwells, elevators, etc.
- Students may be asked to change their appearance to conform to the dress code of rotation sites.

Proper Identification & Professional Behaviors (A3.06)

PA students must be clearly identified in the clinical setting to distinguish them from other health profession students and practitioners at all times. This policy is consistently applied to all PA students.

- Students must always identify themselves as PA students to patients and clinical site staff (and never present themselves as physicians, residents, medical students or graduate PAs)
- Students are required to wear the short white consultation jacket at all times, unless instructed otherwise.
- The FDU PA Program patch, supplied by the Program, is to be affixed to the left sleeve of the consultation jacket. The white jacket is to be worn at all times.
- I.D. badges must be worn near the shoulder and/or at least 10 inches above the waist at all times so as to be visible and readable by an approaching individual. Only one hospital issued pin may be worn on a badge. Multiple pins should not be displayed on the I.D. badge. Buttons and other adornments may not be displayed on clothing, uniforms or the I.D. badge.
- While a student at the PA Program, students may not use previously earned titles (such as RN, MD, PhD, DC) for identification purposes.

Intellectual Honesty & Academic Integrity (B2.19a-c)

PA students are expected to adhere to all academic and professional conduct policies. To reinforce the importance of academic honesty, the *curriculum includes instruction about intellectual honesty and appropriate academic and professional conduct.*

The Academic Integrity Policy is located in the Academic Regulations section of the FDU Student Handbook. This Handbook can be found online under Academic Resources at https://www.fdu.edu/student-life/publications/student-handbook/

Students must avoid all acts of dishonesty, including, but not limited to:
• cheating
• fabricating information/lying verbally or in writing
• fabricating (making up data, or research results)
• facilitating or tolerating the dishonesty of others
• making unauthorized copies of copyrighted material
• plagiarizing (presenting the work or ideas of others as your own)
• tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
• working with others when assignments or exams require individual work

Academic dishonesty lowers scholastic quality and adversely affects those who will eventually depend on the knowledge, skills, and integrity of graduates. Failure to uphold the principles of academic integrity may negatively impact the value of the degree awarded by the PA Program, and the quality of care rendered to future patients. Students must therefore adhere to the standards and expectations for academic integrity as delineated by the current Student Handbook.

Please review the entire policy on Academic Integrity in the current Fairleigh Dickinson University Student Handbook.

Medical Documentation

Program policy permits students to document on charts; however, hospital policy may differ. If students are not permitted to document on charts, they are encouraged to practice documentation on a separate sheet and have it reviewed by preceptors.

Students are reminded that the medical record is a legal document. Whenever a student makes an entry into a patient's record (i.e., H&P, progress notes, etc.), the student must indicate that s/he is a PA student when signing the entry. Either of the following is acceptable:

John Doe, PA-S
John Doe, PA Student

Students are also reminded that all documentation, including electronic medical records and documentation on CORE are legal documents. Accuracy must be maintained when logging patient encounters, procedures, diagnoses, clinical hours and all other activities. Falsification of any documents will result in immediate professional suspension and may result in dismissal from the program. Clinical assignments based on real patient encounters uploaded on CORE should be redacted of confidential information.

Academic Advising & Counseling (A2.05e)(B1.03)

Principal faculty and the program director actively participate in the processes of academic counseling of students. Each PA student is assigned a faculty advisor. PA students meet with their advisors at least once per academic semester to review academic progress, achievement of competencies, professional standard and any issues that may arise during the semester. A form is completed and placed in each student's file. Confidential academic counseling occurs in private in the faculty member's office in the PA suite. The advisor and student discuss the students meeting of published learning outcomes, instructional objectives, and required competencies.

Students are encouraged to meet with their advisor more frequently if they feel they need additional advising or if academic or personal issues arise. It is desirable for issues to be addressed at an early stage and issues be brought to the attention of the faculty advisor so that an appropriate plan can be developed and implemented. In addition, students experiencing academic and/or other difficulties have access to Student Services, including counseling.

Students who are having personal difficulties may be referred to Student Services by their advisor and/or course coordinators.

Evaluation of Student Performance (D1.03)

The FDU PA Program has established evaluation methods for all didactic and clinical components of the program. Several tools are used to evaluate student performance. These tools include:

Didactic Phase:	Clinical & Advanced Clinical Phases:
1. Cadaver Lab Workbook with Case Studies 2. Case-based MCQ Exams 3. Case Studies 4. Faculty Evaluation of Professional Behaviors 5. Group Projects 6. Oral Presentations 7. Formative OSCE 8. OSCE SIM 9. Practicums 10. Professional Portfolio 11. Workbook Assignment 12. Scholarly Papers 13. Student Journal 14. Student Self Reflections 15. Team Presentation 16. Reflections on Readings	1. Analysis of Medical-Legal Cases 2. Case Study Write Ups 3. Clinical Flow Chart/Algorithm 4. EOR Exams 5. EOR Packets 6. Faculty Review of Student Performance 7. Oral Presentations 8. Practice Questions 9. Preceptor Evaluation of Clinical Performance 10. Preceptor Evaluation of Interpersonal Skills 11. Preceptor Evaluation of Professional Behaviors 12. Preceptor Verification of Patient Care Competencies 13. Faculty Review of Student Performance 14. Reflections on Reading 15. Scholarly Paper 16. Student Self-Evaluations 17. Student Self Reflection 18. Thesis Presentation & Defense 19. Simulation OSCE 20. Simulation OSCE 21. Workbook Assignment 22. Group Project
Summative Evaluation:	
1. Summative Case Studies 2. Summative MCQ Exam 3. Summative OSCEs	

Examination Protocol

Examination dates and times are included in each course outline and posted on the online schedule. Exams may be given outside of the regularly scheduled class time. Check your schedule for date and times. Professional conduct and adherence to testing policies are required. Students and proctors are responsible for adhering to the examination protocol.

The majority of exams are Case-based MCQ Exams given using a computer-based program. Students use their iPads to download and take exams. For these exams, students are responsible for the course learning outcomes and instructional objectives whether or not they are covered in lectures. Exam questions may be from the text, lectures and/or handouts. All questions are based on the identified course goals, learning outcomes, and instructional objectives.

1. Students are required to arrive on time for all scheduled examinations, with a working and charged iPad.

2. Exam Download
   a. Examinations are available for download by at least 12 pm the day before the exam. Students will be notified when the exam is available for download.
   b. Each student must download the exam before arriving to take the exam. If a student has not downloaded the exam prior to arrival, the student will not be able to take the exam and will receive a zero (0)

3. Upon entry into the examination site, the student must place all belongings (e.g., books, notes, study aids, smart watches, electronic devices other than the iPad used for the exam, coats, and personal possessions) at a site away from the seats. Cellular phones are not allowed at students' seats and must be turned off before being stowed. If a student is found to have an electronic device other than the iPad (e.g., cell phone or smart watch) on them during an exam, the exam is forfeited and the student will be referred to the Student Promotions Committee or Student Services for disciplinary action.

4. Seating: Students must sit several seats apart within a row. The Program reserves the right to assign seating.

5. Talking or other forms of communication are not allowed once an examination starts.

6. Food and drinks, including water are not allowed during exams and must be stowed with other belongings. An exception may be made at the discretion of the course coordinator in extreme circumstances. This request must be made before the exam day.

7. Late Arrival: A student who arrives late to an examination will not be given additional time to complete the exam. If a student arrives > 10 minutes late from the exam start time, it will be at the discretion of the course coordinator or designated proctor to determine if the student will be permitted to take the exam at that time or whether the exam will be rescheduled for that

student. If the exam is rescheduled, the exam will cover the same subject material covered by the original examination; however, the exam will be in a different format than the original examination. Furthermore, any student arriving after other students have completed the exam and left the testing area will not be allowed to start the examination.

8. Before a student can leave the testing area, the proctor must verify that the student's answer file has been uploaded.

9. Absence: A student unable to attend a scheduled examination for any reason must immediately notify the Phase Coordinator and program administrative assistant (in person or by phone in addition to email) as soon as possible prior to the start of the exam. Failure to appear for an examination and/or failure to communicate with the Proctor or Phase Coordinator prior to the exam start time is considered unprofessional behavior and may result in an unexcused absence, a grade of zero (0), and/or disciplinary action. The Phase Coordinator or Director of the Program will determine whether the absence is excused or unexcused.

Time for Exams

The amount of time allotted for written multiple-choice exams is determined by the number of questions included in the exam. (Most MCQ exams consist of 50 questions per exam.) ADA accommodations are honored. The amount of time decreases over the academic year for multiple- choice questions. During the 1st and 2nd semesters, since PA students are new to the process, there is more time (1.5 minutes/multiple choice question). This decreases to 1 minute/question in Semester 2. The timing for OSCEs and other practicums is addressed in each applicable course.

Student Promotion Committee (SPC)

The SPC is charged with monitoring students both academically and clinically, promoting students as they successfully complete each of the semesters and review the cases of students who meet the criteria for Academic or Professional Probation or dismissal. It is made up of principal faculty members from the PA Program actively involved in providing instruction and advising the PA students. The SPC may review student records and discuss student records with appropriate faculty members and/or preceptors in determining an appropriate course of action for students experiencing academic and/or professional difficulties in the Program. The SPC may choose to request the appearance of the student during an SPC meeting. The committee can recommend actions such as, but not limited to, Warning, Probation, Remediation, or Dismissal. Recommendations are on an individual basis after considering all pertinent circumstances. The committee's recommendations are forwarded to the Dean for review. The Dean may agree, amend or disagree with SPC recommendation. Final decision regarding student status is determined by the Director of the PA Program. A letter of decision to the student regarding their status in the Program will be issued by the Director of the PA Program or a designee.

Since the FDU PA Program offers courses only once a year, if the SPC recommends that a PA student repeat an entire term, the student must take a leave of absence from the Program until those courses are offered again. A place will be held for the student to return to the Program at

the beginning of the semester that must be repeated. (Additionally, the student will be required to pass competency examinations for all materials covered in the terms prior to the term in which they return.

Syllabi & Grading Plan (D1.04a-h)

The FDU PA Program provides its students with a course syllabus for each didactic course and clinical rotation. These syllabi identify each course by: course number, course name, faculty instructor, course credit, course description, course goals, learning outcomes and instructional objectives, outline of topics, methods for student assessment, and plan for grading. Letter grades are assigned by course coordinators/instructors based on students' completion of course requirements and meeting of course competencies. The grading plan is noted in the syllabus of each course.

Student Grievance Policy (A3.15g)

PA students may present general concerns, suggestions, or grievances to the Director of the PA Program. Students wishing to lodge a complaint regarding academic policy, procedure, or decision, should discuss the matter with the Director within five business days. The Director will give the matter prompt attention and return an answer to the complainant. If the grievance is not resolved at this level, the grievance may be presented, in writing, to the Dean of the School of Pharmacy and Health Sciences, and subsequently to the Provost of the University.

If a student has a grievance concerning issues other than grades that s/he wishes to pursue, the following protocol should be followed:
• If the grievance involves another student, please refer to the Code of Student Rights, Responsibilities, and Conduct, found in the Student Handbook, which can be accessed online at https://www.fdu.edu/student-life/publications/student-handbook/.
• If a student wishes to report a complaint about an employee of the University, faculty or staff or a University vendor, the student should report this complaint to the Dean of the School of Pharmacy & Health Sciences. If the student wishes to report a grievance involving an employee of the University, faculty or staff or a University vendor specifically related to a violation of University policies and procedures, harassment and/or discrimination, please contact the University's human resources department.
• For further policies on Prohibited Discrimination, Harassment and Related Misconduct
Please see https://portal.fdu.edu/studentlife/2018/policy-on-prohibited-discrimination.pdf, section "VII. Resources & Reporting Options".

Grievance Policy: Appeal of Grades (A3.15g)

A student wishing to appeal a grade should refer to the Student Grade Appeals/Procedure located in the Academic Regulations section of the FDU Student Handbook. The Student Handbook can be found online at: https://www.fdu.edu/student-life/publications/student-handbook/, section "Student Grade Appeals/Procedure".

Grievance Policy: Allegations of Student Mistreatment and/or Harassment (A1.02j) (A3.15f)

All student allegations of student mistreatment and/or harassment are taken seriously by the FDU PA Program and its sponsoring institution. Fairleigh Dickinson University (the "University") Policy on Prohibited Discrimination, Harassment and Related Misconduct prohibits all forms of Discrimination and Harassment based on Protected Status. It also expressly prohibits related conduct, including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Stalking and Interpersonal Violence, which need not be based on the individual's Protected Status. In addition, this Policy prohibits Complicity for knowingly assisting in an act that violates this Policy and Retaliation against an individual because of their good faith participation in the reporting, investigation, or adjudication of violations of this Policy. University students and employees who violate this Policy will be met with appropriate disciplinary action, up to and including dismissal, expulsion or termination from the University. Third parties who violate this Policy may have their relationship with the University terminated and their access to campus restricted. All instances of student mistreatment and/or harassment (sexual or otherwise) must be brought to the immediate attention of the Program and the matter will be given prompt attention and handled in accordance with the published College policies and procedures. For further information see: https://portal.fdu.edu/studentlife/2018/policy-on-prohibited-discrimination.pdf

Electronic and Other Mobile Devices

The University recognizes that students possess electronic devices with video, camera or voice-recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by FDU students must be in conjunction with expressed consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded. These devices may be used in the classroom at the discretion of the faculty or course director.

Any student whose use of his/her electronic devices violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Disruptive activities include texting, cell phone ringing, web surfing, checking emails, writing emails, or any other activities unrelated to the class session. Violations of this policy may lead to disciplinary action.

Photography, Recordings and Video Taping

Students wishing to make recordings of lectures in class or at the hospital should consult with the respective course instructor or hospital faculty. Permission to record classes and lectures may be granted with the intention as a supplement to the educational process and are not a substitute for class attendance, class readings, assignments and projects. They may not be used as a basis for challenging student assessments.

In order to facilitate student learning, recordings will be made of classes that meet in lecture halls and other rooms within the school. Class recordings will not be disseminated and will be made available to students on-site only in the case of course remediation.

Email

All entering students are issued a University email account. Important University information will be sent using these email accounts; therefore, it is important for students to check their accounts at least once each day. Any official University business being sent by email will be sent to the student's FDU email address. Students must use their FDU email address for email correspondence within the University. Students are expected to maintain professional behavior in all email correspondence. All students must comply with the University's acceptable use of computer and email.

Social Media and Personal Websites

The Physician Assistant Program recognizes that team members may use social media to participate in discussions. Individuals choosing to identify themselves as PA students while participating in social media discussions, must do so within the guidelines of this policy. However, students should be aware that the improper and inappropriate use of social media can pose tremendous risks to both the PA Program and the University, including:
• Infringement of third-party intellectual property rights
• Harassment
• Privacy violations
• Potential damage to reputation and brand.

Social media refers to the external online services used to share content, profiles, opinions and experiences. Social media services include, but are not limited to:
• Forums and discussion boards (e.g., Yahoo! Groups, Google Groups);
• Personal websites and blogs;
• Professional networking sites (e.g., LinkedIn);
• Social networking sites (e.g., Facebook, Instagram, Twitter);
• Video- and photo-sharing services (e.g., TikTok, Snapchat, YouTube).

Disclosure of any confidential material, including but not limited to: academic course content, student or faculty personal information, patient records or other information in violation of Health Insurance Portability and Accountability Act (HIPAA) Policy is not permitted. If a student is unsure of whether a potential posting is in violation of this policy, the PA student should consult the Office of Student Affairs before making information public.

Guidelines for Posting and Reposting Material

Students must be honest when blogging about their work at FDU. They should use their real names, identify their roles within the program, be clear about their roles, and not pretend to be acting practitioners. Also, students should state that their opinions are their own and do not represent those of the PA Program or Fairleigh Dickinson University.

Students should not share confidential information. They should write only what they know. Just by identifying themselves as PA students, they are creating perceptions about their expertise. Therefore, PA students must be sure that all content associated is consistent with their work and the PA Program.

Students are advised to think before posting. If students are about to publish anything that makes them even the slightest bit uncomfortable, they should take a minute to review these guidelines, determine what needs to be changed, and then fix it.

Students should use discretion when posting on social media platforms. Any social media access at a student's clinical site should be conducted in accordance with policies and regulations set forth by the clinical site itself. It is recommended that no social media updates be conducted while in the classroom or on clinical site.

Students must demonstrate respect for all. They should not post anything that would be found offensive or intimidating to others, including but not limited to ethnic slurs, sexual innuendos, discriminatory comments, insults, threats or obscenity; and defer to media relations when needed.

Students must defer to appropriate sources when needed. If students are asked to speak on behalf of the PA Program or University, they should consult the Division of Student Affairs prior to making a formal comment.

Food in Academic Settings
Other than drinks, no food is allowed in classrooms unless prior approval is given. Neither food or drinks are permitted in laboratories.

Leave of Absence/Withdrawal (A3.15d)
The student who requests a leave of absence or wishes to withdraw from the PA Program is offered appropriate counseling. A leave of absence may be requested for medical/financial emergencies, maternity, call to active service, or at the discretion of the Director of the PA Program. After discussing with the Director, the reason for the leave of absence or withdrawal and future plans or options, the student submits the request. A leave of absence allows students to interrupt their graduate studies if necessary. A leave of absence is granted for one semester with the privilege of renewal for one more consecutive semester. A request for a leave of absence for the current semester must be received prior to the last day of classes. Request for a leave of absence must be approved in writing by the program director. (Information on procedures for requesting a leave of absence is available from student affairs.) Students wishing to renew their leave of absence must also do so in writing.

Students granted a leave of absence are maintained as students in good standing during the semester in which a leave of absence is taken but will be discontinued from graduate study unless the students register the semester following a leave of absence or request and are granted an extension of the leave of absence.

For students electing to withdraw, please refer to the withdrawal policy in the Academic Regulations section of the FDU Student Handbook. The Student Handbook can be found online at https://view2.fdu.edu/publications/student-handbook/.

Academic Progression

Academic Progress

Satisfactory academic progress must be evident and demonstrated by PA students enrolled in the FDU PA Program in order to continue in the Program. Any failure to progress academically up to and including the failure of a course may be cause for referral to the Student Promotion Committee (SPC). The SPC monitors academic progress for the entire program to include both didactic and clinical phases. Students must achieve a mean cumulative grade of 3.0/B at the end of each semester and a cumulative GPR/GPA of 3.0/B must be attained by all PA students prior to graduation.

Students must complete and pass all didactic courses of the Didactic phase before they can progress to the Clinical Phase of the Program, and complete all clinical courses.

Interpersonal Skills & Professionalism (A3.17e) (B4.03c) (B4.03e)

Interpersonal Skills and Professional Behaviors are as important as, and hold equal importance to, academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of health care professionals and display behaviors that are consistent with these qualities. Interpersonal Skills, Professional Behaviors, and professional ethics are terms that reflect on certain scholastic, interpersonal and behavioral expectations both in the classroom and in clinical practice. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care, other educational settings and the public. The Program expects respect and professional demeanor at all times. Should the student not be in compliance with the above, formal disciplinary action will be taken that may take the form of a warning notice or a change of status to include dismissal from the program. Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on professional probation and, in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies and, therefore, may impact ability to obtain employment clearance.

Academic Standards for Progression (A3.15a) (A3.15b) (A3.15c)

Academic standards are established for all components of the curriculum. Didactic courses are evaluated in a timely manner with case- based multiple choice exams, practicums, and other evaluative tools incorporating all material covered in the previous class sessions (approximately 12.5 hours per exam) specific to the major topic headings. The case- based multiple choice exams are modeled in content and format after the National Certification Exam. All evaluative tools serve as indicators of students' performance, strengths, weaknesses, and possible areas of deficiencies in need of additional help or remediation. During the didactic phase, a student is typically confronted with two to three exams per week. Didactic courses also are enhanced with laboratory components and case studies focusing on clinical and technical skills as well as clinical

reasoning and problem-solving. These are assessed through the performance of skills competency measures, case studies, and the completion of supplementary learning materials.

Competencies, Didactic and SCPE Assessments		
Competencies	**Didactic Assessments**	**SCPE Assessments**
Interpersonal Skills & Professionalism: Interpersonal Skills	• Student Self Reflection	Preceptor Evaluation of Interpersonal Skills
Interpersonal Skills & Professionalism: Professional Behaviors	• Faculty Evaluation of Professional Behaviors • Student Self Reflection	Preceptor Evaluation of Professional Behaviors
Medical Knowledge: Clinical Medicine	• Oral Presentation • Written Case-based MCQ Exams	Written EOR Exam
Medical Knowledge: Medical Sciences	• Group Project • Practicums • Written Case-based MCQ Exams	
Medical Knowledge: Social & Behavioral Sciences	• Group Project • Written Case-based MCQ Exam	
Patient Care: Clinical & Technical Skills	• Group Project • Practicums • OSCE SIM • Simulation OSCE • Simulation Practicums • Written Case-based MCQ Exams	Preceptor Verification of Patient Care Competencies
Patient Care: Clinical Practice		• EOR Packet • Faculty Review of Student Performance • Preceptor Evaluation of Clinical Performance
Practice Based Learning: Clinical Reasoning & Problem Solving	• Case Studies • Practicums • Formative OSCE • Oral Presentation • Thesis Presentation and Defense • Student Self Reflection • Cadaver Lab Workbook with Case Studies • Clinical Flow Chart or Algorithm	• Case Study Write Up • Practice Questions
Practice Based Learning: Research	• Oral Presentation • Research Poster • Workbook Assignment	

	• Scholarly Paper • Reflections on Readings • Thesis Presentation and Defense	
System-Based Practice: System of Healthcare	• Case Studies • Professional Portfolio • Scholarly Paper • Student Self Reflection	• Reflections on Readings • Scholarly Paper • Student Self Reflection • Student Self Evaluation

All evaluative tools are graded utilizing the following scale:

Numerical Grade	Letter Grade	GPA
93 and above	A	4.0
90-92	A-	3.67
86-89	B+	3.33
83-85	B	3.0
80-82	B-	2.67
76-79	C+	2.33
73-75	C	2.0
72 or below	F	0

A student is required to take all multiple-choice exams and pass all courses in the Didactic and Clinical Phases with a minimum grade of C+/76 or higher. (In addition, any individual exam with a grade of 55 or below requires a make-up in order to demonstrate minimal competency.) Additionally, students must successfully pass a formative comprehensive exam with a minimum grade of 80% before progressing to the subsequent year. Students in the didactic phase must pass these exams before progressing to the clinical phase and those in the clinical phase before progressing to graduation.

During the Clinical Phase, at the end of each five-week rotation, assessment tools (such as exams and evaluation forms) serve to provide timely assessments. The material for the end- of-rotation exam is outlined in the learning outcomes, instructional objectives and topic outlines. The final grade for each supervised clinical experience is based on the competencies – Medical Knowledge: Clinical Medicine, Interpersonal Skills & Professionalism: Interpersonal Skills, Interpersonal Skills & Professionalism: Professional Behaviors, Patient Care: Clinical & Technical Skills, Patient Care: Clinical Practice, and Practice Based Learning: Clinical Reasoning & Problem Solving. Each competency is graded independently and, therefore, for successful completion of the course, each of the competencies must receive a grade of C+/76 or above. All evaluative tools serve as indicators of students' performance, strengths, weaknesses, and possible areas of deficiencies in need of additional help or remediation. The course then receives a final numerical and corresponding letter grade. The letter grade is submitted to Office of Student Enrollment and

included in the FDU transcript. All courses (didactic and clinical) receive a numerical grade and must be passed with a minimum grade of C+ or above. This letter grade is included in the FDU transcript. The grade appears as "incomplete" until all components of that course are passed.

In the event that, at the end of a didactic course a grade is less than C+, the student must take a comprehensive final make-up exam. In the event that the 'clinical performance' grade is less than C+/76, the student must remediate the clinical experience and demonstrate the achievement of minimum competencies. If additional clinical experience is required, this may involve a delay in graduation. The student is also offered remediation work that is developed by the corresponding phase coordinator. The remediation work must be submitted by the student prior to taking the comprehensive final make-up exam and receiving a passing grade for a course. If a student scores C+/76 or above on the comprehensive final make-up exam, the remediation process is deemed successful and the student passes the course with a grade of C+/76 (See Appendix A – Academic Policy Flow Chart).

The first didactic or clinical failure places the student on "Academic Warning" and the student is provided the opportunity to take a Make-Up Final Exam. Should the student fail the make-up exam or pass the makeup exam but fail a subsequent course, the student will be placed on "Academic Probation". Therefore, for student on Academic Warning, any subsequent failure places that student on "Academic Probation".

An "Academic Warning" or "Academic Probation" remains in place throughout the respective professional year or phase of the program and may carry over to the subsequent professional year or phase. At the conclusion of each professional year or phase, the student's academic progress is reviewed by the Student Promotion Committee and the Committee may determine if the opportunity should be offered for removal from warning or probationary status. Should the Committee make that decision, the removal from probationary status would bring the student down to warning status; while removal from warning status would place the student in good academic standing. For the student on Academic Probation, any other failure in that or subsequent years will necessitate a meeting of the Student Promotion Committee. The Committee will review the student's status to determine a course of action, which may include deceleration or dismissal. Students must recognize that deceleration will constitute extension of their time at the FDU PA Program.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on Professional Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance.

Progression in the PA Program (A3.15b)
Students must achieve a grade of C+/76 or higher in order to pass a course. Due to potential impact on overall GPR/GPA, students who fail a course run the risk of jeopardizing their progression in the Physician Assistant Program. A course can only be repeated once. In addition,

students much achieve a mean cumulative grade of 3.0/B at the end of each semester. Students who fail to achieve a minimum cumulative grade of 3.0/B at the end of any semester and/or remediation period will be placed on academic probation until they achieve a cumulative grade of 3.0/B or higher.

A cumulative GPR/GPA of 3.0/B must be attained by all PA students prior to graduation. A student will be subjected to academic review from the PA Program if s/he fails to:
1. Maintain continuous registration.
2. Attend class, lab, and SCPEs, successfully completing all course requirements.
3. Achieve a minimum grade of C+/76 for all courses.
4. Maintain a cumulative GPR/GPA of 3.0

Any student not achieving a cumulative grade of B or higher in didactic courses by the end of each semester will have their academic performance reviewed by the Student Promotion Committee and be notified of the committee's recommendation on progression in the PA Program. Fairleigh Dickinson University, through its various faculties or appropriate committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, acceptable standards of academic conduct, acceptable standards of practice at a clinical affiliate, or satisfactory standards of health.

More information on the University's right to discipline students and their rights of appeal or to file a grievance can be found in the FDU Student Handbook.

Addressing Deficiencies in Meeting Program Competencies: Remediation & Deceleration (A3.15c) (B4.01b)

The FDU PA Program has a learning intervention or remediation process that is implemented in response to students' learning needs and performance and addresses deficiencies in meeting program competencies. Remediation includes supplementary learning materials created for the student challenged with meeting course or program learning outcomes and instructional objectives. Deceleration, involves removing a student from the entering cohort while the student remains matriculated. It allows for a slower paced progression through the sequential curriculum of the phases of the PA Program. Remediation and deceleration are considered for the student challenged with the curriculum workload and who will benefit from spending more time focusing on reviewing course content or courses in a decelerated track.

A remediation process is designed to help the faculty and students identify area of deficiencies or challenge with respect to areas such as medical knowledge, interpersonal skills, professional behaviors, patient care clinical and technical skills, and clinical reasoning and problem solving. The nature of the remediation process is tailored to address specific areas of deficiencies or in need of supplementary reinforcement.

The remediation process is developed based on:

1. Student's performance in all courses and ability to meet course learning outcomes and program competencies.
2. Time ascertained as necessary for the student to meet learning outcomes and achieve competencies.
3. Schedule of student and faculty member assigned to supervise and conduct the remedial work.
4. Extenuating circumstances that may hinder or impede the remediation process.
5. Time needed for the student to correct the deficiencies in measurable outcomes

After considering these factors and the student's overall performance, the faculty will determine how best to provide a remediation process that will improve the student's outcome. The remediation coordinator is responsible for oversight of the designed remediation plan and the assignment of a remediation advisor to the student. The advisor meets with the student, completes the Remediation Forms (found in the FDU PA Program Remediation Guide), interviews the student, reviews submitted remediation work, and assess completion of the student's remediation study.

Academic Probation

Academic Probation is the result of unsatisfactory scholarship which may lead to dismissal from the Program. It is documented in the student's record and remains part of the permanent record.

Professional Probation is the result of unsatisfactory professional attitudes or behaviors, which may lead to dismissal from the Program. It is documented in the student's record and remains part of the permanent record.

Probation is a warning that there are deficiencies. Steps to remediate these deficiencies will be provided to the student. During probation, the student's academic/clinical progress and/or professional conduct will be closely monitored by the Student Promotion Committee. Failure to demonstrate improvement in areas of deficiency may place a student in the category for dismissal. Decisions regarding Academic Probation cannot be appealed.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on Professional Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance.

Students must meet the minimum standards and requirements set by the University and the PA Program in order to remain in good academic standing.

The following are criteria for which a student may be placed on probation:
1. Failure of two or more courses
2. Failure of two end-of-rotation examinations
3. Failure of re-examination under a remediation plan
4. Term GPA < 3.0

5. Professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies found in this manual
6. Failure to adhere to Program policies and procedures found in the Student Manual
7. Reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety
8. Reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, limitations of student role

It is important to remember that some aspects of knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills. Failure to achieve minimum competency in coursework, including clinical assignments and satisfactory progress in professional development, behaviors and attitudes may result in Program probation or dismissal. A pattern of documented evaluator concerns about performance may indicate unsatisfactory progress when the record is viewed as whole, even though passing grades have been assigned. In such instances, successful completion of a remediation plan is required to continue in the program.

Completion Requirements (A3.15b)
To ensure that students have achieved program goals and objectives and are in compliance with program standards, the following are required for completion of the program:

• Adherence to PA Code of Ethics
• Resolution of any issues/requirements of Academic Warning, Remediation, Deceleration and/or Probation.
• Completion of all required didactic courses
• Completion of all clinical rotations with a minimum of 2,000 clinical hours and 1,000 patient encounters
• Achievement of an overall GPA of 3.0/B or higher
• Achievement of all Program defined competencies.
• Presentations of Research Proposal and Research Results
• Thesis Defense at Annual Research Forum
• Clinical Practicums (OSCEs)
• Summative Exam (Grade of 3.0/B/83 or higher)
•The summative evaluation occurs within the final fours months to verify that a student meets program competencies (B4.03)
• Professional Portfolio
• Exit Interview

Students who complete the above are invited to participate in the PA Program White Coat Ceremony and the University commencement exercises. At the University commencement

exercise the student will be awarded the degree of Master of Science (MS) in Physician Assistant Studies.

Deadline for Completion (A3.15b)

The PA Program encompasses a curriculum that is twenty-nine (29) months in length. Should the need arise, the program completion time may be extended, but this period may not extend beyond a five-year general limit. A student who has not completed all course requirements must reregister for course number PHAS 5100 each semester in which active work is taking place and for which guidance is being received. Students who withdraw for one or more semesters, due to approved personal or health needs, must complete all appropriate documentation for a leave of Absence and pay the Maintenance of Matriculation fee per semester.

Maintenance of Matriculation Status

In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. It is recommended that graduate students who find it necessary to absent themselves from a major semester at the institution register for matriculation maintenance, thereby retaining active status. This process also provides the opportunity for the students to avail themselves of the use of various University facilities, i.e., recreational facilities and the libraries.

Degrees Awarded & Eligibility

Upon completion of the Program and its requirements, the PA student will be awarded:
- Master of Science in PA Studies
- PA Certificate of Completion

The PA student will then be eligible for:
- NCCPA Certification
- State Licensure(s)

Candidacy for a Degree

A Declaration of Candidacy form, accompanied by an appropriate fee, must be filed in the Office of Enrollment Services no later than eight months preceding graduation. Filing dates must be obtained from the Office of Enrollment Services. Degrees are awarded in August, January, and the day of commencement in May.

Dismissal (A3.15d)

The FDU PA Program, after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health or academic nature justify such an action.
Any of the following may place a student in the category for dismissal:
1. Failure of 2 or more didactic courses
2. Failure of 2 or more clinical rotations

3. Failure of 1 or more didactic courses and 1 or more clinical rotations

4. Failure of 3 or more end-of-rotation examinations on the first attempt

5. Failure of a repeated or remediated course

6. Failure by a student on probation to comply with or complete a remediation program within the defined timeframe

7. Meeting 2 or more criteria for Academic and/or Professional Probation

8. Professional misconduct, behavior and/or attitude
inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies

9. Failure to maintain a minimum term cumulative GPR/GPA of 3.0 or greater after being on Academic Probation in the prior academic term.

10. Reports from academic faculty, clinical preceptors or designees indicating that a student who is already on probation is not adhering to site regulations, site schedules, ethical standards of conduct, or limitations

Appeal Process (A3.15g)

Appeals may only be filed for decisions of dismissal. Following notification of a decision for dismissal, a student may wish to appeal the decision to the Dean of the School of Pharmacy and Health Sciences and if necessary, to the University Provost. The student has seven (7) business days from the date on the dismissal letter from the Program within which to submit a formal written appeal of the decision to the Dean. The appeal request must be submitted in writing and received by the Office of the Dean within this seven- day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the student to lose the right to appeal.

While the appeal is pending, the status of the student will not be altered, unless the student is in the clinical year. Any student making an appeal during the didactic phase of their education must continue to attend all classes, submit all assignments, and take all exams until the decision by the Dean has been rendered. The Program reserves the right to remove the student from clinical rotations until such time the appeal decision is rendered by the Dean if there is concern about patient safety. Removal from a clinical rotation may delay the student's completion of the program should the appeal be granted.

The Dean may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the Student Promotion Committee.

2. New material, documented information not available to the Student Promotion Committee at the time of its initial decision.

3. Procedural error.

The Dean may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the Student Promotion Committee and/or Director of the PA Program to dismiss

2. Amend the recommendation of the Student Promotion Committee and/or Director of the PA Program

3. Convene an ad hoc committee consisting of three members to review the decision. The ad hoc committee will present its findings to the Dean for consideration. If the Dean concurs with the recommendation to dismiss, the student may make a final appeal to the Provost.

Appeal to the Provost:

This appeal request must be submitted in writing and received by the Office of the Provost within seven (7) business days from the date on the appeal decision letter from the Dean. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain their situation and substantiate the reason(s) for advocating a reversal of the dismissal. The Provost may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the Student Promotion Committee, Director of the PA Program or Dean.

2. New, material, documented information not available to the committee, Director or Dean at the time of its initial decision.

3. Procedural error.

The Provost may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the Dean to dismiss.

2. Amend the recommendation

3. Convene an ad hoc committee consisting of three members to review the Student Promotion Committee, Director and Dean's recommendation. The ad-hoc committee will present its findings to the Provost for consideration.

The decision of the Provost is final and notification of the decision will be sent directly from the Provost to the student. If the Provost upholds the decision to dismiss, the dismissal is effective immediately and the student must withdraw from the University.

Graduation Procedures

All PA Students wishing to receive their degrees from the University must submit an application of candidacy for the degree.

The PA Student that has satisfactorily met all academic, clinical and professional requirements of the FDU PA Program and has demonstrated adherence to the PA Code of Ethics is eligible for the appropriate credentials from Fairleigh Dickinson University. In addition, all didactic and clinical phase courses must be passed with a minimum course grade of C+/76.

A student who has satisfactorily completed all academic requirements and has been recommended by the faculty will be awarded the Master of Science in Advanced PA Studies provided s/he has:

1. Satisfactorily passed all courses in the PA Program.

2. Completed a minimum of 132 credits, meeting the requirements towards the Master of Science degree.

3. Maintained a minimum graduate GPR/GPA of 3.0.

4. Satisfactorily passed the Summative Exam (with a grade of 3.0/B/83 or higher) and completed a thesis project.

Students must fulfill all financial and other obligations to the University before the diploma is received.

At the completion of all of the requirements for the PA Program, the FDU PA students will be invited to participate in the White Coat Ceremony, dedicated to the PA students. At that time, PA students will receive the PA Certificate of Completion from the FDU PA Program. Students that have fulfilled all requirements and graduate from the FDU PA Program are eligible to sit for the PANCE (Physician Assistant National Certifying Exam), given by the NCCPA (National Commission of Certification of Physician Assistant), and to apply for state licensure(s).

Curriculum (A3.12d-e)

Curriculum Schematic				
Competencies	Course #	Course Title	Hours/Weeks (LEC (L)/LAB)	Credits
Medical Knowledge:				
Medical Science	PHAS 6100	Medical Science I - Anatomy	45 L/10	4
	PHAS 6120	Medical Science II - Physiology	37.5 L	3
	PHAS 6130	Medical Science III - Pathophysiology & Genetics	50 L	4
	PHAS 6140	Pharmacology & Pharmacotherapeutics I	37.5 L	3
	PHAS 6150	Pharmacology & Pharmacotherapeutics II	37.5 L	3
				17
Medical Knowledge:				
Social & Behavioral Sciences	PHAS 6220	Mental Health & Wellness	20 L/10	2
				2
Medical Knowledge:				
Clinical Medicine	PHAS 6300	Family Medicine & Primary Care	37.5 L	3
	PHAS 6320	Maternal & Child Medicine	50 L	4
	PHAS 6340	Internal Medicine	50 L	4
	PHAS 6350	Emergency & Surgical Medicine	50 L	4
				15
Interpersonal Skills & Professionalism				
	PHAS 6400	Role of the PA	20 L/10	2
	PHAS 6420	Case Studies in Medical Ethics	12.5 L	1
				3
Patient Care:				
Clinical & Technical Skills	PHAS 6500	Clinical Skills I	30 L/15	3
	PHAS 6520	Clinical Skills II	37.5 L	3
	PHAS 6530	Clinical Skills III	37.5 L	3
	PHAS 6560	Technical Skills I	16 L/35	3
	PHAS 6570	Technical Skills II	16 L/35	3
	PHAS 7560	Simulated Interactive Medicine	5 weeks	5
				20
Patient Care:				
Clinical Practice	PHAS 7500	SCPE in Behavioral & Mental Health	5 weeks	5
	PHAS 7510	SCPE in Family Medicine & Primary Care	5 weeks	5
	PHAS 7530	SCPE in Medicine & Long Term Care (or)	5 weeks	5
	PHAS 7535	SCPE in Medicine & Rehabilitative Care (or)	5 weeks	*
	PHAS 7537	SCPE in Medicine & Endocrinology (or)	5 weeks	*
	PHAS 7538	SCPE in Medicine & Infectious Disease (or)	5 weeks	*
	PHAS 7539	SCPE in Medicine and Hematology/Oncology	5 weeks	*
	PHAS 7540	SCPE in Pediatrics	5 weeks	5
	PHAS 7550	SCPE in Women's Health	5 weeks	5
	PHAS 8500	SCPE in Emergency Medicine	5 weeks	5
	PHAS 8510	SCPE in Internal Medicine	5 weeks	5
	PHAS 8520	SCPE in Surgery	5 weeks	5
	PHAS 8530	SCPE in Urgent Care, Adult (or)	5 weeks	5
	PHAS 8532	SCPE in Urgent Care, Occupational Medicine or	5 weeks	*
	PHAS 8535	SCPE in Urgent Care, Pediatrics	5 weeks	*
	PHAS 8540	SCPE in Clerkship I (or)	5 weeks	5
	PHAS 8545	SCPE in Clerkship II	5 weeks	*
				50
Practice Based Learning:				
Clinical Reasoning	PHAS 7710	Clinical Reasoning & Problem Solving I	25 L	2

& Problem Solving	PHAS 7720	Clinical Reasoning & Problem Solving II	25 L	2
	PHAS 8710	Clinical Reasoning & Problem Solving III	25 L	2
				6
Practice Based Learning:				
Research	PHAS 6600	Analysis of Evidence Based Literature	12.5 L	1
	PHAS 7600	Research I: Research Methods	25 L	2
	PHAS 7620	Research II: Study Designs	25 L	2
	PHAS 7630	Research III: Data Collection & Analysis	25 L	2
	PHAS 7640	Research IV: Results & Conclusion	25 L	2
	PHAS 8650	Research Project	5 weeks	5
				14
System Based Practice:				
Systems of Healthcare	PHAS 6810	Public Health & Healthcare Delivery Systems	25 L	2
	PHAS 7810	Global Practice of Medicine	12.5 L	1
	PHAS 8810	Health Law & Professional Concepts	25 L	2
				5
			Program Total:	132

Curriculum Sequencing - By Semester: PAS-1 (Didactic Phase)				

Semester: Spring 1   **(January - April 2022)**

Competencies	Course #	Course Title	Hours (LEC (L) /LAB)	Credits
Medical Knowledge:				
Medical Science	PHAS 6100	Medical Science I - Anatomy	45 L /10	4
	PHAS 6120	Medical Science II - Physiology	37.5 L	3
Medical Knowledge				
Social & Behavioral Sciences	PHAS 6220	Mental Health & Wellness	20 L/10	2
Patient Care:				
Clinical & Technical Skills	PHAS 6500	Clinical Skills I	30 L/15	3
	PHAS 6560	Technical Skills I	16 L /35	3
Interpersonal Skills & Professionalism				
	PHAS 6400	Role of the PA	20 L/10	2
			Total Credits:	17

Semester: Summer 1   **(May - August 2022)**

Competencies	Course #	Course Title	Hours (LEC (L) /LAB)	Credits
Medical Knowledge:				
Medical Science	PHAS 6130	Medical Science III - Pathophysiology & Genetics	50 L	4
	PHAS 6140	Pharmacology & Pharmacotherapeutics I	37.5 L	3
Medical Knowledge:				
Clinical Medicine	PHAS 6300	Family Medicine & Primary Care	37.5 L	3
	PHAS 6320	Maternal & Child Medicine	50 L	4
Patient Care:				
Clinical & Technical Skills	PHAS 6520	Clinical Skills II	37.5 L	3

Competencies	Course #	Course Title	Hours (LEC (L) /LAB)	Credits
System Based Practice: Systems of Healthcare	PHAS 6810	Public Health & Health Delivery Systems	25 L	2
			Total Credits:	19

Competencies	Course #	Course Title	Hours (LEC (L) /LAB)	Credits
Medical Knowledge: Medical Science	PHAS 6150	Pharmacology & Pharmacotherapeutics II	37.5 L	3
Medical Knowledge: Clinical Medicine	PHAS 6340	Internal Medicine	50 L	4
	PHAS 6350	Emergency & Surgical Medicine	50 L	4
Patient Care: Clinical & Technical Skills	PHAS 6530	Clinical Skills III	37.5 L	3
	PHAS 6570	Technical Skills II	16 L/35	3
Practice Based Learning: Clinical Reasoning & Problem Solving	PHAS 6420	Case Studies in Medical Ethics	12.5 L	1
Practice Based Learning: Research	PHAS 6600	Analysis of Evidence Based Literature	12.5 L	1
			Total Credits:	19

Curriculum Sequencing - By Semester:
PAS-2
(Clinical Phase)

Semester: Spring 2   **(January - May 2023)**

Competencies	Course #	Course Title	Hours/Weeks (LEC (L)/ LAB)	Credits
Patient Care: Clinical & Technical Skills	PHAS 7560	Simulated Interactive Medicine	5 weeks	5
Patient Care: Clinical Practice		SCPE 1	5 weeks	5
		SCPE 2	5 weeks	5
Practice Based Learning: Clinical Reasoning & Problem Solving	PHAS 7710	Clinical Reasoning & Problem Solving I	25 L	2
Practice Based Learning: Research	PHAS 7600	Research I: Research Methods	25 L	2
		Total Credits:	Total Credits:	19

Semester: Summer 2   **(May - August 2023)**

Competencies	Course #	Course Title	Hours/Weeks (LEC (L)/ LAB)	Credits
Patient Care: Clinical Practice		SCPE 3	5 weeks	5

		SCPE 4	5 weeks	5
		SCPE 5	5 weeks	5
Practice Based Learning: **Clinical Reasoning & Problem Solving**	PHAS 7720	Clinical Reasoning & Problem Solving II	25 L	2
Practice Based Learning: **Research**	PHAS 7620	Research II: Study Designs	25 L	2
		Total Credits:	Total Credits:	19

Curriculum Sequencing - By Semester:
PAS-3
(Advanced Clinical Phase)

Semester: Fall 2	**(August - December 2023)**			
Competencies	**Course #**	**Course Title**	**Hours/Weeks (LEC (L)/ LAB)**	**Credits**
Patient Care: **Clinical Practice**		SCPE 6	5 weeks	5
		SCPE 7	5 weeks	5
		SCPE 8	5 weeks	5
Practice Based Learning: **Clinical Reasoning** **& Problem Solving**	PHAS 8710	Clinical Reasoning & Problem Solving III	25 L	2
Practice Based Learning: **Research**	PHAS 7630	Research III: Data Collection & Analysis	25 L	2
		Total Credits:	Total Credits:	19
Semester: Spring 3	(January - May 2024)			
Competencies	**Course #**	**Course Title**	**Hours/Weeks (LEC (L)/ LAB)**	**Credits**
Patient Care: **Clinical Practice**		SCPE 9	5 weeks	5
		SCPE 10	5 weeks	5
Practice Based Learning: **Research**	PHAS 7640	Research IV: Results & Conclusions	25 L	2
	PHAS 8650	Research Project	5 weeks	5
System Based Practice: **System of Healthcare**	PHAS 7810	Global Practice of Medicine	12.5 L	1
	PHAS 8810	Health Law & Professional Concepts	25 L	2
			Total Credits:	20

Supervised Clinical Practice Experiences (A3.12d)

CLINICAL PHASE
SUPERVISED CLINICAL PRACTICE EXPERIENCES

REQUIRED	ELECTIVE (select 1)
SCPE in Behavioral & Mental Health	SCPE in Medicine & Endocrinology
SCPE in Family Medicine & Primary Care	SCPE in Medicine & Hematology/Oncology
SCPE in Pediatrics	SCPE in Medicine & Infectious Disease
SCPE in Women's Health	SCPE in Medicine & Long-Term Care
	SCPE in Medicine & Rehabilitative Care

ADVANCED CLINICAL PHASE
SUPERVISED CLINICAL PRACTICE EXPERIENCES

REQUIRED	ELECTIVE (select 1)	CLERKSHIP (select 1)
SCPE in Emergency Medicine	SCPE in Urgent Care, Adult	SCPE in Clerkship I
SCPE in Internal Medicine	SCPE in Urgent Care, Occupational Medicine	SCPE in Clerkship II
SCPE in Surgery	SCPE in Urgent Care, Pediatrics	

CLERKSHIP EXPERIENCE OPTIONS

Alternative Medicine	Intensive Care Unit, Surgical
Behavioral & Mental Health	Interventional Radiology
Burn Unit	Liver Transplant
Cardiac Catheterization	Neurology
Cardiothoracic Surgery	Neurosurgery
Critical Care	Orthopedic Surgery
Critical Care Surgery	Otolaryngology
Dermatology	Plastic and Reconstructive Surgery
Detox Unit	Primary Care
Emergency Medicine	Surgery
Hematology/Oncology, Adult	Transplant
Hematology/Oncology, Pediatrics	Trauma Surgery
Infectious Disease	Urology, Adult
Intensive Care Unit	Urology, Pediatrics
Intensive Care Unit, Medical	Women's Health
Intensive Care Unit, Neonatal	

If a student is interested in arranging a clinical experience in a field not listed above, the student should meet with the Director of the PA Program and Clinical Coordinator. Appropriate paperwork will need to be submitted to review the site and preceptor and in order to set up an affiliation agreement with the desired facility. The preceptor and site will be evaluated for

appropriateness for meeting learning objectives. This process does take time so please submit paper work with ample time.

Technical Procedure List

PROCEDURES	REQUIRED	PROCEDURES	REQUIRED
ACLS course	1	Nasal/throat Care	5
Airway Management	4	NG tube placement	6
Arterial Puncture	6	Pelvic Exam/Pap Smear	5
BLS course	1	Peripheral IV	6
Bladder irrigation	1	Pregnancy Test	1
Chest Tube irrigation/removal	2	Prostate Exam	1
Dressing Change	2	Rectal Exam/Guaiac	1
Ear Care	4	Scrubbing and gowning/PPE	3
EKG	3	Staple/suture Removal	3
Eye Care	3	Subcutaneous Injection	6
Finger-Stick	5	Suturing	6
Gastric lavage	3	Urinary Catheters ♀	6
IM Deltoid/Gluteal Injection	6	Urinary Catheters ♂	6
Immobilization/ Splinting/Casting	6	Urine Dipstick/Culture	3
Incision & Drainage	1	Venous Puncture	6
Intradermal Injection	3	Wound Care	6
Knot Tying	1		

Didactic Phase

Simulated Interactive Learning

The PA Program incorporates into its curriculum dedicated time for interactive simulated learning. The goal is to improve student learning outcomes and competencies through individual and team utilization of advanced technology. Attendance and punctuality as well as compliance with all policies are required.

These sessions provided in both the didactic and clinical phases strengthen medical knowledge, provide opportunities to apply knowledge, develop appropriate clinical and technical skills in a simulated environment and prepare students for interpersonal skills and professional behaviors on clinical rotations and, subsequently, in the workforce.

The learning sessions provide learning experiences that supplement the didactic curriculum and allow students to apply the knowledge gained in the classroom. In the Clinical Phase, they enhance medical knowledge and clinical and technical skills through direct faculty observation and practice of advanced skills. Simulated interactive learning allows students to recognize their strengths and address gaps in knowledge and skills by practicing interpersonal skills and professional behaviors and clinical and technical skills in a controlled environment. The practice sessions reinforce technical skills and provide on-demand access to patient scenarios for application of acquired knowledge. They also address patient safety, help maintain compliance with hospital and professional requirements, and, ultimately, prepare students for future clinical practice.

Community Outreach

Service is a mission related activity of the FDU PA Program and is encouraged. Clinical relevance is enhanced during the development of and participation in health-related community outreach engagement. Time is dedicated to these activities during each of the phases of the program and the outreach events are correlated to overall program goals. These activities are developed and/or reviewed by faculty and are implemented with facility oversight.

Students work to make a difference in communities and develop the knowledge, skills, values and motivation to make a difference. These experiences encompass student participation in activities of personal and public health concern that are both life enriching and socially beneficial to the communities they serve.

International Medical Trips & Rotations Abroad (A3.07b)

The students of the FDU PA Program have opportunities to broaden the scope of their education beyond our traditional borders. From health fairs in the local community to medical educational and/or service trips to England, Belize, Guatemala, Peru and Botswana, to clinical experiences abroad, our students make an impact while enhancing their medical knowledge and skills. These experiences help them appreciate the importance of preventive medicine and public health, and strengthen their ability to identify and treat diseases. These unique immersion experiences promote the development of caring and compassionate healthcare providers. They often lead to

research projects presented at our Annual Research Forum and at professional conferences. Short-term medical educational and medical service trips provide opportunities for experiential learning through 1-week international faculty-led experiences. During these experiences PA students volunteer, immerse themselves in new cultures, and learn clinical medicine, expanding their learning experiences beyond those of traditional settings. Long term experiences involve five-week clinical electives with a local mentor and preceptor, at a site reviewed and approved by the PA Program.

PA students interested in participating in medical service trips or clinical rotations abroad must follow specific procedures (see International Experiences Guide). They must submit an application for departmental review, be in good academic standing, and comply with CDC recommendations. CDC vaccination requirements and precaution recommendations are provided in the manual by country of interest. In addition, all students are provided with important contact information at the country, within the program, and with key personnel at FDU (see International Experiences Guide). The Internal Experience Manual provides written travel health policies based on the current CDC recommendations for participation in elective international rotations and medical trips.

Research (B2.13a-e)

The Fairleigh Dickinson University PA Program aims to prepare its PA students to search, interpret, and evaluate medical literature focusing on applicability to patient care, education, and promotion of health. This encourages a critical analysis of medical findings that promotes both the prevention and management of medical conditions and disease processes. To enhance PA student's understanding of medical research, all students participate in the development and implementation of research studies. The topics selected by students, and approved by the research advisors, focus on professional and clinical areas of interest. (For greater detail, see Research Workbook.) The Research Workbook guides PA students through the selection of research topics, framing of research questions and hypothesis, development of study designs, sampling methods, methodology, and statistical interpretation of findings. The student's research projects culminate with a presentation and defense at the Annual Research Forum highlighting significant findings, conclusions, and implications for future practice.

Medical Equipment

The list of medical equipment required of PA students for all phases of the PA Program is provided below. (This equipment is provided to PA students by the PA Program at no additional charge.)
1. Neurological hammer
2. Otoscope/ophthalmoscope (Diagnostic set)
3. Penlight
4. Pocket eyechart/ruler
5. Sphygmomanometer (blood pressure cuff)
6. Stethoscope with bell & diaphragm
7. Tuning fork
PA students are required to sign Student Equipment Acceptance fom provided during orientation.

Medical Textbooks

The following is a list of required textbooks provided to PA students via AccessMedicine or hard copy, at no additional cost. (Each syllabus notes the textbook required for the specific course.)

1. American Psychological Association. (2019). *Publication manual of the American psychological association: 7th edition.* American Psychological Association. ISBN: 978-1433832161

2. Bickley, L. S., Szilagyi, P. G., Hoffman, R. M., Soriano, R. P., & Bates, B. (2021). *Bates' guide to physical examination and history taking.* Wolters Kluwer Health. ISBN: 978-1496398178

3. Brenner, G. M., & Stevens, C. W. (2018). *Pharmacology.* Elsevier. ISBN: 978-0323391665

4. Bruyere, H. J. (2010). *100 case studies in pathophysiology.* Lippincott, Williams and Wilkins. ISBN: 978-0781761451

5. Carroll, R. G. (2010). *Problem-based physiology.* Saunders Elsevier. ISBN: 978-1416042174

6. Cassidy, B. A., & Blessing, J. D. (2008). *Ethics & professionalism: a guide for the physician assistant.* F.A Davis Company. ISBN: 978-0803613386

7. Cline, D., Ma, O. J., Meckler, G. D., Stapczynski, J. S., Thomas, S. H., Tintintalli, J. E., & Yealy, D. M. (2019). *Tintinalli's emergency medicine: a comprehensive study guide.* McGraw-Hill Education. ISBN: 978-1260019933*

8. Costanzo, L. S. (2017). *Physiology*. Elsevier. ISBN: 978-0323478816

9. Doherty, G. M. (2020). *Current diagnosis and treatment: surgery.* McGraw-Hill Education. ISBN: 978-1260122213*

10. Ebert, M. H., Leckman, J. F., & Petrakis, I. (2018). *Current diagnosis & treatment: psychiatry.* McGraw-Hill Education. ISBN: 978-0071754422 *

11. Elsayes, K., & Oldham, S. (2015). *Introduction to diagnostic radiology*. McGraw-Hill Education. ISBN: 978-0071801805*

12. Fairleigh Dickinson University PA Program. (2021). *Cadaver Lab Workbook with Case Studies*. Fairleigh Dickinson University.

13. Feldman, M. D., Christensen, J. F., Satterfield, J. M., & Laponis, R. (2019). *Behavioral medicine: a guide for clinical practice.* McGraw- Hill Education. ISBN: 978-1260142686*

14. Goldberger, A. L., Goldberger, Z. D., & Shvilkin, A. (2018). *Goldberger's clinical electrocardiography: a simplified approach.* Elsevier. ISBN: 978-0323401692

15. Hacker, N. F., Moore, J. G., Gambone, J. C., & Hobel, C. J. (2016). *Essentials of obstetrics & gynecology.* Elsevier. ISBN: 978-1455775583

16. Hammer, G. D., & McPhee, S. J. (2019). *Pathophysiology of disease: an introduction to clinical medicine.* McGraw-Hill Education. ISBN: 978-1260026504*

17. Hankin, M. H., Bennett-Clarke, C. A., & Morse, D. E. (2013). *Clinical anatomy: a case study approach.* McGraw Hill Education. ISBN: 978-0071628426

18. Hay, W. W., Levin, M. J., Abzug, M. J., & Bunik, M. (2020). *Current diagnosis and treatment: pediatrics.* McGraw-Hill Education. ISBN: 978-1260457827*

19. Judson, K., & Harrison, C. (2021). *Law & ethics for health professions.* McGraw-Hill Education. ISBN: 978-1260092653

20. Kasper, D., Fauci, A., Hauser, S., Longo, D., Jameson, J. L. & Loscalzo (2020). *Harrison's manual of medicine.* McGraw-Hill Education. ISBN: 978-1260455342*

21. Laposata, M. (2018). *Laboratory medicine: diagnosis of disease in the clinical laboratory.* McGraw-Hill Education. ISBN: 978-1260116793*

22. Lopes, R. D., & Harrington, R. A. (2013). *Understanding clinical research.* McGraw-Hill Education. ISBN: 978-0071746786*

23. Lowy, N. (2021). *Research workbook.* Fairleigh Dickinson University.

24. Mayeaux, E. J. (2015). *The essential guide to primary care procedures.* Wolters Kluwer. ISBN: 978-1451191868

25. McKenzie, J. F., Pinger, R. R., & Seabert, D. (2021). *McKenzie's an introduction to community & public health.* Jones & Bartlett Learning. ISBN: 978-1284202687

26. Moore, K. L., Dalley, A. F, & Argur, A. M. R. (2019). *Clinically oriented anatomy*. Wolters Kluwer Health. ISBN: 978-1496347213

27. Papadakis, M. A., McPhee, S. J., Rabow, M. W., & McQuaid, K. R. (2021). *Current medical diagnosis & treatment 2022.* McGraw-Hill Education. ISBN: 978-1264269389*

28. Pritchard, D. J, & Korf, B. R. (2013). *Medical genetics at a glance.* Wiley-Blackwell. ISBN: 978- 0470656549

29. Ritsema, T. S., Brown, D., & Vetrosky, D. T. (2021). *Ballweg's physician assistant: a guide to clinical practice.* Elsevier. ISBN: 978-0323654166

*These books are available on line at AccessMedicine http://accessmedicine.mhmedical.com

iPad Requirement (A3.12f)

PA students are required to have a charged iPad for testing sessions. Each PA student is provided with an iPad by the PA Program, at no additional cost. It is the responsibility of the student to maintain the iPad charged and in working condition.

These devices provide access to primary and supportive medical information to better prepare for and supplement the learning process. They are also utilized for MCQ testing using software such as ExamSoft.

PA students are required to sign an iPad waiver provided during orientation.

Supervised Clinical Practice Experiences (SCPEs)

Affiliated Site Placement Student Requirements (A1.10a-b) (A2.17) (B3.01) (B3.02) (C2.01a-c) (D1.05)

PA students participate in ten (10) required and elective supervised clinical practice experiences. Program policies as published in this Student Manual must be adhered to at all clinical sites. Program policies and practices apply to all students regardless of location. The FDU PA Program has signed affiliation agreements with all clinical practice sites participating in the supervised clinical practice experiences. In addition, the program has obtained malpractice insurance to cover students during all assigned times at the clinical sites. Students are not permitted to attend a clinical rotation at a site that does not have a signed affiliation agreement with FDU. A signed clinical affiliation agreement may specify that certain program policies will be superseded by those of the clinical sites. The program has recruited clinical practice sites in sufficient number to meet the needs of its maximum class size of 40 students per cohort and to meet the program's learning outcomes for supervised clinical practice experiences. FDU supports the PA Program in securing sufficient clinical practice sites and preceptors to allow all students to meet the Program's learning outcomes. For each clinical site, there is a signed affiliation agreement and liability insurance to cover students during assigned clinical rotations. For requirements specific to each site, please review the FDU PA Program Clinical Rotation Guide.

All clinical practice sites have been evaluated for appropriate physical facilities, security, supervision, and patient populations for students to meet their learning outcomes. For requirements specific to each site, please review the Clinical Rotation Guide. FDU supports the PA Program by ensuring all required rotations are located within the United States. Clinical practice sites and preceptors located outside of the United States are only used for elective rotations and clerkships. In each location to which a student is assigned for supervised clinical practice experiences, the program has identified a principal or instructional faculty member designated by the program to assess and supervise the student's progress in achieving the learning outcomes it requires. It has also provided information on how to easily contact that faculty member, should the need arise.

Certifications

All PA students are provided training for certification in BLS, ACLS, HIPAA, Child Abuse, and Infection Control in compliance with OSHA guidelines and CDC recommendations. These courses must be completed, with certification in place, prior to beginning clinical practice experiences. In addition, during the Simulated Interactive Medicine course, students will obtain certification in PALS.

Patient Rights and Confidentiality of Medical Records

Students receive HIPPA training prior to initiating patient interactions during their supervised clinical experiences. Certificates documenting compliance with this requirement must be in the student file prior to beginning rotations. Preceptors may contact the Program requesting proof of HIPPA training.

All patient data gathered during the course of a supervised clinical experience is considered CONFIDENTIAL. Therefore, students may not discuss a patient's record in a situation or manner that would reveal confidential information about that patient or his/her record to persons not involved in that patient's healthcare.

Patient charts or content of those charts (e.g., lab reports) may not be removed from the clinical setting. Work submitted to the program for evaluation should not include specific recognizable references to the patient (i.e., name, address, and identification number).
Reference, at any time, to a patient in a dehumanizing or insensitive manner is not professional and will not be tolerated. Such an infraction will be reviewed by the Program administration, and is justification for recommendation of placement on professional probation.

Additional Information for Didactic & Clinical Students

For more in-depth information about didactic courses, clinical rotations, international experiences, and other program activities, please refer to the following manuals, guides, and documents:
- Cadaver Lab Workbook with Case Studies
- Clinical Rotation Guide
- International Experiences Guide
- Remediation Guide
- Research Workbook
- Syllabi
- Preceptor Verification of Patient Care Competencies Workbook

Syllabi folders include:
- Alignments of LOs, IOs, and Assessments
- Assessment Tools
- Assignment Templates
- Course Outline*
- Cover Sheet
- Distribution of Patient Encounters**
- Faculty Evaluation of Clinical Performance**
- Faculty Evaluation of Professional Behaviors*
- Faculty Review of Student Performance**
- Preceptor Evaluation of Clinical Performance**
- Preceptor Evaluation of Interpersonal Skills**
- Preceptor Evaluation of Professional Behaviors**
- Preceptor Verification of Patient Care Competencies**
- Recommended Distribution of Procedures**

- Syllabus

*specific to Didactic courses
**specific to SCPEs

FDU PA Program Declaration of Understanding (A3.02)

I have read and understand the document entitled "FDU PA Program Student Manual", containing the mission statement, PA Code of Ethics, program goals, competencies, learning outcomes, and the policies and procedures for the PA Student enrolled in the FDU PA Program.
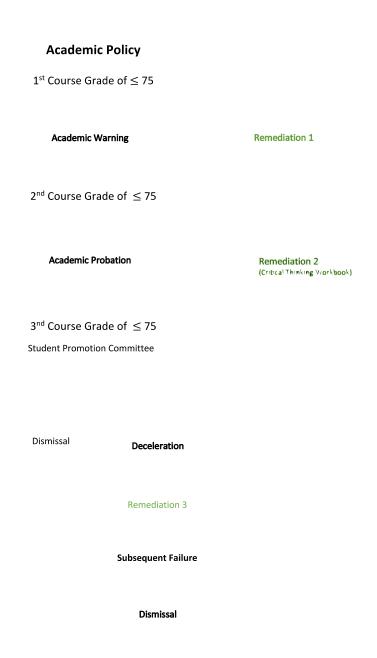
I understand that all of the policies delineated in the FDU PA Program Student Manual will be applied to all students in all phases of PA student education and evaluation. I agree to uphold all of the policies and understand that these policies will be applied to all phases of student education and evaluation.

I agree to uphold all of the policies stated herein for as long as I am enrolled and matriculated as a PA Student in the FDU PA Program.

PA Student's Name: _____
                     (Please Print)

PA Student's Signature: _____ Date: _____

Appendix A

Academic Policy

Academic Policy

1st Course Grade of ≤ 75

Academic Warning   Remediation 1

2nd Course Grade of ≤ 75

Academic Probation   Remediation 2
(Critical Thinking Workbook)

3nd Course Grade of ≤ 75

Student Promotion Committee

Dismissal   **Deceleration**

Remediation 3

Subsequent Failure

Dismissal

Appendix B

Participation as a Student in Clinical & Technical Skill Sessions

I understand that a component of the curriculum of the Fairleigh Dickinson University PA Program is achievement of competency in the performance of Clinical and Technical Skills.

1) I understand that as a part of my educational experience at the FDU PA Program, I will be required to participate as both an examiner and examinee during physical examination practice sessions, technical procedure practice sessions, and practicums.
2) I understand that the expectation of faculty is that PA students conduct themselves during these sessions in a respectful, cooperative, and professional manner.
3) I understand that I will need to come to the physical examination laboratory prepared and that I may be required to partially disrobe.
4) I understand that the head, thorax, abdomen, and extremities will be examined and will therefore need to be exposed.
5) I understand I will be required to wear shorts for examinations of the lower extremities.
6) I understand that, for examinations of the thorax, I will be asked to remove my shirt, and I will have the option to wear a sleeveless undershirt or sports bra.
7) I understand that the physical examination performed by my peers will include inspection, palpation, percussion, and auscultation.
8) I understand that participation will not include breast or genitalia examinations. These examinations will be learned with the use of mannequins or professional patients.
9) I understand that participation is an important component of the educational program, that will help me achieve competencies in clinical and technical skills and that these skills are required for future practice as a professional.
10) I understand all of the above and I am willing to participate with my peers during physical examination and technical procedure practice sessions as both an examiner (who performs physical examinations and technical procedures) and examinee (who is examined and on whom procedures are performed).

I have reviewed, understand, and agree to abide by this policy.

_____   _____
Student Name (print)   Signature

                                            _____
                                            Date