PA STUDENT MANUAL
CLASS OF 2026

FDU School of Pharmacy & Health Sciences

Accreditation: 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/

Please note: This updated version of the PA Student Manual replaces all previous versions for currently enrolled students. Policies and procedures outlined in this manual are reviewed by faculty and administrators and are subject to change throughout student enrollment in the program. When changes to policies and procedures are made, students will be notified of the changes and are expected to comply with those new policies and procedures.

20231231

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PA Program Academic Calendar:

Please refer to FDU's a full and updated academic calendar for dates.
The Program integrates a Winter Session in early January for the Didactic Phase which directly segues into the Spring semester.

Subject to change with notice pending University finalization and program needs.
See course syllabi for specifics and note that schedules are subject to change.

https://www.fdu.edu/academics/academic-calendar/ and
https://www.fdu.edu/academics/academic-calendar/2024-2025/

Semester	Proposed Dates	Curricular Activities
Winter session: Didactic	January 2 – January 18	Classwork, Lecture, Lab
Spring 2024	January 22 – May 14	Classwork, Lecture, Lab
Summer 2024	May 28 – August 10	Classwork, Lecture, Lab
Fall 2024	August 26 – December 20	Classwork, Lecture, Lab
Spring 2025: Clinical	January 6 – April 30	SCPEs, Call Back Days
Summer 2025	May 1 – August 29	SCPEs, Call Back Days
Fall 2025	September 3 – December 19	SCPEs, Call Back Days
Spring 2026	January 5 – May 15	SCPEs, Call Back Days

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 degree pathways and certificate programs that allow attainment of specialized skills
6. Cultivate the development of students' professional identities

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

https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/mission-and-goals/

Mission of the FDU PA Program (B1.01a)

The mission of the FDU PA Program is 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)

Goal 1- Goal 7:

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)

Outcome data reflecting on the success of the program in achieving its goals will be available with the graduation of the first class in May2024. 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 program has identified seven specific program goals or ends towards which its efforts are directed, as well as benchmarks to determine success in meeting outcomes.

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 in clinical and technical procedural skills in preparation for clinical practice.	NCCPA first time pass rate that meets or exceeds national pass rate 100% NCCPA overall pass rate 100% competency in required clinical and technical procedural skills ≥ 90% proficiency in required clinical and technical procedural skills	TBD
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 occurs within four (4) months prior to graduation and verifies preparedness for entering clinical practice.

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 would promote the acquisition of those same skills. The FDU PA Program developed a 29-month 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 are 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 Tri-State areas. Eleven (11) five-week blocks are dedicated to required and elective supervised clinical practice experiences in emergency, inpatient, outpatient, surgical, and urgent 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 over a total of four (4) semesters. Their research work is reflective of their professional and clinical interests and culminates in a capstone project and poster presentation during the School of Pharmacy Spring Research Symposium and public forums. Time is also dedicated to simulated learning (an additional dedicated 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)

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in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

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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)

FDU, in accordance with Middle States Commission of Higher Education (regional accreditation) and federal law has a 'teaching out' policy. If the program were to lose accreditation and/or plan to close, the University would ensure that matriculated PA students would be able to complete their studies. Classes would continue until the matriculated students complete their course of study.

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.

Oath of the PA, AAPA

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.

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 and its progression in 'depth & breath', 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 127 credits distributed over the 29 months or seven semesters of the curriculum- Didactic Phase (55 credits), Clinical Phase (72 credits)

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

Upon meeting the PA Program requirements for graduation, the PA student will be awarded a Master of Science in PA Studies. The sponsoring institution is responsible for conferring the credential.

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)
https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/technical-standards/

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 the healthcare 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 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 to be readily available to all prospective and current students and PA students are encouraged to review and attest to comprehending them upon matriculation. 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

comply with institutional policies that meet regional accreditation requirements and federal law and apply 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 Student Handbook (https://www.fdu.edu/student-life/publications/student-handbook/) and the Graduate Studies Bulletin (https://www.fdu.edu/wp-content/uploads/2020/01/graduate-bulletin-complete.pdf) 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 complies 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 Web Advisor), specifying to whom the University may release protected information, such as grades or bills.

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

This 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.

FDU, the sponsoring institution, and the FDU *PA Program* do not discriminate based on 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, books, medical equipment, lab coat, and scrubs. The medical textbooks, medical equipment, white jacket, and scrubs are provided to the PA student by the program and included in the PA tuition. 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

Withdrawal Effective Date	Credit Amount
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 may also be 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.

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. (Please see the Immunization Policy for Students and CORE for more information.)

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.

To ensure that strict confidentiality is maintained, principal faculty, the 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). 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. 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. These records may be released to clinical training sites as required. 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 must report any change in their health not noted on their annual physical examination to the Coordinator for Health Compliance & Wellness immediately. Failure to notify of any health changes that may affect patient care (or ability to meet Program Technical Standards) may result in dismissal from the Program.

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 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. 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)	Students must follow the CDC-recommended vaccination schedule.

	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.
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 Tdap 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.
COVID-19 Vaccine	Proof* of vaccination & boosters.	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 (SCAPS) (A3.10) (A3.12h)

Support for students through SCAPS is available with a full list of services found here: https://www.fdu.edu/campuses/florham-campus/student-services/counseling-services/

Office of Disability Support Services (A3.12h)

Fairleigh Dickinson University's (FDU) Office of Disability Support Services, in accordance with all applicable government regulations, guidance, and policies, works to ensure that students with documented disabilities have equal access to the FDU's courses, programs, activities, and services.

The Office of Disability Support Services is committed to providing students with the tools and resources they need to pursue their academic, professional, and personal goals during their years at FDU. The office works closely with administrators, faculty, staff, and students to foster a welcoming, diverse, and inclusive campus community.

Contact Information
Florham Campus
(973) 443-8079
Fax: (973) 443-8080
Monday-Friday: 9AM - 5PM
Saturday-Sunday: CLOSED
285 Madison Avenue,
M-M01-01
Madison, NJ 07940

https://www.fdu.edu/campuses/florham-campus/student-services/disability-support-services/

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.

The PA 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 SCPE.

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.

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

If 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. Students may be responsible for evaluation and treatment if not covered by the facility https://www.cdc.gov/hiv/basics/pep.html

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, Fairleigh Dickinson University Florham Campus, 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 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, Site Solicitation, Function as Instructional Faculty/Clinical or Administrative Staff (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 discourages 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 if 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. 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 are not permitted to solicit clinical sites. This will result in disciplinary action. If a student is interested in arranging a clinical experience with a known site or preceptor, this must be discussed with the Clinical Director no less than nine months in advance. The preceptor and site will be evaluated for appropriateness to serve as a clinical site and for meeting learning objectives. This process requires ample time. There is no guarantee that the desired site/preceptor will be approved. 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. Removal from a site may result in a delay of gradation. 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 requiring one. 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
https://portal.fdu.edu/studentlife/2018/alcohol-and-other-drugs.pdf

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 - January to December of a calendar year. It consists of 48 weeks (excluding holidays and vacations) distributed over three (3) semesters: Winter Session/Spring, Summer, and Fall. The Didactic Phase consists of classroom and laboratory experience and other activities beginning with new student orientation in early January.

The Clinical Phase is distributed over four (4) semesters and consists of twelve (12) five-week blocks. The Clinical Phase begins with an orientation to supervised clinical practice experiences followed by twelve 5-week blocks, eleven (11) of which are dedicated to supervised clinical practice experiences (SCPEs) and one (1) simulation experience. These eleven (11) clinical blocks encompass required core and elective rotations. There is a dedicated simulation lab five (5 weeks) for simulated clinical scenarios that reinforces clinical reasoning and problem-solving skills and hands-on clinical and technical skills. In addition, time is also dedicated to research and the development of a final Capstone Project.

The FDU PA Program has signed agreements with all clinical practice sites participating as supervised clinical practice experiences. 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. All clinical practice sites have been evaluated for appropriate physical facilities, security, supervision, and patient populations for students to meet the learning outcomes. 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 and how to contact that faculty member. FDU supports the PA Program in securing sufficient clinical practice sites and preceptors to allow all students to meet the Program's learning outcomes and ensures all required rotations are located within the United States.

Clinical rotation schedules vary for each student, and reasonable attempts are made to accommodate some preferred rotation sites and electives per student. The schedule as determined by the program and clinical team is non-negotiable, and the PA student is responsible for maintaining the clinical hours of each supervised clinical practice experience, including on-call, holiday, evening and/or weekend hours. In addition, the PA student is responsible for attending scheduled conferences, lectures, and departmental rounds pertinent to each rotation.

During the SCPE phase, students return to campus for callback days and scheduled coursework. These may take place at the start of each semester and will follow each of the five-week blocks in most situations. These sessions stress the enhancement of lifelong learning skills and include lectures, case presentations, workshops, special topics, clinical reasoning and problem-solving sessions, research development, PA professional updates, and interprofessional education activities.

Attendance / Punctuality / Absences

The PA Program was designed using a 'sequential' 'building block' approach to enhance the acquisition of medical knowledge, patient care skills, and professional attitudes required for future practice as professional, competent physician assistants (PAs). Attendance and punctuality are expectations of professionals as well as requirements of the program.

Attendance and punctuality are mandatory for all program activities - lectures, case studies, lab sessions. This includes all clinical experiences (SCPEs: core and elective clinical rotations); and other program activities.

Medical Absences During Didactic Phase: If a PA student is ill and needs to miss a class in the Didactic Phase, the student must email the Program's Administrative Assistant, Director of Didactic Education, and the specific course instructor of scheduled courses on that day. If a student is absent and the absence is excused, any exam scheduled for that day will be taken on a scheduled make-up day determined by the course instructor of the missed exam. For medical absences exceeding 2 days, medical documentation must be submitted. This note should not contain any specific medical information other than documenting that medical care occurred with a healthcare provider, dates seen and if student may return to class and submitted to the Director of Didactic Education. Students are responsible for any missed work and must conform to any course director exam adjustments.

Medical Absences During Clinical Phase: If a student is ill and needs to miss a day of clinical rotation, the student must email the Program's Director of Clinical Education, Coordinator of Clinical Affairs, and inform their assigned Preceptor of Record in the method the preceptor/site prefers. For medical absences exceeding 2 days, medical documentation must be submitted to the Director of Clinical Education. This note should not contain any specific medical information other than documenting the medical care occurred with a healthcare provider, dates seen, and if student may return to rotation. Students are responsible for any missed work and must fulfill all curricular requirements, including hours, encounters, exams, and assignments.

Accommodation is made for religious observances made at the start of the semester.

Lateness is prohibited except under extenuating circumstances, (which is at the discretion of the Program Director), with prior approval, and/or with a practitioner's medical note. Lateness and missed classes may result in a professionalism warning.

Non-Medical Absences During Didactic/Clinical Phases: Students are permitted up to two (2) non-medical excused absences per semester. Clinical phase students are permitted to miss up to two (2) non-medical excused days per semester. No more than two excused days may be missed within one clinical rotation or semester. A student that misses clinical hours due to any excused absence will be required to make up the time. Any unexcused absences may result in a professionalism warning, removal from rotation, required repeat rotation, delayed graduation, and dismissal from the program.

Personal illness and personal/family emergencies (that cannot be rescheduled to accommodate a PA student's education) are generally the only reasons for an excused absence. In the Didactic Phase, all absences must be approved by the Director of Didactic Education and/or the Program Director. In the Clinical Phase, all absences must be approved by the Director of Clinical Education and/or Director of the PA Program, and the preceptor of record.

Absence requests must be submitted for approval no less than three weeks in advance of the requested absence.

Professional Conduct

Students at the Fairleigh Dickinson University PA Program are expected to always conduct themselves in a professional manner. Throughout all phases of the program and during all PA Program activities, 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 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 receiving a professionalism action and may result in PA program dismissal.

PA students should consistently demonstrate the following:

- Ethical conduct, integrity, and honesty
- Respect for patients, their families, faculty, staff, and peers
- 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
- Responsibility, individual as well as group, for honorable behavior
- Punctual attendance at all program activities
- 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 Program Director who will determine the actions needed to best intervene, and whether the PA student will receive a disciplinary action.

Actions deemed as professional misconduct may 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 always convey a professional appearance in classes, laboratories or on clinical related experiences.

- Didactic Phase: Students must wear their FDU PA scrubs during lab classes, and at clinical practice sites unless otherwise instructed by their preceptor or as requested by faculty or administration during program-related events. During "Friday Experiences," inquire about the site's preference for dress which may be business casual or scrubs.
- FDU attire may only be worn for FDU PA program related activities (classes, labs, SCPEs or other FDU PA Program volunteer activities). Students are expected to maintain a professional appearance during the didactic phase wearing business casual clothing. Clothing should be always professional, well fitted, and clean. (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.
- See Clinical Manual for dress code during the clinical phase.

Proper Identification & Professional Behaviors (A3.06)

PA students must be clearly identified in the clinical setting during their Clinical Phase to distinguish them from other health profession practitioners and 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 always wear the short white coat, unless instructed otherwise.
- I.D. badges must be always worn near the shoulder and/or at least 10 inches above the waist to be visible and readable by an approaching individual. Only one hospital issued pin may be worn on a 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 can be found 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/

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 of their patient encounters on a separate sheet and have the documentation reviewed by preceptors.

Students are reminded that the medical record is a legal document. Whenever students make entries into patients' records (i.e., H&P, progress notes, etc.), the students must indicate that they are PA students when signing the entries. 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. Clinical assignments based on real patient encounters uploaded on CORE should be redacted of confidential information.

Falsification of any documents will result in immediate referral to the Assistant Dean of Student Affairs and Student Engagement for evaluation for program dismissal.

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

PA program faculty 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 in the privacy of the faculty office (or more often if required or requested by the student) to review academic progress, achievement of competencies, professional standards and any issues that may arise during the semester. PACKRAT and other standardized exam results are reviewed with a focus on student self-evaluation and commitment to lifelong learning. A form is completed and placed in each student's file.

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 brought

to the attention of the advisor and addressed at an early stage 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) (B4.03)

The 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 Case-based MCQ, case studies, group projects, OSCEs, Simulation, oral presentations, demonstration of skills' competencies, practicums, research projects, capstone project, reflection papers, case study write-ups, standardized exams, preceptor evaluations, peer evaluations and other forms of evaluation.

Course syllabi contain specifics for course content and assessment.   The Summative exam covers all accreditation areas including clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors.

Examination Protocol

Examination dates and times are included in each course syllabus schedule and are subject to change by the course instructor. Exams are typically scheduled in the mornings, often before noon and may be given outside of the regularly scheduled class time. Professional conduct and adherence to testing policies are required as is academic integrity.

Most exams are Case-based MCQ Exams given using a computer-based program (Examsoft) Students use their FDU iPads to download and take exams. For these exams, students are responsible for the course learning outcomes and instructional objectives whether or not the content is covered during lecture time. Exam questions may be from the text, lectures, case studies, posted materials and/or handouts. All questions are based on the identified course goals, learning outcomes, and instructional objectives. The practice of medicine requires lifelong learning and a capacity for close reading of medical information. The FDU library has a robust collection of medical resources at the students' disposal and faculty encourage using texts, databases and UpToDate^{TM} for reinforcing and building knowledge. Building this skill during PA training is essential to students' success.

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

2. Exam Download
       a. Examinations are available for download the night before the scheduled exam time. Confirm the expected download availability with the course instructor.

b. Barring technical difficulty, students must download the exam to their iPad 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 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. Students must sit in their designated seat.

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 stored with other belongings. An exception may be made at the discretion of the course instructor. 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 more than 10 minutes late from the scheduled exam start time, it will be at the discretion of the course instructor or designated proctor to determine if the student will be permitted to take the exam at that time or whether the student will be rescheduled for that exam. The exam make-up timing, format and content is at the discretion of the course instructor. Students arriving after other students have completed the exam and/or 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 exam has been uploaded.

9. Absence: A student unable to attend the program for any reason on a scheduled examination date must immediately notify the program's Administrative Assistant, Director of Didactic Education, and course instructor by email as soon as possible prior to the start of the exam. Failure to appear for an examination and/or failure to communicate as detailed above, 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.

Time for Exams

The amount of time allotted for case-based multiple-choice question (MCQ) exams is determined by several variables including the number of questions included in the exam, type of exam format and the semester of the didactic phase. Course instructors will provide details

about exam content and time allotment. The timing for practicums, OSCEs and other hands-on assessments are addressed in each applicable course.

Accommodations are made as per DSS protocol. https://www.fdu.edu/campuses/florham-campus/student-services/disability-support-services/

Student Promotion Committee (SPC)

The Student Promotion Committee (SPC) is charged with monitoring students both academically and clinically, promoting students as they successfully complete each of the semesters and with reviewing the cases of students who meet the criteria for Academic or Professional Probation or dismissal. The SPC is made up of principal faculty members from the PA Program actively involved in providing instruction and advising PA students. The SPC may review student records and discuss student records with appropriate faculty members and/or preceptors to determine appropriate courses 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, Deceleration, or Dismissal. Recommendations are on an individual basis after considering all pertinent circumstances. The committee's recommendations are forwarded initially to the Program Director for review.

If the recommendation is made that a student be considered for dismissal, the student will be invited to a formal hearing with the School of Pharmacy & Health Sciences Academic Progression Committee. The committee's final decision regarding student status will be sent to the Director of the PA Program for final review.

A decision letter is then sent to the student regarding the student's status in the Program will be issued by the chair of the School of Pharmacy & Health Sciences Academic Progression Committee for decisions on dismissal. All other decisions will be issued by the Director of the PA Program or a designee.

Since the FDU PA Program offers a sequential curriculum with courses offered only once a year, if the SPC recommends that a PA student repeat a course or entire term, the student may be required to take a leave of absence from the Program until the course(s) is/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 may be required to pass competency examinations for medical knowledge and/or skills for materials covered in the terms prior to the term in which they return. Student will be provided with details regarding this competency assessment in advance.

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 the following: course number, course

name, faculty instructor(s), course credit, course description, course goals, learning outcomes, 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 successful meetings of course competencies. The grading plan is noted in the syllabus of each course. Course syllabi are subject to change at the discretion of the instructor.

Student Grievance Policy (A3.15g)

PA students may present general concerns, suggestions, or grievances to the Program Director. PA 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 the student 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 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. [In addition, 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. For further information on university policies] 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 everyone'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 a 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.

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 Web campus at the discretion of the course instructor for 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 computers 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, X – formerly called 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

Be honest. If students are blogging about their work at FDU, they should use their real names, identify their roles within the school and be clear about their roles. Do not pretend to be an acting Physician Assistant (PA). Also, students should state that their opinions are their own and do not represent those of the Physician Assistant Program or Fairleigh Dickinson University.

Do not share confidential information.

Write what they know. Just by identifying themselves as student PAs, they are creating perceptions about their expertise. Be sure that all content associated with students is consistent with their work and the Physician Assistant Program.

What students write is their responsibility. Participation on behalf of the school is not a right but an opportunity, so treat it seriously.

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

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

Respect everyone. Do 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.

Defer to media relations when needed. Defer to appropriate sources when needed. If students are asked to speak on behalf of the school or University, consult the Division of Student Affairs prior to making a formal comment.

Food in Academic Settings

Other than beverages, no food is allowed in classrooms unless prior approval is given. Neither food nor drinks are permitted in laboratories.

Leave of Absence/Withdrawal (A3.15d)

A leave of absence allows students to interrupt their graduate studies if necessary. A leave of absence is granted for two (2) consecutive semesters allowing the student to resume classes with a new cohort. A request for a leave of absence for the current semester must be received by the university's designated withdrawal deadline. Any leave of absence request after that deadline will only be approved for medical necessity up until the final day of classes. Request for a leave of absence must be approved in writing by the Assistant Dean of Student Affairs or designee. (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 semesters in which a leave of absence is taken but will be discontinued from graduate study

unless the students register the designated semester following a leave of absence or request and is 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 Standards for Progression (A3.15a) (A3.15b) (A3.15c)

Satisfactory academic progress must be evident and demonstrated by PA students enrolled in the FDU PA Program to progress within the PA 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 GPA of 3.0/B prior to graduation. All courses (didactic and clinical) have a calculated numerical grade translated into a letter grade and must be passed with a minimum of C+ or above.

Students must complete and pass all didactic courses with a C+ of higher in the Didactic Phase as well as achieve a passing grade on the End of Didactic Year Cumulative Exam before they can progress to the Clinical Phase of the Program and enroll in 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 preceptors, faculty, staff, peers, patients, colleagues in health care, other educational settings, and the public. The Program always expects respect and professional demeanor. Should the student not follow the above, formal disciplinary action will be taken that may take the form of a warning notice, probation, 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 the ability to obtain employment clearance.

PA Competencies (B4.03)

The PA Profession has developed a shared skill set of competencies expected of the new PA graduate. The FDU PA Program subscribes to them (https://paeaonline.org/our-work/current-issues/core-competencies) and has built them into the curriculum across the didactic and clinical phases with a final Summative period designed to evaluate each student's attainment of the Program's designated competencies. Each course syllabus contains competencies, student learning outcomes and course objectives designed to move students from foundational learning to the level of a newly graduated PA. This PAEA document provides more detailed information: https://paeaonline.org/wp-content/uploads/2023/06/core-competencies-for-new-pa-grads-097119.pdf

*The program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student meets the program competencies required to enter clinical practice, including:
a) clinical and technical skills,
b) clinical reasoning and problem-solving abilities,
c) interpersonal skills,
d) medical knowledge, and
e) professional behaviors

*Source: © 2023 Accreditation Review Commission on Education for the Physician Assistant, Inc.

Examples of competency integration may be found in the following table. This table is subject to change and course instructors may modify course content and assessment strategies to fulfill desired course objectives and learning outcomes.

Competencies: Didactic Assessments: See Clinical Manual for Clinical Phase		
Competencies	**Didactic Phase Assessments**	**Clinical Phase Assessments**
Medical Knowledge: Medical Science	Case-based MCQ Exams	
Medical Knowledge: Social & Behavioral Science	Case-based MCQ Exams Group Project: Social Determinants of Health	Case-based MCQ Exam Group Project: Social Determinants of Health
Medical Knowledge: Clinical Medicine	Case-based MCQ Exams Case-based MCQ Formative Comp Exam	Case-based MCQ Exams Case-based MCQ Summative Comp Exam/End-of-Program-Examination
Patient Care: Clinical & Technical Skills	Group Project: Clinical Assessment EKG interpretation Practicum- Clinical Laboratory Practicum: Radiology Practicum: Technical Skills OSCE Formative	OSCE Practicum OSCE Simulation OSCE Summative Preceptor Evaluation: Verification of Competencies

	OSCE SIMulation	Summative Evaluation
Patient Care: Clinical Practice		Faculty Evaluation: PAEA EOR Exams PACKRAT Exams End-of-Program-Examination, Summative Evaluation, Preceptor Evaluation of Clinical Performance
Interpersonal Skills & *Professionalism:* Interpersonal Skills	Group IPE Projects Group Project: Medical Ethics Case Student Self Evaluation & Reflection	Case Studies-Summative Group Project: Analysis of Legal Case Preceptor Eval of Interpersonal Skills Student Self Evaluation & Reflection Summative Evaluation
Interpersonal Skills & *Professionalism:* Professional Behaviors	Oral Presentation: Medical Ethics Faculty Eval of Professional Behaviors	Case Studies- Summative Preceptor Eval of Professional Behaviors Faculty Evaluation of Professional Behaviors Summative Evaluation
Practice Based learning: Clinical Reasoning & Problem Solving	Case Studies Group Project: Pharm Jeopardy Practicums Practicum Genetics Pedigree Practicum Virtual Anatomy Lab Aquifer or similar Cases	Case Studies Case Study: Flow Charts/ Algorithms Case Study Write Ups Oral Presentation: Research Poster Student Self Evaluation & Reflection: Debriefing Completion of NEJM assignments Aquifer Cases Summative Evaluation
Practice Based Learning: Research	PICO Assignments Research Question Development and Annotated Bibliography Generation of an IRB for practice or use in Research Research Capstone Project: Survey, CME, or other quantitative and/or qualitative research projects	Oral Presentation: Model Project Oral Presentation: Research Proposal Oral Presentation: Tables & Graphs Research Project: Reflections on Readings Research Project: Research Workbook
System Based Practice: System of Health	Research Project: Analysis of Ethics Case Research Project: Professional Portfolio Research Project: Scholarly Paper	Research Project: Scholarly Paper Student Self Evaluation & Reflection: Journal

All evaluative tools are graded utilizing the following scale:

Numerical Grade	Letter Grade	GPA
93 and above	A	4.00
90-92	A-	3.67
86-89	B+	3.33
83-85	B	3.00
80-82	B-	2.67
76-79	C+	2.33
Below a 76%	F	0.00

A student is required to take all course assessments listed in the course syllabus and pass all courses in the Didactic and Clinical phases with a minimum course grade of 76% or higher. Failure to attain a 76% or higher results in the student's academics be reviewed with the Student Progression Committee (SPC). The SPC may recommend remediation or dismissal depending on the student's prior academic history, to the Program Director. This recommendation may then be advanced to the School of Pharmacy and Health Sciences Academic Progression Committee for review. Additionally, students must successfully pass a comprehensive exam before progressing to the subsequent clinical phase.

Progression in the PA Program (A3.15b)

Students must achieve a course grade of C+/76% or higher to pass a course. A course can only be repeated once. In addition, students must 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 GPA of 3.0/B must be attained by all PA students prior to graduation. In addition, a student will be subject to academic review if the student fails to:
1. Maintain continuous registration.
2. Attend class, labs, SCPEs, and other program activities
3. Successfully complete all course requirements and achieve all competencies
4. Achieve a minimum grade of C+/76 for all courses.
5. Maintain a cumulative GPA of 3.0 per semester

Any student not achieving a cumulative GPA of 3.0 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:

Academic Intervention

Any student who fails an exam or assignment within a didactic course is encouraged to attend the course instructor's in-person or virtual-office hours within 3 days of the return of a failing grade. The student will work with the faculty member to assemble a plan of action for intervention that may include, but is not limited to:

1. One-on-one meetings with the faculty member to review topics of difficulty and go over the assignment in question.
2. Referral to the PA Program Coordinator of Assessment and Remediation to develop a study plan to supplement course work with additional assignments, review, and resources. The goal is student success which requires the student to be an active partner is achieving success.
3. Student may receive an Academic Warning by the SPC at this time. This Warning may change to Academic Probation.
4. Should the academic intervention not result in a passing grade, student will be evaluated by the SPC with recommendations made to the Program Director with potential advancement to the School of Pharmacy & Health Sciences Academic Progression Committee. Outcomes range from: Academic Warning, Academic Probation, Deceleration or Dismissal

Remediation & Deceleration (A3.15c) (B4.01b)

Due to the nature of the program, it is critical that students develop a level of competency within a course of study prior to their progression within the program. Any student who does not receive a grade of C+ or higher for a course will be issued an "Incomplete" grade. The student will then be offered the opportunity to register for a formal Remediation Course (one credit, billed at a per-credit rate). Remediation may be completed between didactic semesters for the first two (2) didactic semesters (Winter-Spring 1, and Summer 1) allowing the student to progress to the following semester and remain with their initial entering cohort, upon successful completion of remediation. Students failing a course in the semester just preceding entering the clinical phase (Fall 1) will have a minimum of five (5) week delay in graduation to complete a Remediation as the University is closed for winter break. Students failing a SCPE, will have to repeat the SCPE resulting in a minimum of a five (5) week delay in graduation. If a student declines a course remediation during the inter-semester didactic phase, they will receive a course grade of "F" and may be given the option to re-enroll in the course the next academic year when it is offered (deceleration) or to withdraw from the PA Program.

Deceleration would result in the delay of graduation by one year as the student enters a new cohort. No student will not be allowed to remediate more than one course per semester, whether didactic or clinical phase. A maximum of two courses may be remediated during the entire didactic phase. A total of one (1) SCPE may be remediated during the clinical phase. Students are limited to a maximum of two (2) remediated courses throughout the course of the PA program before their academic performance will be reviewed by the SPC, the Program Director with recommendation made to the School of Pharmacy & Health Sciences Academic Progression Committee resulting in Program dismissal unless there are mitigating circumstances.

Faculty will determine the format and content of the remediation course of study to assist students in the clarification of the course material within the respective course with the goal of meeting new PA student graduate competencies.

At the end of the remediation period, students will be given an assessment to determine their mastery of the course material. If a student completes the assessment with a passing score, the "Incomplete" grade for the course will be converted to a C+. A student will also receive a letter grade for the one-credit, remediation study course. If a student does not pass the remediation course, the course grade and the remediation grade will be converted to an F and the student's academic progress will be reviewed by the SPC, the Program Director with recommendation made to the School of Pharmacy & Health Sciences Academic Progression Committee, if necessary. The GPA 3.0 must be maintained to progress and for graduation to be approved.

Academic Probation

Students with a program GPA falling below a 3.0 will remain on Academic Probation and will have a total of one (1) semester to raise their GPA above 3.0. Failing to achieve this 3.0 GPA will result in the SPC completing a review of academic performance with advancement to the Program Director with recommendation made to the School of Pharmacy & Health Sciences Academic Progression Committee resulting in Program dismissal unless there are mitigating circumstances.

Professionalism Probation

Students may be placed on professionalism probation for a variety of reasons.

- 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.
- Failure to adhere to Program policies and procedures found in the Student Manual
- 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.
- 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. See Clinical Manual for additional detail.

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, Academic Probation, Remediation which is linked to Academic Probation, Deceleration or Dismissal.
- Completion of all required didactic courses with a grade of C+ or better.
- Completion of all clinical rotations, their respective competencies, and learning outcomes
- Completion of all clinical rotations with a minimum of 2,000 clinical hours and 1,000 patient encounters (See Clinical Manual for specifics).
- Achievement of an overall GPA of 3.0/B or higher
- Achievement of all Program defined competencies.
- Presentations of Capstone Research Proposal and Research Results
- Clinical Practicums (OSCEs)
- Summative Exam
    - ✓ Passing score on the PAEA End-of Curriculum Exam
    - ✓ The summative evaluation occurs within the final fours months to verify that a student meets program competencies (B4.03)
- Exit Interview with Program Director with completion of the Summative Checklist.
- Following verification of completion of all requirements for graduation, the NCCPA will be notified and the student may be eligible to sit for the PANCE.

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. 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.

Maintenance of Matriculation Status

In order to maintain matriculation status, students must register consecutively for the fall, winter session/spring and summer semesters. If consecutive registration is not maintained, students must reapply to the Admission's 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

Students are required to notify the Office of Enrollment Services of their intention to graduate no less than 5 months prior to graduation. An Application for Graduation is available via [Self-Service](#). Filing dates must be obtained from the Office of Enrollment Services. Degrees are awarded in September, February, or 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 more than one (1) clinical rotations
3. Failure of a total of three (3) courses in total over the duration of the PA program
4. Failure of a repeated or remediated course
5. Failure by a student on probation to comply with or complete a remediation program within the defined timeframe
6. Meeting 2 or more criteria for Academic and/or Professional Probation
7. Professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies
8. Failure to maintain a minimum term cumulative GPA of 3.0 or greater after being on Academic Probation in the prior academic term
9. 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 of student role

Appeal Process (A3.15g)

"Please refer to the Student Grade Appeals/Procedure located in the Academic Regulations section of the FDU Graduate Bulletin. The Graduate Bulletin can be found online under PA Program Policies at https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/policies/"

Graduation Procedures

All PA Students wishing to receive their degrees from the University must complete an application of candidacy for the degree on Self-Service at least 5 months prior to graduation.

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 127 credits, meeting the requirements towards the Master of Science degree.
3. Maintained a minimum graduate GPA of 3.0.
4. Satisfactorily passed the Summative Exam and completed Capstone project.

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

At the completion of all the requirements for the 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)

See https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/academics/

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.

Outreach Activities

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 outreach activities. 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 coordinated with the Assistant Dean of Student Affairs and Community Engagement in conjunction with the PA program and FDUPASS, the FDU PA Student Society.

Students work to make a difference 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.

Research: Capstone Project (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. The student's research projects culminate with a presentation and defense at the SPHS Annual Research Symposium highlighting significant findings, conclusions, and implications for future practice. Publication of results is encouraged.

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 Form provided during orientation.

iPad Requirement (A3.12f)

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. PA students are required to have a charged iPad for testing sessions using software such as ExamSoft.
PA students are required to sign an iPad waiver provided during orientation.

Medical Textbooks:

The FDU library offers a robust selection of texts, databases, research and subject guides. The catalog changes and may be found here: https://library.fdu.edu/library

Most PA courses use Access Medicine texts or other materials available in the FDU library system. If a text is required and not available digitally, the program provides it to the student. See individual syllabi for required and recommended texts.