

Master of Physician Assistant Studies Hybrid Program



Student Handbook CO2025/CO2026

Effective: August 26, 2024

Welcome to the Franklin Pierce MPAS Hybrid Program!

Dear FPU Physician Assistant Students:

Welcome and thank you for entrusting your medical education to the faculty at the Franklin Pierce University Master of Physician Assistant Studies Hybrid Program in Arizona. We are excited about embarking on this journey with you to become a physician assistant. It is our mission to guide your learning of the scientific principles necessary in the practice of medicine from a primary care perspective. It is equally our mission to aid your learning about the social, economic, environmental, and administrative aspects of medicine influencing the health and well-being of diverse individuals over the lifespan. Your training will prepare you to engage in the principles that underlie disease pathophysiology, assessment, and management while meeting the challenges of a changing health care system.

The Arizona MPAS handbook was developed to discuss policies and procedures and serve as a guide to student responsibilities. It serves to clarify the administrative and logistical aspects of the program.

The handbook discusses requirements for many of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) Standards. To review the current standards, access ARC-PA.org.

This handbook is intended to supplement the Franklin Pierce University (FPU) Academic Catalogue and The College of Health & Natural Sciences (CHNS) Student Code of Conduct.

The policies included in the handbook are reviewed at least annually and revised as needed to facilitate the mission of the Arizona MPAS Hybrid Program and Franklin Pierce University.

In the event that Arizona MPAS Hybrid Program policies are stricter than those outlined in Franklin Pierce University publications (e.g., as listed in the FPU Academic Catalog), then the Arizona MPAS Hybrid Program policies shall apply.

The Arizona MPAS Hybrid Program reserves the right to alter the contents of this handbook at any time. Any changes apply to all current and prospective students. The Arizona MPAS Hybrid Program reserves the right to alter the curriculum, the schedule of required courses, and other regulations affecting admission and graduation requirements at any time.

It is the student's responsibility to read and abide by the regulations and policies outlined in the handbook and all FPU publications.

Sincerely,

Dale Robertson DMSc, PA-C
Program Director
Arizona MPAS Hybrid Program

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TABLE OF CONTENTS

Welcome to the Franklin Pierce MPAS Hybrid Program!	2
PROGRAM CONTACT INFORMATION.....	3
TABLE OF CONTENTS	4
PROGRAM OVERVIEW	9
Mission.....	9
Franklin Pierce University Mission	9
MPAS Hybrid Program Mission.....	9
Program Outcomes/Goals	9
Program Competencies & Learning Outcomes	9
Medical Knowledge and Patient Care	10
Interpersonal & Communication Skills	11
Clinical and technical skills	11
ACCREDITATION	15
PROGRAM REQUIREMENTS.....	15
Technical Standards.....	15
Professional Behavioral Standards.....	17
Physical Examination and Immunization Requirements.....	20
Drug Testing and Criminal Background Check.....	22
BLS and ACLS.....	22
Malpractice Insurance for Program-Approved Clinical Experiences.....	22
PROGRAM CURRICULUM, SEQUENCE & ACADEMIC CREDIT	23
Curriculum Overview.....	23
Didactic Courses.....	23
Supervised Clinical Practice Experiences (SCPEs)	23
Preceptor Role	25
End of Rotation Exams (EOREs).....	27
Student Evaluation of Preceptor & Site	27

Preceptor Evaluation of Student	28
Program Layout	28
Year 1	28
Year 2	28
PROGRAM COMPLETION REQUIREMENTS	29
Credit Load & Program Sequencing	30
Course Grades & GPA Requirements (MPAS Promotion Policy)	30
Summative Evaluation	30
Evidence-Based Medicine Project	31
Graduation Procedures	31
STUDENT SERVICES	32
Student Financial Services	32
Tuition and Fees	32
Travel, Housing, & Transportation	32
Refund of Tuition & Fees	32
Academic Support Services	32
Tutoring	32
Career Services	33
Disabilities Accommodations	33
Library Services	34
Program Specific Resources	34
IT Support	34
MPAS POLICIES & PROCEDURES	34
Academic Advising Policy	35
Grievance Policy and Appeal Procedures	35
Academic Honesty and Integrity Policy	35
Artificial Intelligence Policy	36
Academic Standards Policy	37

Grading Scale in the Didactic Year	37
Grading Scale in Clinical Year	37
Academic Standing Policy	38
Disciplinary Sanctions	38
MPAS Progress & Promotions Committee.....	39
Remediation Policy	39
Goals of Remediation	39
Guidelines for Remediation & Retesting.....	39
Remediation & Retesting in Didactic Courses.....	39
Remediation & Retesting in Clinical (SCPE) Courses	40
Remediation & Retesting Summative Assessments	40
Remediation Records	41
Professional Development Policy.....	41
Assignment Policy.....	41
Full-time Enrollment Policy	42
Dress Policy	42
Attendance Policy	42
Didactic Attendance Policy.....	42
Excused Absences.....	43
Unexcused Absences	44
Holidays	44
Tardiness & Disruptive Behavior Policy	45
Pregnancy Policy	45
Student Employment Policy.....	46
Deceleration Policy	46
Leave of Absence Policy	46
Withdrawal Policy	47
Personal Computer & Connectivity Requirements Policy.....	47

University minimum systems requirements	47
Email Policy	47
Policy on Digital/Virtual Learning Etiquette.....	48
Examination Policy & Procedures.....	48
Exam Review Policy.....	50
Human Tissue/Cadaver Lab Policy.....	50
General Lab Policies & Procedures.....	50
Lab Safety.....	50
Use of Equipment	51
Attire & Hygiene During Physical Exam Labs	51
Social Media Policy.....	51
Copyright Policy	52
Policies & Procedures Specific to SCPEs.....	53
Student Travel and Housing During the Clinical Year.....	53
Use of Students as Licensed Medical Providers or Administrative Staff	54
Responsibility to Clinical Site.....	54
Non-Discrimination while on SCPEs.....	54
Inclement Weather.....	54
NON-DISCRIMINATION, PERSONAL SAFETY & SECURITY	55
Safety & Security Contact Information	55
Notice of Non-Discrimination	55
Conduct and Social Responsibility Policy	56
Infectious & Environmental Hazards Policy	56
Mandatory Training	56
Methods of Prevention	56
Post Exposure Protocols.....	57
Insurance and Worker's Compensation.....	58
Records Related to the Incident.....	59

Reporting & Responding to Crimes & Emergencies.....	59
Confidential Reporting.....	60
Evacuation Procedures.....	64
Procedures for Fire Emergencies	65
Procedures for Violent Crimes, Active Shooters, or Hostage Situations.....	65
PROGRAM & STUDENT RESOURCES.....	66
eRaven	66
Canvas	66
CampusWeb.....	66
Self-Assessment Data Collection	66
Change of Name, Address, & Phone Number.....	67
MPAS Program Facilities	67
School Closing Announcements.....	68
Professional Memberships	68
Important Links	69
APPENDIX A.....	70
APPENDIX B.....	71
APPENDIX C.....	72
APPENDIX D.....	73

PROGRAM OVERVIEW

Mission

Franklin Pierce University Mission

Franklin Pierce University delivers programs and educational experiences that develop essential intellectual and professional skills; promote close community connections; and empower our students to realize their potential through the intersection of highly personalized liberal learning, innovative engagement, and professional programming.

MPAS Hybrid Program Mission

Our mission is to prepare Physician Assistants (PAs) to provide compassionate care with the highest level of clinical excellence and ethical standards. We develop PAs who are patient advocates, critical thinkers, and lifelong learners. We nurture the development of culturally sensitive leaders who embrace diversity, equity, and inclusion to serve patients within their communities.

Program Outcomes/Goals

GOAL 1: Recruit a talented and multicultural student body that corresponds to the diversity of the U.S. population.

GOAL 2: Offer a flexible schedule that encourages mindfulness and work-life balance. Our program utilizes multiple teaching and learning strategies using innovative technology to promote student success.

GOAL 3: Prepare graduates to become competent PAs with a first-time PANCE pass rate that meets or exceeds the national average.

Program Competencies & Learning Outcomes

Entry-level primary care PAs must demonstrate competency in performing a variety of functions and tasks. These competencies are essential to preparing graduates to provide preventive, emergent, acute, and chronic care across various health care settings. Program Learner

Outcomes are specific measures that verify Program Competencies have been achieved.

Upon completion of the Franklin Pierce University MPAS Program, graduates shall be able to demonstrate the following Program Competencies and Program Learner Outcomes.

Program Competencies

Competencies are summative in nature and defined as “the medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities required for PA practice” (ARC-PA, 2020).

1. Medical Knowledge and Patient Care
2. Interpersonal and Communication Skills
3. Clinical and technical skills
4. Professional behaviors
5. Clinical reasoning and problem-solving abilities

Medical Knowledge and Patient Care

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Patient care includes patient- and setting- specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable (AAPA, 2012, & PAEA, 2018).

At the conclusion of the program, students will have attained the following competencies:

1. Obtain and interpret a comprehensive, detailed and accurate history from a patient.
2. Perform the appropriate comprehensive or problem-focused physical examination of a patient.
3. Synthesize history and physical exam findings with diagnostic studies to formulate differential diagnoses.
4. Order, analyze, and interpret the appropriate diagnostic studies to formulate differential diagnoses and implement management plans.
5. Apply medical knowledge to the etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions in any given patient.
6. Apply knowledge of the basic sciences to patient care.
7. Recognize signs and symptoms of medical and surgical conditions.
8. Develop management plans for general medical and surgical conditions to include pharmacologic and other treatment modalities.

9. Maintain on-going critical evaluation of medical literature for current practice guidelines and apply the principles of evidence-based medicine to patient care for the proper diagnosis and management of disease.
10. Apply the appropriate screening methods to detect conditions in an asymptomatic individual and administer interventions for prevention of disease and health promotion/maintenance.

Interpersonal & Communication Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system (AAPA, 2012).

At the conclusion of the program, students will have attained the following competencies:

1. Appropriate application of medical knowledge
2. Use effective communication skills to elicit and present pertinent, well-organized patient information to members of the healthcare team.
3. Work effectively and collaboratively with physicians and other health care professionals as a member or leader of a health care team to provide patient-centered care.
4. Communicate and interact appropriately with members of the healthcare team, patients, families, peers, staff, and the public.
5. Apply empathetic listening and establish rapport when dealing with patients, patients' families, and/or caregivers.
6. Counsel and educate patients and their families to develop a meaningful and therapeutic relationship.
7. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety; adapt communication style to the context of the interaction.

Clinical and technical skills

Physician assistants must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. PAs must maintain intellectual ability and emotional stability, particularly when under stress. Having physical and mental stamina is imperative for a PA to provide quality patient care.

At the conclusion of the program, students will have attained the following competencies:

1. Perform health histories and physical examinations in patients across the lifespan.
2. Perform safely and competently the appropriate diagnostic and/or therapeutic procedures associated with the management of medical and minor surgical conditions.
3. Perform safely and competently medical and surgical procedures essential for diagnostic and treatment interventions without limitations.
4. Demonstrate adherence to standards of care, which is to have a sense of urgency when dealing with patients, treating patients with dignity, having good communication skills, listening to a patients' needs, and following a code of ethics.
5. Promote a safe environment for patient care that integrates risk management and the prevention of medical errors or spread of infection.
6. Use information technology to support patient care decisions and patient education.

Professional behaviors

Professional characteristics include acting with integrity, being competent, behaving responsibly, and expressing positive values and ideals as patient care is delivered. Physician assistants should be altruistic in nature and have self-awareness of their professional and personal limitations.

Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements (AAPA, 2012).

At the conclusion of the program, students will have attained the following competencies:

1. Demonstrate compassionate and respectful behaviors when interacting with patients and their families.
2. Adhere to the highest ethical and professional standards while responding with sensitivity to diverse patient populations.
3. Demonstrate a commitment to lifelong learning of continual medical education and professional development.
4. Understand the legal and regulatory requirements of the PA profession and the PA role.
5. Maintain professional relationships with physician supervisors and other health care providers.

6. Maintain and respect confidentiality of patient information, informed patient consent, and business practices.
7. Promote healthy behaviors, life balance, self-reflection, initiative, and critical curiosity in all endeavors.
8. Recognize and appropriately address personal biases, gaps in medical knowledge, and mental and physical limitations in self and others.
9. Respect the autonomy of patients while maintaining accountability and demonstrating beneficence and non-maleficence.
10. Document accurate and adequate information regarding patient care for medical, legal, quality assurance, and financial purposes.
11. Exercise cultural humility.

Clinical reasoning and problem-solving abilities

Problem-solving and diagnosis are critical skills demanded of physician assistants and require the intellectual skills and abilities of measurement, calculation, reasoning, analysis and synthesis. Physician assistants must engage in critical analysis and bring an investigative mind to clinical situations.

At the conclusion of the program, students will have attained the following competencies:

1. Understand logical connections and engage in reflective and independent thinking, demonstrating problem-solving in clinical practice.
2. Make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment.
3. Demonstrate critical thinking when synthesizing patient information to develop reasonable judgments on their care and management.
4. Understand complex patient presentations.
5. Analyze one's own strengths and weaknesses in the approach to patient care.
6. Be able to work autonomously while realizing the necessity at times for consult or referral.

(Adapted from Competencies (AAPA, 2012; ARC-PA, 2020; & PAEA, 2018))

Program Learning Outcomes

Learning outcomes are defined as “the medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities that have been attained by the student at the completion of a curricular component, course, or program” (ARC- PA, 2020).

Our program learning outcomes are as follows:

1. Competently address a patient's chief complaint by eliciting a focused and/or comprehensive patient history and conducting a focused and/or comprehensive physical exam. **(Competency 1: Medical Knowledge and Patient Care; Competency 5: Clinical reasoning and problem-solving abilities)**
2. Develop a differential diagnosis for medical and behavioral problems seen in a primary care setting based on fundamental knowledge of the basic and clinical sciences. **(Competency 1: Medical Knowledge and Patient Care; Competency 5: Clinical reasoning and problem-solving abilities)**
3. Apply critical-thinking principles to patient care using current medical literature and evidence-based medicine to order and interpret the proper diagnostic studies and recommend treatments. **(Competency 3: Clinical and Technical skills; Competency 5: Clinical reasoning and problem-solving abilities)**
4. Implement health maintenance and disease prevention screening and counseling to patients across the lifespan. **(Competency 1: Medical Knowledge and Patient Care; Competency 2: Interpersonal and Communication Skills)**
5. As a collaborative member of the healthcare team, accurately and concisely communicate in both oral and written forms, patient encounters and their outcomes. **(Competency 2: Interpersonal and Communication Skills)**
6. Communicate effectively and respectfully with patients, families and caregivers while considering a patient's emotional state, culture, and/or socioeconomic background for shared medical decision-making. **(Competency 2: Interpersonal and Communication Skills; Competency 4: Professional behaviors)**
7. Develop, implement, and monitor management plans for patients across the lifespan and in various health care delivery settings with emergent, acute, chronic, and ongoing conditions. **(Competency 1: Medical Knowledge and Patient Care, Competency 3: Clinical and Technical skills; Competency 5: Clinical reasoning and problem-solving abilities)**
8. Perform clinical and medical interventions as necessary to include diagnostic procedures, surgery, counseling, therapeutic procedures, and rehabilitative therapies. Obtain informed consent for such tests and/or procedures as needed. **(Competency 3: Clinical and Technical skills, Competency 4: Professional behaviors; Competency 5: Clinical reasoning and problem-solving abilities)**
9. Demonstrate behaviors consistent with the highest ethical and legal standards. **Competency 4: Professional behaviors**

References

- AAPA. (2012). *Competencies for the Physician Assistant Profession*. Adopted by ARC-PA, NCCPA, and PAEA. <https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies- updated.pdf>
- ARC-PA. (2020 November). *Syllabi, Program Competencies, Learning Outcomes & Instructional Objectives, Standards 5th edition: A guide for PA program faculty*. <http://www.arc-pa.org/wp->

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ACCREDITATION

The Franklin Pierce University Master of Physician Assistant Studies (MPAS) Hybrid Program in Arizona has been granted **Accreditation-Provisional** status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). 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-franklin-pierce-university-goodyear-az/> .

PROGRAM REQUIREMENTS

Technical Standards

The MPAS Hybrid Program considers it essential for all candidates, students, and graduates to have the knowledge and skill to function in a variety of clinical settings and to provide a wide spectrum of patient care as required by the curriculum. This requires sufficient capacities and abilities in: Observation and Sensation, Communication, Motor Function, Intellectual Capability, and Behavioral/Social Proficiency. Candidates and students must possess these

technical standards to achieve the required level of competency stipulated for program advancement and graduation. Candidates must demonstrate these standards upon admission and continue to demonstrate them throughout their participation in the MPAS Hybrid Program. Failure to do so is grounds for dismissal from the program.

Candidates, students, and graduates must be able to:

Observation and Sensation

- Possess sufficient visual, auditory, and tactile sensation to participate in the classroom, laboratory, and other educational or clinical settings.
- Receive verbal and nonverbal communications while interviewing patients and others and perform a complete patient physical exam that includes inspection, auscultation, and palpation techniques.

Communication

- Speak, hear, and observe patients, family members, and other clinicians.
- Communicate clearly and effectively through verbal, non-verbal, and written communication.
- Receive and process communication from the healthcare team to respond in a timely manner and make appropriate decisions.
- Communicate attentively and sensitively to others while honoring the HIPAA policy.

Motor Function

- Exhibit sufficient strength, coordination, dexterity, and equilibrium to perform the activities required of a physician assistant, including performing a physical examination utilizing diagnostic instruments and techniques required in auscultation, palpation, percussion, and diagnostic maneuvers.
- Manipulate medical equipment for basic laboratory tests and procedures such as airway management, suturing, needle placement & IV, stethoscope & ophthalmoscope, tongue blades, gynecologic speculum, and scalpel.
- Demonstrate physical stamina to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for extended periods of time.

Intellectual Capability

- Demonstrate clinical problem solving and reasoning skills to think critically with sound judgment, emotional stability, maturity, and empathy.
- Collect, measure, organize, prioritize, calculate, reason, analyze and integrate data accurately to make decisions in a timely manner.
- Comprehend the medical literature to use this knowledge in problem solving and patient care.

- Synthesize significant findings from history, physical exam, and laboratory data.
- Interpret diagnostic testing and treatment regimens.

Behavioral and Social Proficiency

- Establish and maintain appropriate professional relationships.
- Work cooperatively with other members of the health care team.
- Prioritize competing demands and exercise good clinical judgment.
- Respond to emergencies in a calm and reasonable manner and handle physical, mental, and emotional stress while functioning effectively.
- Develop rapport with patients and their families as well as their colleagues.
- Demonstrate compassion, empathy, motivation, integrity, and flexibility while interacting with a diverse population.
- Accept criticism and modify behavior and practice as needed.
- Understand and apply ethical standards and responsibility in their daily practice.
- Demonstrate emotional stability to deliver the appropriate patient care in all settings.

Professional Behavioral Standards

Ethical and Legal Standards

In addition to the Technical Standards outlined above, students must conduct themselves in a professional manner and abide by the American Academy of Physician Assistants' Code of Ethics of the Physician Assistant Profession. Students must also meet the legal standards to be licensed to practice medicine upon graduation.

Professional Conduct

Physician assistant students must recognize they are seen as clinicians, providing a service to physician supervisors and patients. MPAS students must be aware that, even as students, they are viewed by both patients and medical providers as part of the larger medical community. As such, MPAS students are expected to display the same professionalism as their medical counterparts.

It is critical that professional development be evaluated, just as academic and clinical skills are, during a student's time in the program. Students who do not meet professional standards may be referred to the Program Director and/or Progress and Promotions Committee for discussion, review, and potential disciplinary action, including dismissal from the program. Conduct (language, demeanor, attitude, dress, or behavior) unbecoming a health professional and a student at Franklin Pierce University will not be tolerated.

According to the ARC-PA Standards and Guidelines, professionalism is characterized as follows:

“The role of the Physician Assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capability to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes of the graduate PA.”

This list represents some, but not all, behaviors that would be considered a violation of the Professional Behavior Standards of the program:

- Violation of program or institutional policies and/or procedure
- Gossiping or bullying.
- Negative interactions with classmates, faculty, staff, or preceptors
- Difficulty functioning effectively in team or group activities.
- Cheating, lying, or otherwise misrepresenting oneself or the facts.
- Acts that reflect poor judgment and/or “poor” or “lack of” impulse control.
- Inability to handle stressful situations effectively.
- Inability to meet professional deadlines (i.e., tardiness, late assignments, etc.)

The following topics review specific aspects of professional conduct.

Cyber Bullying

Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace. Cyberbullying will not be tolerated and is grounds for dismissal from the program.

Confidentiality

HIPAA regulations require confidentiality of all health records, and the program strictly adheres to these standards. Patient records are confidential. No patient information may be copied or shared with others except in professional exchanges. The disclosure of patient information without authorization will result in disciplinary action.

The program also adheres to FERPA regulations, ensuring all student records are confidential and are not shared without the consent of the student.

Dress

Students engaged in this professional program will always present themselves in a professional manner, conveying the image of the physician assistant profession to others. The poor appearance of one individual is often generalized to the entire group. Students' attire must be neat, clean, and modest. Hats or other head coverings are not allowed at any time, except if is a medical requirement or related to one's religious or cultural affiliation. Fingernails should be clean, filed, and short. Tattoos that may offend others or are inappropriate in a professional setting must be completely covered.

Examples of *inappropriate* clothing for health care professionals in training, both in a clinical setting and in the classroom, include but are not limited to:

- T-shirts with suggestive, inflammatory, or vulgar print/pictures
- Sheer clothing or clothing that is revealing of undergarments
- Ripped or excessively faded clothing
- Exercise attire such as tights, yoga or sweat-pants (only to be worn with special permission)
- Sleepwear
- Bathrobes

Examples of *appropriate* clothing for health care professionals in training, both in a clinical setting and in the classroom, include:

- Dress/casual slacks, skirts, dresses, blouses and shirts

Furthermore, the following applies to all ***clinical rotations and patient care experiences***.

Students not appropriately dressed will not be allowed to participate.

- Short white lab coats must be worn over appropriate professional attire.
 - *Occasionally, and in special circumstances determined by the preceptor and/or clinical site, such as the operating room, short white coats will not be appropriate.*
- Official Franklin Pierce University nametags or clinical site nametags (if required by the clinical site) are required to be worn at all times.
 - The name tag must be visible and clearly identified in the clinical setting to distinguish PA students from physician assistants, physicians, medical students, and other health profession students and graduates.
 - Students must notify the Course Director immediately if their name tag breaks or gets lost so that a replacement can be ordered.
- Open-toed shoes are not allowed.

- Use of fragrance and excessive jewelry is inappropriate.
- In certain circumstances, as directed by the preceptor and/or clinical site, students may be allowed/required to wear scrubs.

Whether in class or on personal time, personal appearance reflects on the Franklin Pierce University MPAS Program and the PA profession.

Electronic Devices

All electronic communication or paging devices must be silenced during class, lab, and clinical experiences. Students who may need to be contacted in case of an emergency can provide the program's phone number to others as needed. Program staff members are informed to interrupt class or contact the appropriate clinical facility to reach students in an emergency. Laptop use is encouraged for notetaking but should not be used for purposes such as completing assignments or social networking during class/clinical time.

Conviction of a Felony

A conviction of a felony or a conviction of a misdemeanor involving dishonesty, sexual misconduct, substance abuse, or moral turpitude may have an effect on the ability of a student to become licensed as a physician assistant. It is the student's responsibility to be aware of the possible consequences of legal convictions. As such, candidates for admission must acknowledge and provide written explanation of any felony offense or misdemeanor involving dishonesty, sexual misconduct, substance abuse, or moral turpitude or disciplinary action taken against them prior to matriculation in the MPAS program. In addition, should a student be convicted of any felony offense misdemeanor or any such crime while in the MPAS program, they must immediately notify the Program Director in writing as to the nature of the conviction. Both conviction of a felony or a misdemeanor involving dishonesty, sexual misconduct, substance abuse, and/or moral turpitude and failure to disclose prior or new offenses, may lead to disciplinary action, including dismissal from the program, at the discretion of the Program Director.

Substance Misuse

Substance use disorder of mind-altering drugs and substance use disorder are incompatible with the responsibilities of a professional health care provider entrusted with the safety and care of the general public. This includes but is not limited to excessive alcohol use, marijuana, and the improper use of prescription medications (opioids, anxiolytics, etc.). Use of illicit substances and improper use of prescription or over-the-counter medication is unacceptable and not tolerated.

Students at the Franklin Pierce University MPAS Hybrid Program are bound by the Substance Abuse Policies noted in the University Catalog, as well as the College of Health and Natural Sciences Student Code of Conduct.

Demonstration of Technical and Professional Behavioral Standards

Students who do not adhere to the Technical and Professional Behavioral Standards as outlined previously, those who exhibit a pattern of unprofessional behavior, or those who engage in a single, egregious unprofessional act will be referred to the Progress and Promotions Committee for recommendations regarding disciplinary actions, including dismissal from the program.

Student Health

Insurance

Students are required to maintain health insurance and must ensure that their insurance covers them for the duration of their enrollment in the MPAS Program, across all states. Students are responsible for health-care costs, whether incidental or incurred as a result of course-related activity.

Physical Examination and Immunization Requirements

All students must have proof of the following prior to matriculation in the program:

1. A current health examination (within the last 12 months) indicating the student does not have any physical or mental health conditions that may affect their ability to provide safe medical care.
2. *Students are responsible for notifying the program if they develop any medical or mental health conditions that may compromise their ability to provide medical care in a safe manner.*
3. A completed series of immunizations based on current CDC recommendations for health professionals including but not limited to COVID-19, Influenza (flu), Tetanus, Diphtheria, Pertussis, Measles, Mumps, Rubella, Hepatitis B, and Varicella (chicken pox) or proof of immunity via titer. Proof of illness is not sufficient. Religious and medical exemptions to vaccination will be considered. ***Titers are not currently acceptable proof of immunity for COVID-19.***
4. An initial screening test for latent tuberculosis infection (LTBI) is a requirement for clinical training. There are different tests that can be done to screen for LTBI including a two-step tuberculin skin test (TST) or an interferon-gamma release assay (QuantiFERON®-TB Gold In- Tube test (QFT-GIT) or the T-SPOT®). An interferon-gamma release assay is preferred over the TST in individuals who have received the Bacillus Calmette-Guerin (BCG) vaccine. It is not required to show evidence of a negative chest x-ray if you have previously received the BCG vaccine.

A chest x-ray is only required if there is a history of TB infection. But please keep in mind that clinical training sites may have different LTBI screening requirements and students must adhere to these requirements to participate in clinical training.

Students will be required to repeat the PPD requirements annually based on when the initial service was rendered (not based upon date of matriculation).

Students are responsible for keeping track of any/all expiration dates and for compliance with all health requirements current. Failure to complete and maintain the required documentation can prevent or delay students from participating in the program, including possible program activities and/or supervised clinical practice experiences (SCPE).

Appointments

Students are responsible for coordinating and scheduling their own medical/mental healthcare appointments as needed.

Health Records

The MPAS Hybrid Program has contracted with a third-party recordkeeping company (Exxat) who maintains confidentiality of health information. Exxat tracks compliance with all student health requirements as above. Students are required to keep track of, update, and submit all required immunizations, proof of insurance, testing results, etc. directly to Exxat. Exxat will maintain all student health records confidentially.

A health verification checklist will be mailed to you upon acceptance to the program and must be received by Exxat prior to matriculation.

The program will not maintain student health records. Each individual healthcare service provider will maintain all student health records for care they provide. *Only the verification checklist and health summary will be kept in the student's digital or locked file on campus.*

Faculty Non-Involvement in Student Health

The Program Director, Medical Director, and principal faculty are prohibited from participating in or providing health care to students unless the situation is life threatening and warrants emergency stabilization.

Miscellaneous

Drug Testing and Criminal Background Check

Criminal background checks are required prior to student matriculation and must be repeated annually or as required by clinical sites.

Clinical sites may also require drug testing. At these sites, drug testing must be completed prior to participation in a supervised clinical practice experience.

Students are responsible for any fees associated with drug testing and background checks.

BLS & ACLS

BLS (Basic Life Support) Certification is required upon matriculation and must be maintained throughout enrollment in the program. Students must retain appropriate documentation and make it available to the MPAS Hybrid Program when requested to show proof of certification. Please note that an in-person test out is required for both courses. Fully online BLS or ACLS will not be accepted. American Heart Association (AHA) courses are preferred for BLS and required for ACLS. The program requires ACLS training/certification prior to the clinical year. If your card is from other sources, you may find a class at: <https://elearning.heart.org/>.

Malpractice Insurance for Program-Approved Clinical Experiences

The University will provide General Liability and Medical Professional Liability insurance for students while on program-approved clinical experiences, subject to the policies' terms, conditions, and exclusions. Current Certificates of Insurance will be mailed to clinical placement sites annually.

PROGRAM CURRICULUM, SEQUENCE & ACADEMIC CREDIT

Curriculum Overview

The MPAS Hybrid Program curriculum consists of both pre-clinical and clinical components and is designed for completion in 24 months.

The pre-clinical component of the program occurs primarily in an online, virtual environment, whereas clinical education occurs in-person at various clinical sites.

Furthermore, there are a total of four, approximately one-week long, on-campus immersion experiences throughout the program's entirety. Students must present to and be on the Arizona campus for hands-on, in-person learning and evaluations.

In addition to traditional lectures, active learning strategies are employed to promote student engagement with the material. Active learning techniques that may be used in the program include but are not limited to case-based learning, team-based learning, problem-based learning, and inquiry-based learning.

Didactic Courses

Didactic coursework occurs primarily over the first 12 months of the program and builds the foundation for clinical rotations and success on the PANCE. Didactic courses are also included in the clinical year of the program as part of the "Professional Practice" course series.

There are two required on-campus, in-person immersions experiences, as mentioned above, during the preclinical year.

Supervised Clinical Practice Experiences (SCPEs)

Clinical rotations are called Supervised Clinical Practice Experiences (SCPEs). The overall goal of the SCPEs is to provide experiences that allow the application of knowledge from didactic courses and continue the development of professional attitudes, skills, and knowledge. The experiences of real-life medical situations and patient encounters offer students the opportunity to progress from theory to practice and from textbook symptoms to patient presentations. Most of the clinical year will be spent learning and refining patient care skills that will enhance and reinforce classroom teaching, encourage professional growth, and prepare students for a career as a practicing PA.

There are two required on-campus, in-person immersions experiences during the clinical year.

The student is expected to engage in self-directed learning, seeking out appropriate resources both in and outside of the clinical experience. Students are expected to demonstrate competency, not mastery in many clinical skills and tasks. They are also expected to demonstrate an enthusiasm for learning and awareness of their limitations, keeping patient safety foremost in every clinical interaction. Students need to carefully balance the acquisition of new

skills with the safety and trust of the public and the institutions providing these learning opportunities.

SCPEs occur in rural, urban, and community clinics, hospitals, and private practices under a clinical preceptor's supervision. Clinical preceptors may be licensed and certified Physician Assistants, Physicians, Nurse Practitioners, Certified Nurse Midwives, or other licensed healthcare providers experienced in their area of instruction.

Students will participate in seven core SCPEs, including Family Medicine, Internal Medicine, Pediatrics, Women's Health, Surgery, Emergency Medicine, and Behavioral Medicine. Students will also have the opportunity for two additional non-core SCPEs in a medicine and/or surgical setting based on current availability of placements.

SCPEs will provide sufficient patient exposure to allow each student to meet program expectations and acquire the competencies needed for entry into clinical PA practice including:

1. Medical care across the lifespan to include infants, children, adolescents, adults, and the elderly
2. Women's health, including prenatal and gynecologic care
3. Care for conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care
4. Care for behavioral and mental health conditions.
5. *Students are not to be used as substitutes for clinical or administrative staff at any time.*

The MPAS Hybrid Program assumes responsibility for the recruitment of clinical sites and preceptors in sufficient numbers for the program-mandated clinical component of the curriculum. Prospective and enrolled students are not required to provide or solicit clinical sites or preceptors.

Although the program has clinical sites in multiple states, the main clinical hubs for the program are in Arizona and Texas.

With permission from the program, students may voluntarily submit the name(s) of potential preceptors and/or clinical sites not already affiliated with the MPAS Hybrid Program. It is ultimately up to the Director of Clinical Education and Program Director to decide whether the preceptor and clinical site are deemed appropriate for use as a SCPE and for the students' educational experience.

There is no direct or implied guarantee on the part of the University or the MPAS Hybrid Program that the student will be assigned a SCPE with any requested preceptor or clinical site, including those already affiliated with the program.

Student Safety During Supervised Clinical Practice Experiences

The facility at which the SCPE takes place shall provide to MPAS students access to the facility's rules, regulations, policies and procedures with which the students are expected to comply, including, the facility's OSHA, personal and workplace security and personal safety policies and procedures, and shall address all appropriate safety measures for Franklin Pierce University PA students/instructors on site. It will be the preceptor's responsibility to take reasonable steps to ensure personal safety and security of students during the SCPE.

Responsibilities of the Clinical Site

The Clinical Site shall take all reasonable measures to ensure student safety and security during the clinical experience and shall provide the same safety and security measures to students as to employees and patients served by the site. The Clinical Site shall provide time and opportunity for orientation of students as to operating policies, procedures, and regulations, including those related to institution safety and security (e.g., how, when and why to report incidents, institution access and exit procedures), and shall make a copy of applicable operating policies, procedures and regulations available to each student, including at least the following areas:

1. Occupational Safety & Health Administration (OSHA)
2. Standard Precautions
3. Personal and workplace security and safety
4. Student mistreatment, including sexual harassment
5. Health Insurance Portability and Accountability Act (HIPAA)

Preceptor Role

An orientation should occur at the beginning of a SCPE and include introductions to staff, a tour of all practice sites, and a description of office and hospital protocols (including personal and environmental safety and security), routines, and scheduling.

Students inevitably enter clinical training with varying levels of healthcare experience and capability, and so delegated responsibility for patient care will need to progress incrementally over the student's period of training. Preceptors should keep in mind that students just starting out in their clinical rotations may need additional supervision before they feel comfortable enough

to work more autonomously. It is optimal for preceptors to delegate as much responsibility as a given student can manage, while still providing the necessary supervision to ensure a quality learning experience for the student and the safety/well-being of patients.

A clinical preceptor will be a leader and guide in facilitating a student's patient encounters, helping the student gain clinical experiences that are relevant to the practice of medicine and appropriate for the student's achievement/experience level. The preceptor should give guidance about how patient encounters occur and are documented. After completing these encounters, students should be given the chance to present their history and physical exam findings to their preceptor, transcribe/dictate appropriate notes, review accompanying diagnostic studies, generate a differential diagnosis and treatment plan, and complete follow-up patient phone calls as needed.

The PA student should be involved in all activities that the preceptor would engage in during the clinical day. Students should not be exempt from on-call, evening, weekend, or holiday clinical responsibilities, unless the preceptor has determined these activities do not contribute to the students' learning experience.

PA students need exposure to and experience with the entire spectrum of clinical services. This should include, but is not limited to: Outpatient care, inpatient care, emergency room care, and surgical/operative care.

Professional/Interpersonal Concerns During SCPEs

If students face professionalism or interpersonal concerns while on SCPEs, students are encouraged to initially attempt to resolve any problems or concerns by discussing them in a timely fashion with their preceptor. The student should contact their faculty advisor immediately if they are unable to reach a resolution or if issues such as personality conflicts, harassment, or inadequate communication, supervision, or learning are taking place.

Mid-Rotation Evaluations

These evaluations are designed to ensure that students get timely feedback from the clinical preceptor so deficiencies may be identified early by the program and can be corrected before the rotation's end. See course syllabus for details.

End of Rotation Exams (EORs)

For each of the 7 core SCPEs (Family Medicine, Internal Medicine, Surgery, Pediatrics, Behavioral Medicine, Women's Health, and Emergency Medicine), students will take an EOR exam at a time determined by the Course Director. EOREs will be arranged by the Program per PAEA guidelines and will follow the policies and procedures for adherence to the student academic Honor Code. Like didactic exams, EOR exams will be remotely proctored via a third party. Any suspicious occurrences during the EORE will result in an investigation and potential disciplinary action.

Students must inform preceptors that they will not be in attendance on Thursday and Friday of the final week of the rotation due to the exam and travel to the next rotation.

SCPE Administrative Tasks, Attendance, & Professionalism

Timely completion of paperwork, documentation, health requirements, and assignments are imperative during the program's clinical phase. Non-adherence to deadlines can lead to delays in SCPEs and may affect progression through the program. For this reason, a portion of the final SCPE grade includes Administrative Tasks, Attendance, and Professionalism. Reasons you may have points deducted may include but are not limited to failure to meet deadlines, failure to fully complete forms or site-specific requirements, failure to respond to emails, and/or failure to maintain updated and current health requirements.

Student Evaluation of Preceptor & Site

Students must complete the Evaluation of Preceptor & Site form per the course syllabus. This survey evaluation allows Franklin Pierce University MPAS students to provide constructive feedback for preceptors and help guide the future use of clinical sites. Student feedback should offer insight, constructive criticism (if needed), and informative advice, and should not be judgmental or accusatory in nature. This contribution from students can be a powerful tool in improving medical education by providing the preceptor and program with vital information on preceptor performance, attitudes, and conduct.

Guidelines for giving constructive feedback include the following:

- Base it on first-hand, personally observed/experiential data (not on second-hand knowledge of the preceptor/site).
- Keep the tone professional, well-reasoned, and articulate.
- Report specific information, rather than generalized impressions.
- Provide suggestions for improvement, if needed.
- Provide commentary that would help guide other students rotating on the site.

Preceptor Evaluation of Student

At the end of the SCPE, students will be evaluated by their preceptor in at least the following areas: medical knowledge, patient care skills, interpersonal and communication skills, clinical and technical skills, clinical reasoning and problem-solving skills, and professional behaviors. It is recommended that students meet with their preceptor to discuss this evaluation.

The Preceptor Evaluation of the Student form will be released for completion per the course syllabus.

All final course grades are assigned by the program. Students are not to discuss grades with their clinical preceptors. Any questions about SCPE grades are to be referred to the Course Director.

Program Layout

Year 1

<u>PA Term 1</u>	<u>17</u>
	<u>credits</u>
ME 501 Introduction to Health Professions	1
ME 534 Evidence-based Medicine	1
ME 522 Mindfulness in Medicine	1
ME 531 Anatomy I	2
ME 533 Basic Science I	2
ME 507 Patient Assessment I	3
ME 503 Clinical Pharmacology I	2
ME 515 Clinical Medicine I	2
ME 523 Diagnostic Methods I	1
ME 535 Preventive Medicine	2
<u>PA Term 2</u>	<u>16</u>
	<u>credits</u>
ME 541 Anatomy II	3
ME 543 Basic Science II	2
ME 547 Patient Assessment II	3
ME 549 Clinical Pharmacology II	2
ME 545 Clinical Medicine II	3

ME 542 Diagnostic Methods II	2
ME 550 Behavioral Health	1
<u>PA Term 3</u>	<u>16</u> <u>credits</u>
ME 551 Anatomy III	3
ME 553 Basic Science III	2
ME 557 Patient Assessment III	3
ME 559 Clinical Pharmacology III	2
ME 555 Clinical Medicine III	3
ME 558 Diagnostic Methods	2
III ME 554 Cross Cultural Health	1
<u>PA Term 4</u>	<u>18</u> <u>credits</u>
ME 561 Anatomy IV	2
ME 563 Basic Science IV	2
ME 567 Patient Assessment IV	3
ME 569 Clinical Pharmacology IV	2
ME 565 Clinical Medicine IV	3
ME 573 Clinical Skills	4
ME 575 Medical Ethics	1
ME 574 Research	1

Year 1 Total: 67 credits

Year 2

ME 650 Supervised Clinical Practice Experience – Internal Medicine	5
ME 651 Supervised Clinical Practice Experience – Family Medicine	5
ME 652 Supervised Clinical Practice Experience – Emergency Medicine	5
ME 653 Supervised Clinical Practice Experience – Surgery	5
ME 654 Supervised Clinical Practice Experience – Pediatrics	5
ME 655 Supervised Clinical Practice Experience – Women's Health	5
ME 656 Supervised Clinical Practice Experience – Behavioral Medicine	5
ME 657 Supervised Clinical Practice Experience – Elective Rotation I	5
ME 658 Supervised Clinical Practice Experience – Elective Rotation II	5
ME 693 Professional Practice I	1

ME 694 Professional Practice II	1
ME 695 Professional Practice III	1
ME 696 Professional Practice IV	1

Year 2 Total: 49 credits Program
Total 116 credits

For a full description of each course, please refer to the Franklin Pierce University Academic Catalogue.

Please note that the Supervised Clinical Practice Experience (SCPE) courses DO NOT occur in the order listed above.

The Professional Practice courses occur in order as listed.

PROGRAM COMPLETION REQUIREMENTS

Credit Load & Program Sequencing

The MPAS Hybrid Program consists of 8 terms taken on a full-time basis. Due to the importance of building a solid framework of medical knowledge required to provide safe patient care, the didactic courses have been designed to occur in a lock-step progressive order.

All courses must be taken in sequence and students must satisfactorily complete every course in the program of study, for a total of 116 credit hours as described in the FPU University Academic Catalog.

Typically, students complete the program of study in 24 months. If there is a break in the course of study (i.e., such as with a Leave of Absence), students must complete all requirements for graduation within six years of first matriculating in the program.

A student can receive graduate federal financial aid up to the time they reach the maximum borrowing limits.

Course Grades & GPA Requirements (Arizona MPAS Promotion Policy)

To successfully complete the program, a student must achieve a cumulative grade point average (GPA) of 3.0 (B) or higher and have no more than two grades lower than a B- on their academic record at the time of graduation.

Summative Evaluation

The Summative Evaluation is administered within the last four months of the program during the Professional Practice series. It is used to assess the culmination of medical knowledge, clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal and communication skills, patient care, and professionalism which we require all students to have learned prior to program completion.

The Summative Evaluation is used to verify the student is prepared to enter clinical practice. A student will be permitted to take the Summative Evaluation only after successful completion of all preceding courses in the didactic and clinical phases of the program.

Exceptions to these rules will be permitted only under extenuating circumstances, on a case-by-case basis, and at the sole discretion of the Program Director.

Students must demonstrate satisfactory performance on the Summative Evaluation to successfully complete the program.

Evidence-Based Medicine Project

Students are required to complete an evidence-based medicine research project. The purpose of this project is to provide students with the opportunity to evaluate health issues and use medical literature to suggest interventions that may improve the health of a patient or community. This experience requires a student to synthesize and integrate knowledge acquired in coursework and present the project professionally.

Graduation Procedures

The Program Director will recommend students for graduation after confirmation of satisfactory completion of all program requirements. Certificates of Program Completion are awarded by the MPAS program and degrees are conferred by the University at the end of the term in which the student completes the requirements for graduation.

Students are eligible to take the Physician Assistant National Certifying Exam (PANCE) immediately after the program has confirmed successful completion of all program requirements.

Regarding transcripts

Degrees will not be conferred until all grades are submitted to the registrar's office. No earned degree will appear on the transcript until the degree has been conferred and awarded. The registrar's office does not allow early grade submittal, so all students completing program requirements must wait until the term ends to have grades submitted. The graduate can request a transcript once grades have been submitted and the degree conferred. Note: Any graduate may request a transcript at any time. If the degree has not been conferred, they need to add to the request, hold for final grades, or hold for the degree. That way, the registrar's office will have the request, and once the degree has been posted, the transcript will be processed. Each student or graduate must request and pay for transcripts (See the following link to request a transcript). www.franklinpierce.edu/transcripts

Regarding Diplomas

Diplomas are ordered for all the students who had their degrees conferred at the end of the term in which they graduated. It takes four (4) to six (6) weeks for the diplomas to return to FPU, and then, if there is no financial obligation, the diploma is mailed to the address on file in Campus Web. It is very important to inform the registrar's office if your address changes. (See the following link to inform the registrar's office of address changes). Registrar@franklinpierce.edu

The Registrar's Office does not offer electronic diplomas but may be able to offer a letter to confirm graduates have completed the program and university requirements. This can be done as the graduate awaits the official processing of the transcript to occur.

Procedures and policies may change or be updated, so all students and graduates are encouraged to contact the Registrar's Office with additional questions and inquire about their current policies and procedures.

The annual Arizona MPAS graduation ceremony will be held in Arizona. Students are also eligible to participate in the May Commencement Ceremony at the Rindge campus if they choose. Students must notify the Registrar regarding their intent to participate by February 1st (this date is subject to change and is posted in the FPU Academic Catalog).

To participate in the Commencement Ceremony in May, all students must:

- Reply to the email sent from graduation@franklinpierce.edu
- Have completed all program requirements.

Documentation of student achievement of the requirements for program completion shall be maintained by the program and located in the student's permanent file.

Student Financial Services

Financial services are available to all students. All students who are admitted and matriculated into a degree program at Franklin Pierce University may apply for federal financial assistance. More information on financial services may be found at this link:

<https://www.franklinpierce.edu/admissions/tuition-fees-financial-aid/index.html>

Tuition and Fees

[Tuition & Fees - Franklin Pierce University](#)

Travel, Housing, & Transportation

During the clinical year, students may have to complete clinical rotations in locations away from their home area. Students are responsible for coordinating all travel and housing accommodations. Furthermore, students must have reliable transportation to and from their clinical rotation sites. The cost of all transportation (including air travel) and housing is the responsibility of the student and will vary based on the location.

Refund of Tuition & Fees

A student may withdraw from the University in accordance with the policies stated in the Academic Catalog. The effective date on a withdrawal form is the date upon which refunds will be determined. A student who leaves the University without completing the withdrawal form or who is suspended or dismissed from the University may not be entitled to a refund.

Academic Support Services

The Center for Academic Excellence offers a variety of presentations, workshops, and individualized services in support of CHNS graduate students. Please consult the following URL for additional information:

<http://eraven.franklinpierce.edu/s/cae/>

Tutoring

The College of Health & Natural Sciences does not offer formal tutoring services.

All arrangements for tutoring services are coordinated by the student. Financial arrangements for these services are made between the tutoring company/tutor and the student.

Career Services

The Lloyd & Helen Ament Astmann '69 Career Center offers a variety of services to assist CHNS students in all phases of their career decision-making and job search. Support is available via phone, email, or zoom and the office has developed a variety of web-based resources to support career exploration and job search preparation.

The MPAS Hybrid Program incorporates career development into its coursework.

Job announcements may be periodically e-mailed to the graduating and upcoming classes along with opportunities for fellowships, residencies, and financial support.

Disability Accommodations

Students seeking accommodation and/or services, for conditions warranting such, must contact the University's Center for Academic Excellence prior to or upon admission. All information regarding the registration process can be found on their website. Retroactive academic accommodations will **NOT** be made. *There is no automatic referral from Admissions or other FPU offices.*

Coordinator of Student Accessibility Services Center for Academic Excellence
(603) 899-4126

Email: studentaccessibility@franklinpierce.edu

Website: <https://www.franklinpierce.edu/student-experience/support/academics/cae/disability.html>

Students requesting testing accommodations must do so for scheduled examinations in every course for which they are registered according to the procedures set forth by the Center for Academic Excellence and policies of the Program. If a student fails to submit a timely request, they forfeit the option to take the exam under the conditions described in any accommodations letter sent to the MPAS Hybrid Program. When this occurs, the student must then take the exam at the regularly scheduled date, time, and location without extended time, private testing space, alternate exam format, or any other accommodation that is pending or not yet approved.

Students must notify Course Directors at least 1 week before accommodations needed to give the program enough time to coordinate and implement the accommodations as granted by the Center for Academic Excellence.

Furthermore, an accommodation is not reasonable if it fundamentally alters the nature of the program, test, or assessment; eliminates essential academic, technical, or professional standards; lowers academic standards; creates an undue financial or administrative burden; or creates a threat to the health or safety of others. Inability to meet the Technical Standards throughout the full duration of MPAS Hybrid Program enrollment will necessitate further review which may delay or terminate progression and/or enrollment in the program.

Students requesting accommodations are responsible for contacting the Coordinator for Student Accessibility Services directly for assistance.

Library Services

Students have remote access to the University library and the library's Physician Assistant Subject Guide. Here, students can find links to Access Medicine (contains clinical and educational resources and eBooks), research databases (PubMed, Cochrane Library, etc.) and other supplementary educational resources such as Anatomy and Physiology Revealed, PA Exam Prep (a PANCE review program), and Up-To-Date, among others.

Program Specific Resources

The MPAS Hybrid Program has also contracted with several vendors, which are included here but not limited to: Osmosis, Complete Anatomy, and Rosh Review that students will use throughout the program.

IT Support

The Franklin Pierce Help Desk is staffed between 8:00am-4:30pm EST Monday through Friday. All service requests are entered into a ticketing system and assigned to the appropriate staff member. Requests can be made by phone (603)-899-4214, by email (ithelpdesk@franklinpierce.edu), or by visiting the Help Desk service site online.

MPAS POLICIES & PROCEDURES

Policies discussed in this handbook are in addition to those stated in the current University Academic Catalog and the College of Health & Natural Sciences Student Code of Conduct.

In situations where more than one policy discusses the same topic, whichever policy is more stringent on the specific issue in question applies.

Academic Advising Policy

Upon Matriculation, each student is assigned a faculty member as their faculty coach. The student or coach may initiate meetings with individuals or groups of advisees as needed.

Faculty Coaches, course directors and adjunct faculty will communicate with each other regarding student performance and progress. Students will receive feedback from these collaborative discussions through their Faculty Coach, if deemed necessary.

Support for academic success is available from the Center for Academic Excellence. A link to their website is below.

<https://www.franklinpierce.edu/student-experience/support/academics/cae/index.html>

Grievance Policy and Appeal Procedures

Students in the MPAS Program who have a grievance related to the program's policies and procedures or a final course grade must submit a written request for review of the grievance to the Course Director, within two (2) weeks of the incident or before final grades are submitted to the Registrar.

- If the student is dissatisfied with a faculty member's conclusion, they may appeal to the Director of Didactic Education. If warranted, the Director of Didactic Education may refer the issue to the Program Director.
- Per university policy, the student can appeal to final decision. The decision of the Program Director to the Dean will be final.

- The form can be found on the university website: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://eraven.franklinpierce.edu/s/dept/registrar/docs/Suspension-Dismissal-sanction-Appeal-Form-Grad.pdf>

Academic Honesty and Integrity Policy

Franklin Pierce University requires all students to adhere to high standards of integrity in their academic work. The MPAS program values and fosters a culture of academic integrity for all students enrolled in the program. Students are bound by the following, which are all in place in each class and ascribe responsibility to each student to uphold the highest standards for themselves and their classmates:

Guidelines for Ethical Conduct of the Physician Assistant Profession:

<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Student Code of Conduct:

https://www.franklinpierce.edu/student-experience/docs/codeofconduct-2023_2024.pdf

NCCPA Code of Conduct for Board Certified and Certifying Pas and Pas with the PA-C Emeritus Designation:

<https://www.nccpa.net/wp-content/uploads/2020/09/Code-of-Conduct.pdf?mID=113>

When any assessment is administered, students are prohibited from discussing the content or format with other students until all students have completed the activity. Academic dishonesty, such as plagiarism, cheating, and deceit is not acceptable. These actions and/or actions that violate exam security will not be condoned by the University or the MPAS Hybrid Program. Students are also required to report instances of known or suspected cheating or plagiarism to their Course Director or faculty advisor.

If a violation of academic integrity is suspected by or reported to faculty, the faculty member will report the incident, in writing, to the Program Director who will convene a meeting of the Progress and Promotions Committee. The Progress and Promotions Committee will review the written report and may ask to meet with involved faculty and student(s) before deciding if a violation of academic integrity occurred. If it is determined that such a violation occurred,

the Progress and Promotions Committee will then determine what consequences are warranted.

Potential consequences include a verbal warning, a letter of warning to be kept in the student's program file and copied to the Program Director and Dean, and recommendation to the Program Director for probation, suspension, and dismissal from the program.

Students involved in a single act of academic dishonesty are subject to disciplinary action, which may include suspension and dismissal from the program.

Artificial Intelligence (AI) Policy

Students may not use AI (e.g.: Chat GPT, DALL-E, Bard, Moonbeam, et al) for any assignments, assessments, graded components, or other documents or work submitted in the course unless specifically authorized by the Course Director(s).

All submissions are subject to being evaluated using plagiarism and AI detection software. Should a student submit an AI generated work as their own, it will be considered plagiarism and a breach of the academic integrity policies of the Program. The student will be referred to the progress and promotions committee for appropriate disciplinary action not limited to dismissal from the program.

Please be aware that information generated by AI platforms is from other sources. The AI platform has not requested permission for use of nor cited the sources used. The information generated by AI may contain errors, omissions, inaccuracies, falsehoods, biased data, incomplete content, material that has not been verified or is blatantly false, incorrect grammar and spelling, among other discrepancies and deficiencies. It does not replace human synthesis of information and critical analysis in the creation of original work.

Academic Standards Policy

The MPAS Hybrid Program at Franklin Pierce University is a master's level professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice as a physician assistant and meet academic criteria consistent with degree programs at the graduate school level. Students are held to both the MPAS Promotion Policy, and the College of Health & Natural Sciences Graduate Academic Standing Policy as listed in the University Academic Catalog (*whichever is more stringent applies*).

Grading Scale in the Didactic Year

Grade	Quality Points	Score
A	4.00	93.00-100
A-	3.67	90.00-92.99
B+	3.33	87.00-89.99
B	3.00	83.00-86.99
B-	2.67	80.00-82.99
C+	2.33	77.00-79.99
C	2.00	73.00-76.99
F	0.00	0.00-72.99

Grading Scale in the Clinical Year

Grade	Quality Points	Score
A	4.00	93.00-100
A-	3.67	90.00-92.99
B+	3.33	87.00-89.99
B	3.00	83.00-86.99
B-	2.67	80.00-82.99
F	0.00	0.00-79.99

Students must achieve and maintain academic standards that are in accordance with the policies of the Program, the College of Health & Natural Sciences, and the University.

Academic Standing Policy

The program's course sequence is designed to provide incremental knowledge and skills necessary for PA practice. The student will progress through the curriculum as designed if they are in good academic standing or at the discretion of the Student Progress and Promotion committee and the Program Director.

Maintaining good academic standing includes a cumulative grade point average (GPA) of 3.0 (B) or higher and have no more than one grade lower than a B- on their academic record, passing all Pass/Fail courses/assignments, and maintaining technical and professional standards.

Disciplinary Sanctions

Academic Probation

- Any student whose term GPA is below 3.00 for a single term, or
- Any student whose cumulative GPA is below 3.00, or
- Any student who receives a final course grade below a B- in any course regardless of GPA.

Students on Academic Probation or who have demonstrated insufficient professional development at the end of the Didactic year may not progress to the Clinical year based upon the recommendation of the Progress & Promotions committee.

Up for Program Dismissal

- Any student who receives a grade of F (failing) as a final course grade in any course, or
- Any student who receives two final course grades of C+ or below (regardless of when they occurred in the program), or
- Any student whose term or cumulative GPA is below 3.00 for two terms (need not be consecutive terms), or
- Any student who fails to earn a Pass (for a Pass/Fail course) or a final course grade of C+ or better in any repeated graded course (such as in the case of a Leave of Absence), or
- Any student who fails to adhere to the technical and/or professional standards of the program, as documented on the MPAS Program's Technical Standards Acknowledgement Form or Professionalism Evaluation, or
- Students who re-matriculate and fail to maintain a term GPA of ≥ 3.0 .

Notice of a Disciplinary Sanction shall be delivered in writing (electronic or paper format) to the student within five (5) business days of the sanction determination and shall take effect immediately upon delivery. The decision may be appealed to the Program Director in writing within seventy-two (72) hours of delivery to the student. The student may discuss the suspension or dismissal first with the Program Director. If agreement is not reached at that level, the student may appeal to the appropriate Dean to appeal the sanction or for reinstatement into the program.

MPAS Progress & Promotions Committee

The Progress and Promotions Committee will be comprised of the Program Director, Medical Director, and all principal MPAS faculty members. The Program Director will appoint a Chair to serve a two-year term with a new Chair being appointed every two years.

The purpose of the Progress and Promotions (P & P) Committee is to review and monitor the progress of students during both phases of the curriculum to ensure students are performing at an acceptable level to successfully complete the present phase and advance to the next phase of the Program. The committee reviews issues related to student academic performance, academic dishonesty, unprofessional or unethical behavior, and other special circumstances.

During these reviews, the Progress and Promotions Committee Chair will make recommendations to the Program Director, and further if needed, the College of Health and Natural Sciences (CHNS) Graduate Academic Standards Committee, regarding academic advancement and/or academic sanctions according to the Program's policies and procedures.

If the committee decides that remediation is required, then a plan will be defined on how the student will demonstrate success. The student's advisor or a designated member of the committee will facilitate the development, implementation, and monitoring of these plans.

Members of the Progress and Promotions Committee are also responsible for making recommendations for suspension or dismissal from the program as indicated.

Remediation Policy

Remediation is a process, beyond the standard course curriculum, designed to address deficiencies in a student's knowledge, skills, or behavior. The student to bring academic and/or professionalism competencies and/or standards to an acceptable level.

Goals of Remediation

The goal of remediation is to:

- Facilitate the student's competency of knowledge, skills, and behavior in the areas in which the student is determined to be deficient.
- Assist the student in professional development.

Guidelines for Remediation & Retesting

Remediation & Retesting in Didactic Courses

Remediation applies only to an assessment/exam, not to a course. Remediation of quizzes and other assignments will not be offered. The only exception to these rules is extenuating circumstances and must be approved by the Course Director.

Assessment/exam scores below 70% require remediation.

- Students must email their Course Directors and CC their Faculty Coach regarding the need for remediation for all scores below 70%.
- No grade changes are permitted without remediation.
- Remediation assignments are due within 3 days of the original exam. The type of remediation is determined by Course Directors and may include but is not limited to, written assignments, oral assignments, multiple choice exams, essay exams, short answer exams, and/or oral exams.

Remediation & Retesting in Clinical (SCPE) Courses

SCPE Courses contain assessments that are deployed to determine student learning outcomes. Remediation applies only to a specific assessment, not to a course.

- Students are required to retake EOREs as follows:
 - An EORE Z-score less than -1.99
 - = Requires *mandatory* retest of the failed EORE.
 - A maximum of two (2) EOREs can be retaken throughout the entire clinical year.
 - The maximum grade achievable on the EORE retake is 70%. If the retest score is below 70%, the retest score will stand.
 - A failure of the same EORE twice is a failure of the course and subject to Progress and Promotions (P & P) Committee review.
 - All SCPE EORE retesting must be approved by the Director of Clinical Education.
 - Students must pass all SCPE courses to graduate.
- Failure of a SCPE course during the clinical year is reviewable by the Progress & Promotions Committee and will result in repeating that SCPE course in a subsequent term which will delay graduation.
- If a student fails a second SCPE, they will be referred to the Progress & Promotions Committee and will be up for dismissal from the program.

Remediation & Retesting Summative Assessments

ARC-PA Standard B4.03 - During the last four months of the Program, students must pass the summative assessments which includes the Physician Assistant Education Association (PAEA) end of curriculum (EOC) exam.

Students must successfully complete all components of the summative assessments. The PAEA EOC exam is an in-person proctored exam per PAEA requirements and must be passed with a minimum score of 1400. Students who fail the EOC exam (score of less than 1400), will be allowed one additional attempt no sooner than 60 days from the original attempt per PAEA requirements. If a student must take a second attempt, they will be required to return to campus for the in-person exam. Students who do not pass the second attempt of the EOC exam will be up for dismissal. All other components of the summative assessment must be passed to demonstrate competency. Remediation will be required if the student is unable to

demonstrate competency during their first attempt.

Remediation Records

A record of all student remediation exercises will be kept by the program and aggregated to the students' file at graduation.

Professional Development Policy

The MPAS Hybrid Program believes in a culture of integrity, compassion, and respect. The growth and professional development of our students as future PAs is an important responsibility.

If a student behaves in an unprofessional manner, the faculty or staff member who witnessed the event will present the issue to the Progress and Promotions Committee. The committee will determine whether the student needs to meet with their advisor and appear before the committee to discuss the behavior. After the committee meets and hears from the student, a professional behavior development plan shall be determined by the committee. This plan will be tailored to address and rectify the documented professionalism breach; all meetings, findings, recommendations, and outcomes of these meetings will be documented, and copies placed in the student's permanent file/record.

If the Progress and Promotions Committee deems the unprofessional behavior to be egregious in nature, the student may be recommended for dismissal from the program.

Unsuccessful development of professional behaviors or additional unprofessional events will be referred to the Progress and Promotions Committee and a plan will be made on an individual basis with input from the Program Director, which may include dismissal from the program.

Assignment Policy

Instructions for all assignments must be followed completely. Deadlines for assignment submissions will be determined by the Course Director for each course. Course assignments submitted after the established deadline may receive a grade of zero or be subjected to a penalty as determined by the Course Director as described in the syllabus and/or course outline for each course.

Full-time Enrollment Policy

The curriculum design in the MPAS Hybrid Program does not allow students to attend part-time.

Dress Policy

PA students must dress professionally during both didactic and clinical phases of the program as detailed above in the Professional Conduct section.

Attendance Policy

Didactic Attendance Policy

Due to the high rigor and pace of the PA program, MPAS faculty believe there is significant benefit to attendance and participation in all program activities. Engaged learners and active participation in the classroom build a collaborative spirit and positive learning environment. Regular attendance also fosters the development of professional behaviors required on clinical rotations and eventual clinical practice. Furthermore, it is our belief that attendance helps faculty to identify students with academic or other challenges throughout the program.

Course Directors set attendance policies for their individual courses. Course Directors require attendance for synchronous components of their courses, some of which require attendance to receive a grade. If an absence from a required synchronous activity is unexcused, points are deducted from the individual assignment/activity grade. Some courses have a participation/professionalism grade. If an absence from a non-graded but required synchronous activity is unexcused, students may have points deducted from this grade.

Recorded didactic lecture material is available to students asynchronously. However, active learning sessions that utilize “breakout rooms” will not be recorded. Students are responsible for all material covered during class time regardless of attendance, including information discussed in active learning sessions.

Attendance at all predefined on-campus immersion weeks is **“required”**.

Supervised Clinical Practice Experience (SCPE) Attendance Policy

Attendance is “**mandatory**” for all SCPEs (clinical rotations) in the clinical year.

Under extenuating circumstances, permission for an excused absence may be granted at the discretion of the Director of Clinical Education or Program Director. Approval of each request is made on a case-by-case basis and there is no guarantee the approval will be granted.

Excused and Unexcused Absence Policy

Excused Absences

An absence is considered excused when the cause is a personal emergency or incapacitating illness of the student or the student’s dependent or immediate family.

Participation in approved university-sponsored activities (with verification) or government required activities may constitute an excused absence. Arrangements for any planned excused absences must be made prior to the absence and approved by the Course Director.

Documentation will be required for all excused absences, including but not limited to doctor’s notes, obituaries, death certificates, proof of attendance, etc.

Absence due to any reason outside of those listed previously will only be considered on a case- by-case basis.

The student must make every reasonable attempt to schedule appointments outside of class time and SCPE hours. **Business appointments, job interviews, routine dental and doctor appointments, weddings, graduations, family reunions, and other social events are not valid reasons for an excused absence.**

Additional information regarding the clinical year:

- The student is responsible for contacting the preceptor/SCPE site office as soon as possible regarding any absence, via telephone or electronic means; but in any event, no later than 1 hour prior to the start of the clinical shift.
 - If the appropriate party cannot be reached, then students must leave a phone or electronic message regarding the absence, and a phone number where they can be immediately reached.

- More than two (2) excused absences from a single SCPE will result in a grade of "I" (incomplete). Students that receive an "I" may have the opportunity to make up the time missed, hour for hour, depending on the SCPE schedule.
- If this cannot be done, the student will have to repeat the rotation at a later date, depending on rotation availability and at the discretion of the Director of Clinical Education. This may result in a delayed graduation.

Unexcused Absences

Any absence not meeting the criteria for an excused absence as detailed above shall be considered an unexcused absence.

Unexcused absences are considered a violation of the standards of professionalism and may result in disciplinary action.

Unexcused absences for all exams/assessments will result in a grade of zero for that assessment/exam.

Additional information regarding the clinical year:

- Unexcused absences may result in failure of a SCPE.
- There are no personal days during SCPEs.
- Students are not to request days off for vacation or for studying during the SCPEs.
- Students experiencing unexcused absence(s) that miss more than 10% of the required hours of the SCPE may:
 - Result in a grade of "I" (incomplete). Students that receive an "I" may have the opportunity to make up the time missed, hour for hour, depending on the SCPE schedule.
 - If this cannot be done, the student will have to repeat the rotation at a later date, depending on rotation availability and at the discretion of the Director of Clinical Education. This may result in a delayed graduation.

Extenuating circumstances

Should an exception to any attendance policy need to be made, the Director of Didactic Education (during the didactic year), the Director of Clinical Education (during the clinical year), and/or the Program Director will ultimately determine if an absence is considered excused.

Holidays

Students in the didactic year are given all University observed holidays off. If there are other religious/cultural holidays students want to observe, these

must be discussed case-by-case with the student's faculty coach, with final approval from the Program Director. Please see Religious Holidays section below.

Students on SCPEs are given off winter break. For other University observed holidays, students are expected to mirror the schedules of their clinical preceptors (if the preceptor works over the holiday, the student is expected to as well). If there are other religious/cultural holidays students want to observe, these must be discussed case-by-case with the student's faculty advisor, with final approval from the Program Director. Please see Religious Holidays section below.

Religious Holidays

Students must notify Course Directors, the Director of Didactic Education (during the didactic year), the Director of Clinical Education (during the clinical year), if they may miss any required component, including exams, quizzes, and assessments, for observation of a religious holiday. This notification must occur in writing, prior to the start of the didactic or clinical year. Accommodation will be determined if appropriate by the Course Director(s), the Director of Didactic Education or the Director of Clinical Education, whichever applies to the student's phase in the program.

Pregnancy Policy

All students are covered by Title IX. Please find the institution-level policy here:

chrome-extension://efaidnbmnnnibpcaipcgglefindmkaj/https://franklinpierce.edu/student-experience/docs/TitleIX_grievance-2023_2024.pdf

With maternal/fetal safety in mind, all students are encouraged to inform the Program Director immediately in writing once pregnancy has been confirmed. If a student chooses not to inform the Program Director of their pregnancy, the program may be unable to exercise options that could protect the fetus.

For students who voluntarily disclose pregnancy, the Program Director will discuss factors to be considered in cases of pregnancy with a student based on acceptable professional guidelines. A student is offered alternatives after the consultation with the Program Director. These include:

1. An immediate leave of absence. Refer to the leave of absence policy.
2. Continuation in the program after being given specific instruction regarding safety practices, safety monitoring, and specific clinical and laboratory assignments. Refer to the university policies surrounding Title IX.

3. Continuation in the program with requisition of additional safety monitoring, but without additional modification of assignments.

The student must progress in all educational experiences of the program, both didactic and clinical. If the student cannot, they will be encouraged to alter their course of study as stated in alternative #1 above.

Tardiness & Disruptive Behavior Policy

For class meetings/activities that have been deemed as “required”, students are expected to arrive to class on time and to participate for the duration of the class, whether online or in-person.

Punctuality and participation are required for all immersion weeks and SCPEs.

Tardiness or distracting behavior (e.g., talking on the phone, text messaging, digging for papers, loud eating) is disruptive to classmates and instructors and can result in students missing important information.

Faculty will monitor timely arrival and appropriate behavior in class. Disruptive behavior is a violation of the Professional Behavioral Standards as noted above.

Student Employment Policy

To enhance student learning and ensure student success in the MPAS program, it is highly recommended that students do not work while enrolled in the program. If a student chooses to work while enrolled in the program, work schedules must not interfere with required class attendance, academic performance, exam schedules, on-campus immersion weeks, or SCPE schedules.

Students are never required to work for the program in any capacity. Students will not substitute for or function as instructional faculty. Students may not be the primary instructor or instructor of record for any component of the program’s curriculum.

Deceleration Policy

Deceleration occurs when a student’s progression is interrupted such that a student does not advance with their cohort and is offered to rematriculate with the next cohort. Recommendation for deceleration is typically made by the Progress and Promotions Committee. *The decision to permit deceleration is at the discretion of the Program Director and will be decided on a **case-by-case basis**.* Furthermore, in which term or phase of the program students will reenter is also decided on a case-by-case basis with

the final decision belonging to the Program Director. A student may decelerate only once during the program. A record of deceleration for each student will be kept in the student's permanent file.

Potential reasons that may warrant deceleration include but are not limited to the following:

- Leave of absence (see Leave of Absence Policy)
- Family emergencies
- Other extenuating circumstances

Students are encouraged to speak with their faculty coach and the Program Director when they are experiencing extenuating and/or exceptional circumstances that may impact their success and/or continuation in the MPAS program.

Leave of Absence Policy

Please see the Franklin Pierce University Academic Catalog for details regarding the Leave of Absence Policy.

In addition to that policy, any student seeking re-entry into the MPAS program following a leave of absence for any length of time shall require review by the Progress and Promotions Committee and development of an individualized re-matriculation plan. Students must demonstrate competency prior to re-entering a phase of the program, if the student has been away from the program for 15 weeks or longer due to a leave of absence.

Withdrawal Policy

Withdrawal from the MPAS Program and/or courses is described in the Franklin Pierce University Academic Catalog.

Personal Computer & Connectivity Requirements Policy

All students must have a laptop computer with a stable internet connection for the program's duration (notebooks and touchpads are not recommended). The computer must be able to meet the needs of the program and any software application used throughout the program.

Laptop computers must meet the following minimum system requirements: Processor: Intel i5 4Core
RAM: 8 GB
Network card: Built-in
10/100/1000 Operating
System: Windows 10

Anti-Spyware software is highly recommended
Anti-virus is required
Cable: Category 5 network cable with RJ-45 connectors
A security cable to lock your computer is recommended.

ExamSoft/Examplify minimum system requirements:

<https://examsoft.com/resources/examplify-minimum-system-requirements>

Email Policy

Emails will only be sent to a student's official FPU email account. Students are responsible for checking their university email account daily. This conduit is critical for information sharing. Students bear full responsibility for erroneous or overlooked information if they fail to monitor, read, and respond to email correspondence pertaining to the program.

If you have trouble accessing your FPU email account, contact the IT Help Desk at 603-899- 4214.

Policy on Digital/Virtual Learning Etiquette

During all phases of the program, students will be required to participate in digital/virtual learning environments and will be expected to adhere to the following guidelines, unless otherwise directed by the host of the meeting:

- Attempt to log on to digital/virtual meetings 5-10 minutes prior to the start time.
- In order to facilitate development of communication skills (a technical skills requirement) You are **require** to have your camera turned "on" during meetings and live sessions. *(Course directors may allow rare acceptations on an individual basis).*
 - Be within the frame of your camera, showing that you are engaged and present.
 - Turn your camera off if you must leave during the session.
 - For camera off, provide an appropriate profile picture.
- Dress as if you were attending class in person.
- Mute your microphone when you are not speaking.
- It is recommended to have your digital/virtual viewing in "gallery" mode.
- Be respectful to other participants when they are speaking.
- Use the "raise your hand" or "chat" feature to get your fellow participants' attention.
- Try to avoid having other people in your background as this can be distracting to others.
 - If this is unavoidable, set an appropriate virtual background.
- Refrain from inappropriate conversations in the chat feature.
- Discussions in the chat box should relate directly to course material being taught.

- In circumstances where your camera or microphone is not working, please communicate this information to the lecturer/other participants.

Following these guidelines indicates you are engaged in the meeting/class and are adhering to commonly accepted digital/virtual learning etiquette.

Examination Policy & Procedures

During all phases of the program, students will be evaluated using various methods including but not limited to participation, written exams, practical exams, oral exams, and professional behavior.

PA profession-specific standardized examinations such as Physician Assistant Clinical Knowledge Rating Assessment Test (PACKRAT™), PAEA's End of Rotation Exams (EOREs), and the Physician Assistant National Certifying Exam (PANCE) are timed, multiple-choice exams and are designed to provide 1 minute per question. To prepare students for these exams, exams administered during the program will also be timed. The amount of time allowed for each question will be decided by the Course Director and will attempt to reflect the time allowed for the above standardized exams.

During **on-campus** examinations/assessments (e.g., immersion weeks):

- Students are strongly encouraged to be seated in the exam room and logged into the exam 5-10 minutes before it starts. *The proctor will start all exams at the stated start time. Students arriving late will not be granted additional time to complete the exam.*
- All papers, preparation materials, and personal effects (including, but not limited to notes, textbooks, I-pads/e-books, cell phones, other electronic devices, calculators, backpacks/bags, and translation devices) must be powered down (if applicable) and stored in a designated area at the front of the room. No items other than those provided to students are allowed for any purpose during an exam.
- No hats are allowed.
- No smartwatches are to be worn.
- Students must show that their pockets are empty.
- No sunglasses allowed.
- No food or drink is allowed in the exam room, unless medically indicated.
- All non-test related computer programs, applications, and web browsers must be closed before and during the exam.
- Students are prohibited from taking photos or screen captures of any portion of an exam.
- Talking is not permitted during the testing process.

- No assistance may be provided to students regarding any exam content or wording of a question. Please raise your hand if you are experiencing a technical issue with your computer.
- Unless otherwise specified, given the relatively short duration of exams, there are no breaks scheduled during the exam times. The exam clock shall continue running when a student takes a break. If a student elects to take a break (e.g., bathroom use), they must raise their hand and receive permission from the proctor. During the break, the student must not access any personal items other than medication, food, or drink. Items not permitted to be accessed during a break include, but are not limited to, cell phones, PDAs, computers, BlackBerrys, exam notes, books, or study guides.
- Policies regarding Academic Honesty and Integrity will be upheld.
- Proctors will report any improper behavior or suspected cheating to the Course Director and/or Program Director.
- Proctors will obey the time duration for the test and will collect all exams at the designated end time. *Refusal of a student to turn in the exam immediately when directed by the proctor shall be documented in writing by the proctor and shall result in failure of the exam.*

During **off-campus (remote)** examinations/assessments:

- All the above requirements for on-campus examinations/assessments shall apply. In addition:
- Didactic examinations will be administered through Canvas and/or ExamSoft.
- The Physician Assistant Clinical Knowledge Rating Assessment Test (PACKRAT™) and End of Rotation Exams will be administered through PAEA (Physician Assistant Education Association).
- Students may be required to show a valid picture ID prior to starting any examination and/or take a photo prior to starting the exam (e.g., ExamSoft).
- Students will be recorded and virtually proctored.
- During exam-taking, the student's face must always be facing forward and visible.
- There should be no gazing off or turning away from the camera.
- The camera angle should allow viewing the top of the head to just below the shoulders (approximately 4–6-inch radius around face).
- Hair must be pulled back so that ears are visible.
- No headphones or earbuds are allowed.
- No headbands/headwraps are allowed, except for religious/cultural purposes.
- No scarves, neck, or shoulder coverings are allowed.
- No hoodies permitted.
- If prescription glasses are required, they must have clear lenses (no tint) and the student must show them to the camera to ensure there are no pinholes (video recording devices) or Bluetooth devices attached.
- Monitors should not be larger than 27 inches.

- The room should be quiet and free from distractions.
- No other people, children, or pets are allowed.
- Talking is not allowed.
- Students are not allowed to read questions and/or answers out loud.
- Any suspicious activity during the examination will be flagged and reviewed by faculty.

Exam Review Policy

Exam content will not be disclosed to students following the assessment. Copying of any portion of an exam, even during an exam review session, is strictly prohibited and considered a violation of the honor code.

General Lab Policies & Procedures

Human Tissue/Cadaver Lab Policy

If cadaver or human tissue laboratories are conducted, students are expected to act and dress appropriately. The use of photographic or video equipment is not permitted. Anatomical remains should never be removed or disrespected. A single violation of this rule may result in dismissal from the program or other sanction(s). Students are also required to follow all additional policies related to participation in human tissue/cadaver labs as established by the facility/institution hosting such training.

Lab Safety

- Lab aisles must be kept clear. All book bags, shoes, etc., must be stored in program approved areas only.
- All tables and equipment must be cleaned with a disinfectant after each use.
- Faculty will provide instruction regarding the proper handling, storage, and disposal of any hazardous material encountered in the laboratory.

Use of Equipment

- Students are expected to behave responsibly when using lab equipment, following all manufacturers' guidelines for intended use. Improper use of equipment may pose serious hazards to people and may result in damage to equipment. Anyone found improperly using equipment will be subject to disciplinary action.
- In the normal course of use, equipment may fail or break. It is the responsibility of each student to report broken or malfunctioning equipment immediately to the Course Director.
- All equipment must be returned to designated storage spaces after each use.

Theft or Damage to Property

Theft or malicious destruction of property will not be tolerated. Students engaging in such activities will be subject to disciplinary action.

Attire & Hygiene During Physical Exam Labs

- All students must wear athletic shorts several inches above the knee. Denim shorts, cut-offs, thick seamed shorts, or shorts with belts are not allowed.
- Female attire also includes a well-covering sports bra.
- Students must be appropriately dressed before the start of each lab.
- If/when serving as a mock patient, a student is more comfortable with less skin exposed, then please notify the course director or the small group instructor.

Exceptions related to required attire during physical exam labs may be made on religious or cultural grounds.

Coercion of mock patients into exposing more skin during physical examination than they are comfortable with is strictly prohibited.

Social Media Policy

The MPAS program supports the American Medical Association's (AMA) stance on social media. According to AMA, "using social media can help [providers] create a professional presence online, express their personal views and foster relationships, but it can also create new challenges for the patient– [provider] relationship."

Guidelines adapted from the AMA: To safeguard the patient-PA relationship and avoid any lapse in confidentiality, the MPAS program recommends the following guidelines:

- Use privacy settings to fully safeguard personal information and content on social networking sites.
- Routinely monitor your own internet presence to ensure the personal and professional information on your sites and content posted about you by others is accurate and appropriate.
- Separate personal and professional content online.
- Recognize that actions and content posted online can negatively affect your reputation among patients and colleagues and may even have consequences for your medical career.
- Communicating with patients on social media is inappropriate and unprofessional.
- *Program-specific guidelines:* Franklin Pierce University MPAS students and faculty must adhere to the following guidelines when engaging in social media networking:

- PA faculty and staff members are not permitted to extend or accept “friend requests” to/from students.
- Engaging in social media networking in-class or during clinical time is unacceptable unless requested as part of the course or clinical site responsibilities.
- Coursework, student, and classroom privacy must be protected. Sharing questions or answers to assignments, exams, or quizzes via social media (or in any other form) is prohibited.
- Patient privacy must always be protected. Students **MUST NOT** share any identifiable patient or clinical information via any form of communication. Health Insurance Portability and Accountability Act (HIPAA) laws apply to all social networking sites.
- Students should ensure accuracy regarding statements made about the MPAS program and its community members. Students must avoid posting false, intentionally inaccurate, or inflammatory comments about the program or its community members.
- Students should recognize that one’s professional reputation can be affected through social networking and therefore should be judicious when posting content.

Copyright Policy

All laws governing copyright and fair use of copyrighted material must be followed.

Infectious Organisms/COVID-19 Policy

Students are expected to comply with all policies, rules, regulations, and mandates of the following entities regarding any infectious agent, including COVID-19:

- Federal, state, and local governments
- Federal, state, and local public health officials
- The Centers for Disease Control and Prevention
- Franklin Pierce University
- MPAS Hybrid Program
- Local hospitals/institutions

Should the student find that guidelines from the above entities are not being followed at their SCPE site, they must notify the Director of Clinical Education immediately.

For University specific information on COVID-19, please see the following:

http://beta.franklinpierce.edu/about/coronavirus/protective_gear.htm
<https://www.franklinpierce.edu/about/coronavirus/faq.htm>

Students who have been granted an exemption for the COVID vaccine must keep in mind that certain immunizations are required for clinical rotations (SCPEs) and many clinical sites do not accept exemptions.

Not having the required immunizations for an assigned rotation (SCPE) could affect a student's participation in the rotation (SCPE) and further delay graduation.

Policies & Procedures Specific to SCPEs

SCPE Placement

SCPE placements are based on clinical site/preceptor availability and individual student need.

SCPE placement decisions are at the sole discretion of the Director of Clinical Education and the Program Director.

The MPAS Hybrid Program assumes responsibility for the recruitment of clinical sites and preceptors in sufficient numbers for the program-mandated clinical component of the curriculum. Prospective and enrolled students are not required to provide or solicit clinical sites or preceptors.

Once a clinical rotation schedule has been published, clinical experiences will not be changed solely based on student preference or request. Extenuating circumstances may necessitate changes to a student's schedule and/or SCPE placement at any time and will be managed on a case-by-case basis.

Clinical faculty understand the inconvenience schedule changes may cause and are committed to doing their best to minimize these changes. Students are expected to be flexible and professional in the event a change is required.

Student Travel and Housing During the Clinical Year

During the clinical year, students must be prepared to travel to assigned SCPE sites. To provide students with exposure to a broad range of patients in a wide variety of settings, travel beyond the geographic region where the student lives may be required.

The program's main available SCPE sites are in Arizona and Texas, however there are SCPEs in multiple states. When possible, the clinical team attempts to schedule SCPEs with the students preferred geographic location in mind. ***However, the program does not guarantee that students will be able to remain in their preferred geographic area.***

Students are responsible for coordinating all travel and housing accommodations. Furthermore, students must have reliable transportation to and from their clinical rotation sites. The cost of all transportation (including

air travel) and housing is the responsibility of the student and will vary based on the location.

Students must have access to reliable transportation throughout the clinical year. Students are responsible for transportation to and from all clinical sites regardless of location, including any associated costs and/or expenses.

In addition, each student is also responsible for any costs and/or expenses incurred while rotating at a clinical site including, but not limited to, parking, gas, tolls, food, and other incidentals.

Use of Students as Licensed Medical Providers or Administrative Staff

The PA student must never be used as a substitute for a licensed clinical provider in any clinical setting. Students must not be allowed to evaluate, diagnose, treat, or discharge patients without the direct involvement and supervision of a clinical preceptor.

Students must never be substituted for administrative staff during a SCPE. If a PA student is being asked to serve in such a capacity, the student should contact the Director of Clinical Education.

Responsibility to Clinical Site

PA students are responsible to the clinical site personnel in charge of the assigned office, agency, or institution in which they are rotating, and are expected to comply with the policies, rules, and regulations of such.

Non-Discrimination while on SCPEs

Students will deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, gender identity or expression, disability, veteran status, medical condition, socioeconomic status, religious or political beliefs, or any status protected by law or executive order.

Inclement Weather

Students should continuously monitor potential inclement weather events in the areas they are rotating and are expected to stay in touch with their respective preceptors regarding attendance during inclement weather. If inclement weather makes it dangerous to travel to a clinical site, the student must contact and speak to the preceptor directly as soon as possible. If a student is instructed not to report to their assigned site, this information must be communicated to the Director of Clinical Education.

If a student is instructed to report to a clinical site during inclement weather and feels unsafe doing so, the student must contact the Director of Clinical Education immediately for further guidance.

NON-DISCRIMINATION, PERSONAL SAFETY & SECURITY

Safety & Security Contact Information

Immediate Assistance for Goodyear, AZ Students:

- Franklin Pierce Counseling and Outreach Education (603) 899-4130 (after hours call Campus Safety Dispatch at (603) 899-4210)
- Goodyear, Arizona Police Department 623-932-1220 or 911 (*It should be noted that the Goodyear, Arizona Police department is 0.2 miles from campus, less than a four (4) minute walk).
- West Valley Hospital (623) 882-1500
- EMPACT- Suicide Prevention Center Domestic Violence and Sexual Assault Services Main Line 480-784-1514 or Crisis Hotline 480-784-1500

Notice of Non-Discrimination

Franklin Pierce University, in compliance with applicable federal laws and regulations, strives to maintain an environment free from discrimination against individuals based on race, color, national or ethnic origin, sex, age, religion, disability, marital status, sexual orientation, gender identity or expression, genetic information, veteran status, or any other protected class under applicable law.

Pursuant to Title IX, the following persons have been designated Compliance Coordinators to handle all inquiries regarding non-discrimination policies (including section 540/ADA):

Coordinator of
Compliance for Student
Matters
Dean of Student Affairs
(603) 899-4162

Sexual Misconduct Policy

Please see the Franklin Pierce University Student Handbook for the Sexual Misconduct Policy. <https://franklinpierce.edu/student-experience/student-affairs/conduct/sexual-misconduct.html>

Conduct and Social Responsibility Policy

No student shall push, strike, or physically assault any member of the faculty, administration, staff, student body, or any visitor to the campus.

No student shall participate in conduct such as verbal abuse, threats, intimidation, harassment, coercion, or other conduct that threatens or endangers the health and safety of any member of the faculty, administration, staff, student body, or any visitor(s) to the campus.

Breach of this policy is considered a major policy violation and will result in immediate action and referral to the Progress and Promotions Committee for discussion of disciplinary action to include potential dismissal from the program.

Infectious & Environmental Hazards Policy

As part of a healthcare training program, students may be potentially exposed to infectious and/or environmental hazards. Students must review this policy before undertaking any educational activity that may put them at risk. This policy covers methods of prevention, procedures for care and treatment following an exposure, financial responsibility of students for medical care following an exposure, and the effects that infectious and/or environmental hazards may have on student learning activities.

Mandatory Training

Before patient care or laboratory experiences occur, including on-campus learning activities, students will attend training focused on potential hazards, standard precautions, and safety procedures related to bodily fluids or potentially serious infectious disease exposure. All training activities will be documented in the student's record. *Clinical Sites may also supplement such Occupational Exposure education on site as necessary or appropriate.*

Methods of Prevention

All faculty, staff, and students will utilize *Standard Precautions* during all activities that present a risk of exposure to blood, bodily fluids, or chemical

hazards. This includes all patient care and laboratory or technical skills training activities. These practices are designed to both protect healthcare professionals and prevent them from spreading infections to others. Failure to do so could result in disciplinary action.

Students must read the following CDC resources adhere to the CDCs guidelines for Standard Precautions:

https://www.cdc.gov/infection-control/hcp/basics/standard-precautions.html?CDC_AAref_Val=https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html

A summary of the CDCs Standard Precautions is below:

Hand Hygiene training course: <https://www.cdc.gov/clean-hands/hcp/training/index.html>

Personal Protective Equipment (PPE) includes exam gloves, facial masks, protective eyewear, and gowns. It should be worn whenever the risk of exposure is present and/or in compliance with public health measures. At a minimum, PPE should be worn in the following settings:

Respiratory Hygiene/Cough Etiquette Guidelines:
<https://www.cdc.gov/flu/professionals/infectioncontrol/healthcaresettings.htm>

Compliance with all safety practices is not simply a good procedure, it is a mark of your professionalism. Failure to observe and practice Standard Precautions may result in adverse/ disciplinary action for unprofessional behavior.

Other Standard Precautions (please familiarize yourself with the information on the CDC webpage linked above)

- Ensure appropriate patient placement.
- Handle textiles and laundry carefully.
- Wear a surgical mask when performing lumbar punctures.

Ensure healthcare workers' safety including proper handling of needles and other sharps.

Safe Injection Practices: <https://www.cdc.gov/infection-control/hcp/sharps-safety/index.html>

Post Exposure Protocols

Should exposure to blood and/or other bodily fluids or a needle stick injury occur, the procedure for obtaining appropriate medical care is as follows:

Immediate Action

- Remove any soiled clothing.
- Wounds and skin sites that have been in contact with blood or bodily fluids should be washed with soap and water. Use of caustic agents (e.g., bleach) is not recommended.
- Mucous membranes should be flushed with water (nose, mouth, skin, etc.).
- Irrigate eyes with clean water, saline, or sterile irrigates.

Further Action

Notify supervising faculty: The student should immediately notify the onsite faculty member or preceptor. The faculty member or preceptor and student should fill out (once immediate medical care needs have been addressed) any “Notice of Incident” form used by the clinical site and send a copy of the form to the MPAS Hybrid Program. This form should go with the student to their evaluation for treatment. The DCE should also be notified.

Students who experience occupational exposure to blood or body fluids, including but not limited to needlesticks, while in their role as a student, should be released immediately to report to the nearest clinic or emergency room. The Director of Clinical Education should be contacted if needed for further instructions, including after hours, on weekends, and on holidays.

- Medical evaluation: It is particularly important that medical evaluation takes place immediately. If able, it is also extremely important to evaluate the patient’s risk status immediately.
- If the exposure occurs at a clinical site, the student should follow the Infection Control policy of that facility (during regular hours). Outside of these hours, the student should go IMMEDIATELY to the nearest emergency room associated with the clinic or office where the incident occurred.
- This evaluation should consider the students (1) current health status, (2) need for tetanus vaccine, or other vaccines, (3) hepatitis B immune status, (4) need for HIV testing, or other testing, and if (5) prophylactic treatment is needed.
- Follow-up evaluations should occur at the following intervals post-exposure: one week, three months, six months, and twelve months. During these visits, the student’s health status is evaluated, and repeat testing should be done, depending on the type of exposure. If, at any visit after an HIV exposure, seroconversion occurs, the student should be referred for private medical care that specializes in this treatment.

Please see the following link for the current CDC guidance and protocol:
<https://www.cdc.gov/hiv/risk/pep/index.html>

Post-Exposure Program Participation

Continued participation in the activities of the MPAS Hybrid Program should not be affected by any injury or illness that occurs while enrolled, provided the student is not directly infectious by way of routine contact and continues to meet all Technical Standards and fulfill all defined requirements for program progression.

Insurance and Worker's Compensation

As a condition of enrollment, students must carry medical insurance throughout the program to cover any expenses should an injury or exposure occur. Costs not covered by insurance are the student's responsibility.

The cost of insurance and all covered, uncovered, or related health care expenses are the exclusive responsibility of the student and not the responsibility of the University, MPAS Hybrid Program, SCPE preceptor, or SCPE site. These costs may include but are not limited to health evaluation post exposure to a communicable disease, immunizations, PPD testing, management of illness, or other evaluation and/or management of other accidental injuries or health conditions sustained during program-mandated training activities.

In addition, students are not employees of the MPAS program or the hospital, clinic, or practice where SCPE rotations occur and therefore are **NOT** covered under worker's compensation.

Records Related to the Incident

Health care records of the student reside with the student and the healthcare provider.

Reporting & Responding to Crimes & Emergencies

All members of the Franklin Pierce University MPAS Hybrid Program are encouraged to report emergencies and suspected criminal activity to local law enforcement and emergency medical personnel by calling 911 **IMMEDIATELY**.

If emergencies or suspected criminal activity are reported to the Program Director, faculty, or administrative staff, they will also report this **IMMEDIATELY** to local law enforcement and emergency medical personnel by calling 911.

When reporting a crime or emergency:

- Remain calm.
- Identify yourself and provide a call back telephone number.
- State the incident you are reporting (i.e., theft, medical emergency, etc.)
- Give the location of the incident.
- Building name, room number, parking lot name, etc.
- Describe the scene.
- Who and how many people are involved, location of ill or injured persons, is medical treatment being given, etc.
- Provide a description of the subjects and their location/direction of flight, if applicable.
- Describe any property involved.
- Stay on the phone until the dispatcher has recorded all the information and instructs you to end the call.
- Once reported, police and/or emergency medical personnel will be dispatched to the scene to render assistance and/or investigate the incident.
- If the situation presents a significant or imminent danger to the community, the Program Director or their designee will determine if notice needs to be made to other members of the campus. Report any maintenance related issues to the Program Director.

Confidential Reporting

While it is preferable for reports to be made to the Goodyear police department, we understand that some people are not comfortable speaking with an officer. Information regarding an incident can be submitted on a confidential basis to any of the following people:

MPAS Program Director or any faculty member: (623) 925-4907 Dean of the College of Health & Natural Sciences: (603) 647-3530 Director of Human Resources and Risk Management: (603) 899-4075

DEPARTMENT OF CAMPUS SAFETY

CONFIDENTIAL INCIDENT REPORT FORM

This form should be completed by the faculty, staff or Residence Life member to whom the report is made. This information will be forwarded to the Program Director and will be kept confidential unless follow-up is requested. A victim/witness may choose to come forward after an initial confidential report is made to file a formal report with the Department of Campus Safety and/or the Goodyear Police. Please complete as much information as possible and forward to the Program Director, marked as "Confidential," as soon as possible.

Name of reporter: _____ Dept: _____ Tel.#: _____

INCIDENT INFORMATION

Was the incident reported to another department or individual on/off campus? Yes _____ No _____

If yes, which department or individual?

{To avoid double reporting}

Type of Incident: _____

Date occurred: _____ Time occurred: _____

Location of incident: _____

On-campus: Yes _____ No _____ Address/Building _____ Room # _____

Off-campus Location: _____

Bias motivated: Yes _____ No _____

Classification: Race _____ Gender _____ Ethnicity _____ Sexual orientation _____

Religion _____ Disability _____

Victim physically injured: Yes _____ No _____ Describe injuries below: _____

Victim treated at a medical facility?

Yes _____ No _____ Name of facility _____

Weapon: Yes _____ No _____ Type _____

Please describe incident (attach additional sheets, if needed):

Unknown _____ Student-other college _____

Does the victim wish to follow-up this report? Yes _____ No _____

Does the victim want to notify the Rindge Police Department? Yes _____ No _____

SUSPECT INFORMATION

(attach additional sheets if multiple suspects are involved)

Name: _____ DOB: _____

Address: _____

Phone/Voicemail: _____

Physical Description:

Male _____ Female _____ Age _____ Height _____ Build _____

Race _____ Eye Color _____ Hair Style _____

Scars, marks, tattoos and location: _____

Accent or other speech description: _____

Other information: _____

COMPLAINT INFORMATION

Male _____ Female _____ Age _____ Height _____ Victim _____ Witness _____

FPU Status: Student _____ Alumni _____ Staff _____ Faculty _____ Visitor _____ Unknown

Unknown _____ Student other college

Does the victim wish to follow up this report? Yes _____ No _____

Does the victim want to notify the Rindge Police Department: Yes _____ No _____

Evacuation Procedures

Evacuation may be required during a drill or an emergency. It is imperative that students follow all instructions given by Franklin Pierce University personnel and/or local authorities regarding evacuation procedures during an event.

Typical evacuation scenarios include but are not limited to the following:

- Biological or chemical contaminants released inside or near the facility.
- Bomb threat
- Fire and/or smoke alarm

General Guidelines for Evacuation Scenarios:

- Do not hesitate to evacuate.
- Close office or classroom doors behind you.
- Gather on the farthest corner away from the building and entrance.
- After you have exited the building, ensure local authorities have been notified by calling 911.
- Wait for “all-clear” instructions from local or institutional officials.

Procedures for Medical Emergencies

- Do not move a seriously injured person unless it is a life-threatening situation.
- Dial 911 from any available phone to request Emergency Medical Services.
- Relay important information to emergency personnel, such as your exact location, your name, name of person injured, type of injury, and extent of injury.
- If possible, do not touch or come in contact with any blood or bodily fluids because of the possibility of blood borne pathogen exposure (unless you are wearing appropriate personal protective equipment).
- Stay with the ill or injured person, reassure them of your presence, and tell them that help will soon be there.

Procedures for Bomb Threats

- Notify the Program Director and call 911 concerning any suspicious package or any threat received by phone, mail, e-mail, text message, or any other means.
- *Any bomb threat is assumed to constitute a clear and present danger. If you see something that looks like a bomb or a suspicious package, do not touch it! Move*

away from the area, move other people away, and call local law enforcement (911). Do not use any cell phones or two-way radio devices if possible.

- Initiate evacuation procedures for the area/building by quietly asking people to leave or by sounding a fire alarm.
- Do not re-enter the area/building until institutional officials or local law enforcement gives the “all clear” message.

Fire Emergencies

Fires are unpredictable, fast, and the smoke from flames and burning of different types of material can be toxic/deadly. Your safety and the safety of others come first and foremost.

- Sound the building fire alarm and call 911 immediately.
- Identify the “Fire Exit” nearest your classroom, office, or area.
- Leave the building quickly and in an orderly fashion.
- Do not stop or go back for personal belongings.

Violent Crimes, Active Shooters, or Hostage Situations

Please see the FPU emergency guide and the following links for more information/resources:

- <https://www.franklinpierce.edu/student-experience/safety-security/index.html>
<https://training.fema.gov/is/courseoverview.aspx?code=IS-907>
- <https://youtu.be/5VcSwejU2D0>

All students, staff, and faculty at Franklin Pierce University have the right to work and learn in a safe environment. Everyone is asked to assist in making the campus and our community a reasonably safe place by being alert to suspicious situations and promptly reporting them.

Active Shooter on Campus

If it is possible to do so safely, leave the area, find shelter in a safe area away from danger, and take protective cover. If you cannot get out, secure the immediate area:

- Proceed to a room that can be locked, close and lock all windows and doors, and turn off all lights (this is referred to as lockdown).
- Put cell phones to vibrate or silent.
- Keep occupants calm, quiet, and out of sight. If possible, get everyone down on the floor and ensure that no one is visible from outside the room. You may need to cover the windows with paper or clothing to block the view into the room.

- Call 911, advise the dispatcher of what is taking place, and inform him or her of your location.
- Remain in place until the police or other officials provide you with the “all clear” message. Unfamiliar voices may be the criminal attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer or other official.

If a shooter is in your building:

- Remain calm.
- If you can get out of the area safely, do so.
- Dial 911, if possible, and alert the police to your location.

Hostage Situation

If you are a witness to a hostage situation and the hostage-taker is unaware of your presence:

- Do not intervene.
- Assess the situation, do not put yourself in more danger.
- Call 911 and give the dispatcher the details of the situation.

Civil Disturbance

Civil disturbances include demonstrations, riots, or assemblies that become disruptive. Any person who witnesses a civil disturbance or becomes aware of the possibility and/or planning of a civil disturbance, must contact local law enforcement.

PROGRAM & STUDENT RESOURCES

eRaven

eRaven is the intranet of the University and serves as a launch pad for important information and links (University calendar and library, Canvas, CampusWeb, etc.). <http://eraven.franklinpierce.edu/>

Canvas

Canvas is the learning management system (LMS) used for all courses at Franklin Pierce University. Both course materials and grades can be accessed through this LMS. Orientation to Canvas and additional support resources can be found through the Canvas Help system. If you have any questions or experience technical difficulties with Canvas, please call the 24/7 hotline at

(866) 443-0656. <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

CampusWeb

Students may access unofficial transcripts through CampusWeb. The link to campus web is <https://campusweb.franklinpierce.edu/ics/>.

Self-Assessment Data Collection

The MPAS Hybrid Program is engaged in ongoing self-assessment as we strive to provide an excellent education to our students. Therefore, the program routinely collects and analyzes data from students.

Throughout the duration of the program, students are expected to participate in the following:

- Guest lecturer surveys
- Course evaluation surveys
- Clinical site/preceptor evaluation surveys
- Exit survey
- SCPE logs

Change of Name, Address, & Phone Number

All changes of personal information should be reported to the program's support staff, the Registrar's Office/Student Administrative Services and other appropriate University personnel. Failure to report this information may result in the student not receiving critical information.

MPAS Program Facilities

The Franklin Pierce University MPAS Hybrid Program occupies space at 14455 W. Van Buren St. A-100, Goodyear, AZ 85338.

The building automatically locks at 10:00 pm and reopens at 6:00 am, seven days a week. It is recommended to use the provided parking lot and park in well-lit areas.

When leaving the building at night, students should remain alert and cautious. Should students feel the need for a security escort they may call the Goodyear Police Department directly at 623- 932-1220.

Students are welcome to study on the premises in the designated areas during evenings and on weekends, but it is recommended that they not remain in the building after the doors lock.

MPAS administration expects students to take care of the space available and observe the Student Code of Conduct. When students leave the building, it should be left clean and in good order (e.g., chairs pushed in, garbage picked up, spills cleaned, no papers left on surfaces, boards erased, etc.), and all lights should be turned off.

The condition of the rooms is regularly monitored each morning. Should there be any breach of the above expectations, after-hour privileges may be revoked.

Faculty and staff administrative office areas may only be entered by students with permission from the faculty or staff member.

School Closing Announcements

Students are encouraged to monitor local weather patterns while on or near the Arizona campus.

<https://www.wunderground.com/severe/us/az/goodyear/85338>

Arizona school and government closings due to inclement weather should also be monitored. <https://www.american towns.com/goodyear-az/school-closings/>

The Program Director or program representative will notify students via FPU email regarding any campus closings or cancellations of classes.

Cancellations at the Goodyear, AZ campus does not apply to clinical rotations. Students participating in SCPEs (clinical rotations) are expected to confer with their preceptor and course director and use their best judgment in deciding whether to travel to their clinical site.

Professional Memberships

To access the many benefits of professional memberships and to encourage students to be active in national and regional professional organizations, students are strongly encouraged to become members of the following organizations:

- Students should initiate and maintain membership in the Student Association of the American Academy of Physician Assistants (SAAAPA) for the duration of the program: <http://www.aapa.org/students/>
- Students should initiate and maintain student membership in the Constituent Chapter of the AAPA in their state of residence for the

duration of the program: <https://www.aapa.org/advocacy-central/constituent-organizations/>

- These memberships will allow the student to receive publications and job listings, have access to educational programs, become acquainted with how a professional organization works, and discover the many benefits of membership.

Applications are available online. As responsible, involved professionals, students are encouraged to continue membership and participation in these organizations (AAPA and their state constituent chapter) after graduation.

Important Links

Franklin Pierce University (FPU)

Academic Catalogue

<https://www.franklinpierce.edu/academics/catalog.html>

Guidelines for Ethical Conduct for the PA Profession

<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

NCCPA Code of Conduct

<https://www.nccpa.net/wp-content/uploads/2020/09/Code-of-Conduct.pdf?mID=113>

Franklin Pierce University Student Conduct and Community Standards

<http://beta.franklinpierce.edu/studentlife/student-conduct/index.htm>

Franklin Pierce University Student Conduct

<https://franklinpierce.edu/student-experience/student-affairs/conduct/index.html>

Financial Aid

<https://www.franklinpierce.edu/admissions/financialaid/cgps/index.htm>

Center for Academic Excellence

<https://www.franklinpierce.edu/student-experience/support/academics/cae/index.html>

University Library

<https://libguides.franklinpierce.edu/dipietro/>

Franklin Pierce University Student Handbook and Honor Code

<https://www.franklinpierce.edu/student-experience/student-affairs/student-handbook.html>

APPENDIX A

ACKNOWLEDGEMENT OF RESPONSIBILITIES REGARDING HEALTH AND PATIENT CARE

I affirm that I understand the importance of recognizing personal medical conditions which could endanger the health of patients and others.

I understand the procedures and the need for complying with universal precautions when interacting with patients.

I understand the importance and necessity for promptly seeking medical advice if, during my contact with patients or others, I suspect I may have developed a condition which potentially endangers others.

I understand that I should restrict my interactions with patients and others, pending medical evaluation, of any potentially transmittable disease which I might incur.

Student Name _____

Student Signature _____

Date Signed _____

**Master of Physician Assistant Studies
Hybrid Program Student Handbook**

APPENDIX B

STUDENT POLICIES AGREEMENT

I have received and read all policies and requirements including the following:

- The Franklin Pierce University Master of Physician Assistant Studies Hybrid Program Student Handbook
- The Franklin Pierce University Student Handbook and Student Code of Conduct
- The Franklin Pierce University Academic Catalog, specifically those policies noted in the graduate programs section of the catalog and referred to in the Master of Physician Assistant Studies Hybrid Program Student Handbook.

My signature indicates that I understand and agree to be bound by the statements in the Handbook. I understand and agree that in cases where program policies are more stringent than University standards, I will be bound by the program policies. Further, I understand that the program reserves the right to alter the contents of this Handbook at any time. Any changes apply to all current and prospective students. The MPAS program reserves the right to alter the curriculum, schedule of required courses, and other regulations affecting admission and graduation requirements. I agree to keep well informed with respect to these changes.

Student Name _____

Student Signature _____ Date Signed _____

Note: If students do not sign and return the form, they will still be held to all the standards, policies, and procedures outlined in the MPAS Hybrid Program Student Handbook.

**Master of Physician Assistant Studies
Hybrid Program Student Handbook**

APPENDIX C

STUDENT DRUG SCREENING RESULTS

I have read, understand, and agree to abide by the Franklin Pierce University MPAS Hybrid Program drug screening policy as described in the Student Handbook.

As a condition of enrollment in the Franklin Pierce University MPAS Hybrid Program, I understand that I am subject to periodic drug screening throughout my enrollment, and that periodic drug screening may be required by some clinical sites. The drug screening will be conducted by external clinics/facilities. I agree to the release of these test results to the Franklin Pierce University MPAS Hybrid Program and necessary clinical site staff for appropriate review. I understand that positive results may affect my eligibility for progression through the MPAS Hybrid Program and may result in my exclusion from affiliate clinical sites, which may also impact program progression. I understand that if I decline to sign this consent and/or thereafter decline to take a test, it may adversely impact my progression through the program.

Note: It is recommended that any student taking prescription medication(s) notify the drug screening facility prior to testing and provide a copy of the prescription from the prescribing healthcare provider.

I, _____ (printed name), certify that I have read this consent form and fully understand all of its terms. I sign it voluntarily with full knowledge of its significance.

Student Signature _____ Date Signed _____

**Master of Physician Assistant Studies
Hybrid Program Student Handbook**

APPENDIX D

DECLARATION OF UNDERSTANDING & ACCEPTANCE REGARDING SUPERVISED CLINICAL PRACTICE EXPERIENCES

Working with Diverse Groups

I understand that as part of the educational experience in the MPAS Hybrid Program, I will work with individuals representing a variety of cultural, religious, ethnic, racial, sexual orientation, and socio-economic backgrounds. I agree to participate in such educational experiences with individuals regardless of their background.

Health Status

I have reviewed the MPAS Hybrid Program's Technical Standards, and to the best of my knowledge, I do not have any condition which will compromise my ability to perform the duties expected of me as a student in this program. Further, I agree to fulfill any associated health testing or intervention deemed necessary by the MPAS Hybrid Program including, but not limited to, immunizations for me to participate in assigned SCPEs. I will submit and update any required documentation regarding my health status (e.g., records of immunization) as required by the program or the clinical site prior to the start of SCPEs and throughout all stages of the MPAS Hybrid Program. I acknowledge that I will not be permitted to start a SCPE if the documentation has not been completed or maintained.

BLS & ACLS Certification

I understand that the MPAS Hybrid Program requires mandatory BLS (Basic Life Support) and ACLS (Advanced Cardiac Life Support) training/certifications prior to the clinical phase of the program and that it is my responsibility to maintain these certifications during the entire clinical curriculum. Further, I agree to retain appropriate documentation and make it available to the MPAS Hybrid Program when requested to do so.

SCPE Agreement

I understand that the MPAS Hybrid Program assigns all SCPEs and that there is no guarantee I will be assigned to a specific location or preceptor. I also understand that SCPE sites are subject to change, sometimes without advanced warning. I understand and agree that during the clinical phase of the program, I may have to relocate for periods of time due to availability of clinical sites, and that I will be responsible for providing my own transportation and housing.

Communications

I understand that there will be disciplinary action for failure to respond to faculty or staff communications promptly.

Statement of Confidentiality

I acknowledge my responsibility under applicable federal law and the Affiliation Agreement between a clinical training facility and FPU to keep confidential any

information regarding patients, as well as all confidential information of the facility.

As a Master of Physician Assistant Studies Hybrid Program student at Franklin Pierce University, I have read, understand and accept, and agree to be bound by all the rules, policies and procedures regarding the Supervised Clinical Practice Experiences (SCPEs), including in all places where they are more stringent than the rules, policies and procedures of Franklin Pierce University.

Student Name _____

Student Signature _____ Date _____

This acknowledgement is to be signed and returned to the Director of Clinical Education by the end of the first day of the program.

Note: If students do not sign and return the form, they will still be held to all the standards, policies and procedures outlined in the MPAS Hybrid Program Student Handbook.