



Master of Physician Assistant Studies Hybrid Program



Student Handbook

Round Rock, Texas Campus

Effective May 2025

Welcome to the Franklin Pierce Texas 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 Texas. 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. It is 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.

This handbook has been developed to help you understand the Texas MPAS Hybrid Program and its policies and procedures, as well as serve as a guide to student responsibilities. It also clarifies the administrative and logistical aspects of the program.

This handbook discusses how the program satisfies requirements for many of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) Standards. Please review these standards at <https://www.arc-pa.org/wp-content/uploads/2024/07/Standards-5th-Ed-July-2024.pdf>.

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

Program policies apply to all students, principal faculty, and the Program Director regardless of location.

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

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

The Texas 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 faculty also reserves the right to alter the curriculum, the schedule of required courses, and other regulations affecting admission and graduation requirements.

It is the responsibility of each student enrolled in the Texas MPAS Hybrid Program to read and abide by the regulations and policies outlined in this handbook and within all FPU publications.

It's a great time to be a PA!

Sincerely,

Joseph A. Hlavin PhD PA-C
Program Director
Texas MPAS Hybrid Program



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PROGRAM CONTACT INFORMATION

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Texas MPAS Hybrid Program website: https://www.franklinpierce.edu/academics/programs/physician-assistant/tx-hybrid/		

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.

Texas MPAS Hybrid Program Mission

The Franklin Pierce University Texas MPAS Program is dedicated to the education and growth of the next generation of physician assistant clinicians through innovative, evidence-based education, professional development, and the best-practice of clinical skills. Our program will develop culturally sensitive clinicians who embrace diversity, equity, and inclusion when caring for patients within their communities.

Program Goals

1. The program will maintain a level of PANCE (Physician Assistant National Certifying Exam) pass rates above the national average.
2. The program will maintain a 90% or better graduation rate for entering PA program students.
3. The deceleration rates for PA program students will be 10% or less for academic reasons.
4. Among those actively seeking employment, the employment rate for graduates of the PA program will be 90% or greater twelve months after graduation.

Program Competencies

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.

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).

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

1. Demonstrate core medical knowledge regarding established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. (*Medical Knowledge*)

2. Employ interpersonal and communication skills (including oral, written, electronic) to enable effective information exchange with patients, their families and members of the healthcare team. (*Interpersonal & Communication Skills*)
3. Provide safe, entry-level patient care to include effective information gathering, appropriate diagnostic evaluation, and implementation of therapeutic management plans. (*Patient Care*)
4. Exhibit professionalism by assuming responsibility for actions, recognizing personal limitations, expressing sensitivity to diversity, and respecting colleagues, faculty/staff, preceptors and patients. (*Professionalism*)
5. Demonstrate ability to self-analyze current knowledge and clinical skills and enhance capabilities through reflection and critical appraisal of the medical literature. (*Practice-based Learning & Improvement*)
6. Demonstrate awareness of the larger system of health services including access to healthcare, continuity of care and community support services. (*Systems-based Practice*)

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 on the basis of 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.

Additional information concerning the Notice of Nondiscrimination is found in the University Catalog: <https://catalog.franklinpierce.edu/current/catalog.pdf>.

ACCREDITATION

The ARC-PA has granted **Accreditation-Provisional** status to the **Franklin Pierce University Master of Physician Assistant Studies (MPAS) Hybrid Program -- Round Rock, TX Campus** sponsored by **Franklin Pierce University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-franklin-pierce-university-tx/>

PROGRAM REQUIREMENTS

Academic Accommodations

Reasonable academic accommodation is available for students with documented disabilities. Disabilities can include learning differences, autism, mental health diagnoses, various medical conditions, ADHD, neurodivergent conditions and/or physical impairments. Temporary accommodation is also available, with appropriate documentation. Please refer to the Academic Catalog for additional information:

<https://catalog.franklinpierce.edu/current/catalog.pdf>

Technical Standards

The Texas 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 Texas MPAS Hybrid Program. Failure to do so is grounds for dismissal from the program.

Candidates, students, and graduates must be able to:

I. 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 to perform a complete patient physical exam that includes inspection, auscultation, and palpation techniques.

II. 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.

III. 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.

IV. 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.

V. 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.

Addressing MPAS Program Faculty & Staff

Program leadership and faculty have advanced degrees and are well-established educators and administrators. Program staff are vital to the program's essential function and are educated and experienced in providing information and guidance towards our students' success. As such,

Texas MPAS Hybrid Program students are expected to address all program leadership, faculty, and staff professionally. The following information will guide you:

- Program leadership will be addressed as Dr., Mr./Ms./Mrs., PA, or Professor (if a Physician Assistant/Associate).
- Physicians will be addressed as Doctor.
- All faculty, whether principal, adjunct, or guest, will be addressed as Dr., Mr./Ms./Mrs., PA, or Professor (if a Physician Assistant/Associate).
- Staff, including Program Coordinator, Clinical Coordinator, and Admission Coordinator, will be addressed as sir/ma'am or Mr./Ms./Mrs.

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 Student Progress Committee for discussion, review, and potential disciplinary action including dismissal from the program. Conduct (language, demeanor, attitude, dress, or behavior) unbecoming of 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."

Behaviors considered a violation of the program's Professional Behavior Standards, include but are not limited to:

- Verbal or physical threats or aggression.
- Violation of program or institutional policies and/or procedures
- Late/missing assignments or quizzes
- Gossiping or bullying.
- Difficulty functioning group activities.
- Cheating, lying, or otherwise misrepresenting oneself or the facts.
- Lack of impulse control.
- Inability to handle stressful situations

Professional Misconduct

Violations of professional conduct are usually managed in a tier system:

- *First violation* – Email warning given to student.
- *Second violation* – Written warning documented on professionalism form and review with student.
- *Third violation* – Student Progress Committee referral.
- *Fourth violation* – Dismissal recommendation consideration.
- Severe Violations – Consideration for immediate dismissal.

Behaviors that are considered unsafe and egregious may bypass the tier system and result in immediate 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 as 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.

Unless otherwise instructed by MPAS Course Directors or Course Liaisons, MPAS students are expected to wear their **solid-colored scrubs in the color assigned, or business casual dress, at all times while on campus (e.g., immersion week)**. Students may be required to wear their clean white lab coats to specific labs or other official functions.

Attire During Synchronous Activities

For online, synchronous (face-to-face online) activities including exams, students may dress comfortably but modestly. Refer below for inappropriate clothing.

Volunteer Student Patient Attire

On days noted in the schedule with "student patients", students, who volunteered to be "patients" should wear the following modest clothing:

- Biological males: T-shirt with loose fitting athletic pants or shorts reaching at least your fingertips when standing with arms at sides.

- Biological females: T-shirt with loose fitting athletic pants or shorts reaching at least your fingertips when standing with arms at sides. Consider a sports bra or camisole underneath if willing to serve as "patient."
- When appropriate, students must also wear the appropriate safety gear such as goggles, gloves, lab coat, and footwear as approved by the course director.
- If a course activity requires a specific attire, follow the course director's instructions for what to wear/not wear.

Dress Code Guidance

Students in violation of the dress code may be asked to immediately leave in order to change into appropriate attire.

If a PA student dress code violation occurs at times of graded activities, no additional time will be given to complete any activity while the student changes to appropriate attire.

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 yoga pants or sweatpants (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, or dresses
- Dress/casual blouses and shirts
- Scrubs

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

Students who are not appropriately dressed will not be permitted to participate.

- Short white lab coats are required to 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.*
- 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 your personal time, your personal appearance will reflect on the Franklin Pierce University MPAS Program and your chosen profession as a physician assistant.

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, surfing the web, shopping, or social networking during class/clinical time.

Conviction of a Felony

Conviction of a felony may result in the student's inability to become licensed as a physician assistant. It is the responsibility of the student 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 disciplinary action taken against them prior to matriculation in the MPAS program. In addition, should a student be convicted of any felony offense while in the MPAS program, they must immediately notify the Program Director in writing as to the nature of the conviction. Either conviction of a felony and failure to disclose prior or new offenses may lead to disciplinary action, including dismissal from the program.

Substance Misuse

Misuse/abuse of mind-altering drugs 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 prescription medications (opioids, anxiolytics, etc.). Use of illicit substances and abuse or improper use of any prescribed or over the counter medication is unacceptable and not tolerated.

Students at the Franklin Pierce University MPAS 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.

Students who do not adhere to the Technical 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 Student Progress Committee for recommendations regarding disciplinary actions, including dismissal from the program.

Student Health

Insurance

Students are required to maintain health insurance for the duration of their enrollment in the MPAS Program and must ensure that their insurance covers them in every state that they participate in a rotation. Providing proof of health insurance coverage is mandatory to matriculate into the program and for entrance into the clinical year. Failure to provide proof of coverage may result in dismissal from the program. Students are responsible for health-care costs, whether incidental or incurred as a result of course-related activity.

Franklin Pierce University **does not** provide health insurance coverage to students. However, all students must provide documentation of health insurance coverage in Castle Branch, a screening

and compliance company. Maintenance of health requirements, including other requirements as determined by clinical rotation sites, not covered by student's health insurance (i.e., annual physical, immunizations and titers, urine drug screens, etc.) are the responsibility of the student.

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. A completed series of immunizations based on current CDC recommendations for health professionals including but not limited to 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.

In the state of Texas, current COVID-19 guidelines are found at:

<https://guides.sll.texas.gov/covid-19/employment>. There may be exceptions for health care facilities, which may require unvaccinated employees or contractors to wear protective medical equipment.

Titers are not currently acceptable proof of immunity for COVID-19.

3. 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. If you have tested positive for tuberculosis in the past, you must also submit evidence of a negative chest x-ray. 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 all health requirements current. It is the responsibility of students to keep track of any/all expiration dates. 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.

Appointments

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

Health Records

The MPAS Program has contracted with a third-party recordkeeping company (Castle Branch) to track 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. to Castle Branch. All student records maintained in Castle Branch are confidential.

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

Each individual healthcare service provider will maintain all student health records for care they provide. The program will not maintain student health records.

Only the verification checklist and health summary will be kept in the student's digital or locked file in the program director's office on campus. The program director's office will have limited access, and all records will be in a locked file cabinet and/or on a password protected FPU server.

Personal Issues & Student Support

Students may experience personal problems that can adversely affect personal fulfillment and their education. To assist PA students who may need extra support, FPU offers a free, confidential assistant to students. Additional information for timely access for Texas MPAS Hybrid students includes:

- Free access to BetterMynd <https://www.bettermynd.com/> which gives students a select network of licensed counselors who are intentionally diverse, representing different racial identities, cultures, and languages, as well as specializing in various mental health issues. BetterMynd gives students access to virtual counseling during days, nights, or weekends. The website includes various guides and resources that assist students through the process of securing off-campus outpatient care.
- Full and free access to FPU Counseling and Outreach Education, <https://franklinpierce.edu/student-experience/health-wellness/counseling.html>

*Students are responsible for notifying the program if they develop any medical or mental health conditions that may compromise their ability to progress in the program. To ensure that students have access to health and wellness resources local to their residence, students will be required to show evidence of personal health insurance upon matriculation into the Program. Since being enrolled in a Hybrid PA Program, **students are encouraged to maintain their primary care provider in their hometown.***

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.

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 provided to clinical placement sites annually.

PROGRAM CURRICULUM PLAN, SEQUENCE, & ACADEMIC CREDIT

Curriculum Overview

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

The didactic 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 (4) one-week long immersions throughout the program's entirety which require students to be physically present on the Texas campus for hands-on, in-person learning and evaluations.

In addition to traditional lectures, active learning strategies will be used as much as possible to promote student engagement in class and 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.*

Clinical Courses (Supervised Clinical Practice Experiences)

Clinical rotations are called Supervised Clinical Practice Experiences, or 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 life as a practicing PA.

The student is expected to engage in self-directed learning, seeking out appropriate resources both in and outside of the clinical experience. Students are not expected to demonstrate mastery

during the SCPEs. They are, however, expected to demonstrate competency in a host of 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 general public and the institutions providing these learning opportunities.

SCPEs occur in a variety of rural, urban, and community clinics, hospitals, and private practices under supervision of a clinical preceptor. 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 elective rotations in a medicine and/or surgical setting of their own choosing, 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 (a) medical care across the life span to include infants, children, adolescents, adults, and the elderly; b) women's health, including prenatal and gynecologic care; c) care for conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care; and d) care for behavioral and mental health conditions.

Although students are not required, nor permitted, to find clinical rotations, they may voluntarily submit the name(s) of potential preceptors and/or clinical sites not already affiliated with the MPAS Program. However, there is no direct or implied guarantee on the part of the University or the MPAS program that the student will be assigned a SCPE with any requested preceptor or clinical site, including those already affiliated with the program. It is ultimately up to the Director of Clinical Education and Program Director to decide whether the preceptor or clinical site is deemed appropriate for use as a SCPE.

Although the Texas MPAS Hybrid Program has its campus in Texas, not all rotations will be in the state of Texas.

Immersion Weeks

There are four (4) immersion weeks in the 24-month program. Two separate weeks in the didactic phase and two separate weeks in the clinical phase. The immersion weeks will consist of several on-ground learning experiences to include but not be limited to presentations, skills training, and assessments. The immersion week is designed to help develop comradery and professional growth amongst students and faculty. The following will provide broad expectations for each week.

Expectations During Immersion Weeks

Location

The Texas MPAS Hybrid Program is physically located in Round Rock, Texas, just north of Austin, Texas. The location is on the second floor of the Williamson Medical Plaza I. The

building is on the Ascension Seton Williamson Hospital campus. The location offers easy access to the several hotels and restaurants along the I-35 corridor at University Blvd in Round Rock, Texas.

The FPU Texas Campus is an approximately 7000 sq. ft. learning facility with large classroom and lab space as well as multiple student study and advising spaces, offices for faculty and staff, and a conference room large enough for program committee meetings. The entire space provides multiple opportunities for active learning during immersion weeks. The MPAS Hybrid Program Director and Program Coordinator both have workspaces on the Texas campus with enough additional office spaces to accommodate program faculty and staff during the immersion weeks.

The Medical Plaza I building automatically locks at 10:00 pm and reopens at 6:00 am, seven days a week. The FPU Texas campus (suite 203) is open from 8:30 am to 4:30 pm, Tuesday, Wednesday, and Thursday. Students are only allowed to remain on campus if faculty/staff are present.

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 Round Rock Police Department directly at (512) 218-5500.

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

MPAS administration expects students to take care of the space that is made available to them and thoughtfully 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, no paper 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.

Dress During Immersion Week

As noted in the attire section of this handbook, FPU approved scrubs should be worn while on the FPU Texas campus. Exceptions include during skills testing/OSCEs. Please see the attire section above for specific attire during these times.

Attendance During Immersion Week

Attendance at all on-campus immersion weeks is **mandatory**. If due to extenuating circumstances, a student is unable to attend all or in part of the immersion week, they will be required to complete all learning and assessment activities in person at a later date and/or complete alternative assignments to show competency (**assignments may not be substituted for examinations**). The hours for immersion weeks will be 9:00 am to 6:00 pm CST Monday –

Friday with one hour for lunch. Students, faculty, and staff will be required to plan for hotel, meals, and transportation for the week.

Utilizing Texas Campus Outside of Immersion Weeks

Students are welcome to come to the Texas campus outside of immersion weeks to study and/or practice skills with campus equipment. The program understands that this is not likely to be available to all of our students as many do not live within a reasonable distance to the campus. Restrictions to visiting the Texas campus include, but are not limited to:

- Days/times campus is open: Tues, Weds, and Thurs. during the week from 8:30 am to 4:30 pm CST.
- A person from the program, i.e., program director, program coordinator, and/or principal faculty member MUST be present while the student(s) are onsite.
- Students may only use the campus for studying purposes. Students MUST NOT use the campus for social engagement and/or extra time to engage program personnel in addition to time provided for all students in the program.
- Students MUST bring their iPad (University issued) and other learning materials to be used while onsite.
- Business casual or designated scrubs while on campus.

Curriculum & Sequence

The Texas MPAS Hybrid curriculum plan and sequence can be found on the website:

<https://www.franklinpierce.edu/academics/programs/physician-assistant/tx-hybrid/docs/Texas-MPAS-Course-Sequence.pdf>.

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

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

The Professional Practice courses do occur in order.

PROGRAM COMPLETION REQUIREMENTS

Progress Through the Program

The MPAS 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 an intentional and 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 115 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.

Progress to the Clinical Phase

The pre-clinical phase culminates in knowledge, skills, and values that prepare our students for the clinical year. A set of assessments must be completed and passed to ensure each student is ready to advance to clinical rotations. The following set of assessments are completed prior to starting clinical rotations.

- Head-to-toe physical exam (performed in ME705 Physical Assessment IV).
- Summative OSCE (Objective Structural Clinical Examination – commonly performed during the second pre-clinical immersion week on campus).

Each student in the MPAS program must pass each component to advance to the clinical phase. *Failure of either of the above components will result in remediation and delay of both the start or the clinical year phase and graduation from the MPAS program.*

Program Summative Evaluation

The Summative Evaluation is administered within the last four (4) months of the program during Professional Practice IV. 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.

As the Summative Evaluation is the means by which we verify that each 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. Students must also be in good academic standing to be eligible for the Summative Evaluation. 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 in the Summative Evaluation in order to successfully complete the program.

Demonstration of Technical and Professional Standards

A student must possess, and demonstrate throughout their participation in the program, the Technical and Professional Standards as detailed above. Failure to meet these standards is grounds for dismissal from the program.

Successful Completion of the Texas MPAS Program

To successfully complete the program, a student must:

- Successfully complete all courses in the program.
- Achieve a cumulative overall GPA of 3.0 or better at program completion.
- Not have more than two (2) course grades of less than a B-. *

All students prepared to graduate must have approval from the Student Progress Committee.

(* - a passing grade in any course is a C (73%) but for graduate programs at FPU, a student will not be able to graduate with more than two (2) courses of less than a B- per the Academic Catalog.)

Graduation Procedures

The Student Progress Committee will recommend students for graduation based on satisfactory completion of all published 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.

Upon completion of the 24-month program, a ceremony will be held in Texas.

Students are also eligible to participate in the May Commencement Ceremony at the Rindge campus if they choose to participate. The Registrar's Office will notify the student via email regarding Commencement participation and 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).

In order 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 in paper and/or electronic format.

PROGRAM 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 shall apply.

MPAS Program Accreditation Policies for Students

Directors & Faculty Involvement in Student Health

The Program Director, Medical Director, and principal faculty are not allowed to participate in or provide health care to students unless the situation is life threatening and warrants emergency stabilization.

Students Providing or Soliciting Clinical Sites and/or Preceptors.

Students are not required to provide or solicit clinical sites or preceptors. The Texas MPAS Hybrid Program will coordinate all clinical sites and preceptors for program required rotations. Coordinating clinical practice experiences involves identifying, contacting, and evaluating sites and preceptors for suitability as a required or elective rotation experience. Students may make suggestions to the principal faculty for sites and preceptors but are not required to do so. Student suggested sites and preceptors will be reviewed, evaluated, and approved for educational suitability by the program.

Student Employment Policy

For the Program

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

During the Program

In order 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 as Licensed Medical Providers or Administrative Staff

PA students 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 Program Director.

Full-time Enrollment Policy

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

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 matriculate with the next cohort. Recommendation for deceleration is typically made by the Student Progress 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 advisor or the Program Director when they are experiencing extenuating and/or exceptional circumstances that may impact their success and/or continuation in the MPAS program.

Re-entry after Deceleration

Since the Texas MPAS program is a lock-step cohort program, all students are required to take courses sequentially and align with the curriculum as developed. The program recognizes that a student that has decelerated has more than likely experienced a degradation of previously acquired knowledge, skill, and values due to gaps in learning. Additionally, course content, objectives, and assessments may have been modified between cohorts. A student who decelerates from one cohort and will re-enter with the next cohort is subject to a learning plan, which may include “auditing” courses in they have completed satisfactory in a prior term. This is to support a review of prior learning and help the student reengage the material. In addition, the learning plan will highly recommend that the student engage in all aspects of the audited course, or courses, including assignments and assessments. Although the program cannot “grade” the student in an audited course, the program, at its discretion, can continually monitor the student's progress in the course as well as the alignment of knowledge associated with other courses.

The rationale for continued monitoring and support in an audited course focuses on the:

- evolution of medical knowledge not previously available in the course,
- connectivity with new material in revised or new courses in a term, and
- assistance with student learning as new material is introduced and assimilated beyond the time of their deceleration.

The processes for monitoring success in an audited course include but are not limited to:

- Provide specific and achievable goals for each audited course in the student's re-entry Learning Contract,
- Regular meetings with the Student Success Navigator for review, remediation, and/or tutoring of course material.

Clear Identification as MPAS Student

Official Franklin Pierce University IDs, nametags, or clinical site nametags (if required by the clinical site) must be worn.

- 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.

Academic Standards Policy

The Texas 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*).

The program's course sequence is designed to provide incremental knowledge and skills necessary for PA practice. A student in good academic standing will progress through the curriculum as designed. Good academic standing is obtained by achieving a term grade point average (GPA) of 3.00 or greater, maintaining a cumulative GPA of 3.00 or greater, passing all Pass/Fail courses/assignments, and maintaining technical and professional standards.

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 Probation at the end of the didactic year will not progress to the clinical year and will be referred to the Student Progress Committee.

Program Dismissal

- Any student who receives a grade of F (failing) as a final course grade in any didactic year course, or
- A second grade of F (failing) in a clinical course (SCPE), or
- Any student who receives three **(3)** final course grades lower than a B- (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
- 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 and/or receive $< B$ in any course.

Notice of a Disciplinary Sanction shall be delivered in writing (electronic or paper format) to the student within five (5) days of the start of the next term and shall take effect immediately upon delivery. Appeal of the decision may be made to the Dean of CHNS in writing within seven (7) days of delivery of the decision to the student.

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.

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 if 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. In order 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.

Every effort is made by the clinical team to secure clinical rotation sites near the student's home. *However, the program does not guarantee that students can stay near their homes or families during the clinical year.*

Students are responsible for coordinating all required travel (including air travel) and housing accommodations. Furthermore, students are financially responsible for all transportation and housing costs. The MPAS program does not provide any student housing. 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.

Student Safety During Supervised Clinical Practice Experiences

The facility at which the SCPE takes place shall provide 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 pertinent 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 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 not to be contributory 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 or DCE 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.

End of Rotation Exams (EOREs)

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 EORE at a time determined by the Course Director. EOREs will be arranged by the Program per PAEA guidelines and will follow the same policies and procedures as didactic exams, including adherence to the student academic Honor Code. Similar to didactic exams, EOREs will be remotely proctored via a third party and/or FPU. 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 the Friday of the final week of the rotation due to the exam and travel to the next rotation.

SCPE Tasks, Attendance, & Professionalism

A portion of the final SCPE grade includes Administrative Tasks, Attendance, and Professionalism. The timely completion of paperwork, documentation, health requirements, and assignments are imperative during the clinical phase of the program. Non-adherence to deadlines can lead to delays in SCPEs and may affect progression through the program. 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 keep updated and current health requirements.

Student Evaluation of Preceptor & Site

Students must complete the Evaluation of Preceptor & Site form before the last Friday of the SCPE. 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 completion 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 and submission to the Course Director during the last week of the SCPE.

Policy regarding clinical placement

Clinical site placements requests are not required but are accepted. Students requesting a specific clinical site, either established or unestablished, should enter all information available into the “MyRequest” module in EXXAT or elsewhere as directed by clinical faculty. Clinical placement requests are not guaranteed but will be considered at the discretion of the DCE. Requested preceptors and clinical sites must be vetted and meet the same qualifications as established preceptors and clinical sites. Meeting these requirements can take up to 6 months to complete and may be denied by the program or the site regardless of potential preceptor willingness.

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 and/or the Course Director.

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 and/or Course Director immediately for further guidance.

Remediation & Retesting Guidelines

Remediation applies to exams, not to a course. Remediation of assignments will not be offered.

Remediation AND retesting are required for an **exam score below 73%**, regardless of academic standing. **Remediation activities (targeted educational interventions) must occur before reassessment to ensure students have addressed deficiencies prior to being retested.**

The requirement serves to ensure competency in low performing areas on a given assessment. **It will be the responsibility of the student to notify the course director, director of didactic education and advisor of their need for remediation and retesting.** Failure to do so will be considered a violation of the Program’s professionalism standards.

Retesting is provided to attain a score above 73%. The purpose of retesting is to assess that the student has acquired the knowledge presented as per the course's instructional objectives. A student who has scored less than 73% on an exam will be given one (1) opportunity to retest for that exam.

If the student scores less than 73% on the retake exam, they must complete additional assignments for remediation to ensure competency in the content covered on the failed assessment. It will be at the discretion of the course director, with support and guidance of the Director of Didactic Education, to ensure that the student understands, through an assessment, the knowledge expected in the module, or section, assessed in the course.

A failed retest will not allow for the opportunity for grade replacement and will subject the student to possible course failure. The student may be required to meet with the Student Progress Committee to discuss barriers to learning and be subject to additional assignments for remediation.

The course director, faculty advisor, OR the Director of Didactic Education will document retesting and remediation at all stages of the process. Documentation is housed secured online with limited access to private student data.

Students may be provided with a grade change opportunity in the didactic year. The grade change approach would allow a student to change the grade of an exam and its application to the grade book in a course at a maximum of 83%. The policy allows each student, subject to retesting, to apply the retest score towards the course grade book a maximum of two (2) exams per term but no more than four (4) per didactic year. No more than one (1) grade change will be permitted per course. Grade changes and retests must be requested by week 11 of each term. Once the grade changes have been exhausted, the remaining failed exam(s) will be retested up to two (2) times to allow the student the chance to achieve > 73%, coupled with a remediation assignment but the original exam score in the grade book of the course will stand. Once final grades are submitted for a course to the registrar, no changes can be made.

Remediation & Retesting End-of-Rotation Examinations

SCPE Course grades are determined by student performance on combinations of End of Rotation Examinations (EOREs), preceptor evaluations, Objective Structured Clinical Examinations (OSCEs), SOAP notes, Procedures/Outcomes checklists, patient logging, attendance, participation, professionalism, and the student's evaluation of the preceptor & clinical site, and other assignments as determined by the Course Director.

Remediation applies only to a specific SCPE EORE, **not** to a course.

Students are allowed/required to remediate and/or retake EOREs as follows:

- **An EORE score of 73 - 82.99%(Z-Score < -1.5 to -0.5): ***
 - Mandatory learning enhancement assignment determined by the Course Director or Director of Clinical Education (DCE) within 2 weeks of the failed EORE date.
 - A student may, at their option, retake the failed EORE, if available and following consultation with the DCE.
- **An EORE score < 73%(Z-Score < -1.5):**
 - Mandatory remediation by completing an assignment determined by the Course Director or Director of Clinical Education (DCE) within 2 weeks of the failed EORE date.
 - Mandatory retake of the failed EORE.

- **A maximum of two (2) EOREs can be retaken throughout the entire clinical year. A third EORE score below –1.5 will result in course failure.**
 - The maximum grade achievable on the EORE retake is 83%. If the retake score is below 83%, the higher of the original and retake EORE scores will be retained. A failure of the same EORE twice is subject to Student Progress Committee review.

Remediation and Retesting Clinical Rotations

Failure of a SCPE course during the clinical year is reviewable by the Student Progress Committee. If a student fails a 2nd SCPE, they will be dismissed from the program.

Remediation & Retesting Summative Assessments

During the last four months of the Program, students must pass all three (3) components of the summative assessments: the summative written exam, the summative oral exam, and a summative OSCE. Students unable to successfully pass a summative assessment may have the opportunity to complete remediation and retest with approval from the Student Progress committee.

Only one (1) summative assessment may be retaken for a passing grade (a grade of at least a B). This may result in a delay of program completion/graduation. If students cannot successfully pass a summative assessment after remediation or fail a second summative assessment, they may be considered for program dismissal.

Assessment 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.

Quizzes

All quizzes must be taken individually without the help of other students. All quizzes will be provided on Canvas LMS. Each course has a number of quizzes embedded in the modules. Central Standard Time (CST) is used for scheduling. Unexcused absences will result in a grade of zero (0). In the case of extenuating circumstances, e.g., internet outage, the student must **immediately** contact the course director right before or within 5 minutes of the quiz start. Any form of copying or displaying quiz questions or taking the quiz with others is strictly prohibited and considered academic misconduct.

Examination Times

Students are expected to take course examinations at the designated time. Exams taken either on or off campus will require respect towards their fellow students. As such, the program requires minimal interruptions and a quiet environment during test/exam/quiz times (for example, children, pets, loud noises/sounds, etc.). In the case of extenuating circumstances, e.g., internet outage, the student must **immediately** contact the course director right before or within 5 minutes of the exam start.

During **on-campus** examinations/assessments (immersion weeks):

- Students are strongly encouraged to be seated in the exam room and logged into the exam 5-10 minutes prior to the exam start time. *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, electronic devices, phones, smart watches, 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 to be used for any purpose during an exam.
- 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 to run during all times 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, blackberries, exam notes, books, or study guides.
- 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 exams.*
- Exams will be recorded (audio and visual)
- Exam duration is at the discretion of the course instructor. Time per question will be 1 minute per question. Arriving late to an examination will decrease the time allotted for taking the exam. Missing an examination due to an unexcused absence will result in a grade of zero for the examination.

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

All the behavioral requirements above apply, in addition to:

- ****Examinations may ONLY be taken with laptops and computers with video-monitoring abilities that are compatible with ExamSoft/Examplify/Exam Monitor (or currently used testing platform). iPad, phones, and any other device without video-monitoring abilities MAY NOT be used during examinations at any time.**
- All didactic quizzes and/or examinations will be administered through Canvas and/or ExamSoft.
- Students will be recorded and virtually proctored.
- Any suspicious activity during the examination will be flagged and reviewed by faculty.

- During any examination, *two devices may be required*: one for taking the exam with a frontal camera view of their face and another for logging into zoom and showing the camera angle of their workspace.
- After obtaining a test code, students must turn off all electronic devices (except the devices they are using to take the test) and place all personal belongings away from their testing space. Smart watches and devices are not allowed during examinations.
- Once the exam has begun, students are not allowed to ask questions regarding exam content; the teacher will be informed after tests are complete. If there is a technical issue before, during, or after the exam, students may promptly notify the course director and/or proctor.
- Students must remain in their seats at all times until they have submitted the examination. Restroom time, food/drink time, etc. should be completed before exam time begins. Emergency restroom trips during examinations are permitted. Extra exam time will not be given if a student leaves the exam at any time for any reason.
- Exam duration is at the discretion of the course instructor. The time per question will be 1 minute per question. Arriving more than 5 minutes late for an examination will lock the student out of taking the exam. Missing an examination due to tardiness or other unexcused absences will result in a grade of zero for the examination.
- Communication (in any form) with others during examinations is considered academic dishonesty and cheating.
- Upon completing and submitting the exam and all materials, please follow the instructions on the screen.
- All exams will be recorded and by signing the consent forms and/or acknowledging this handbook, you are consenting to be recorded (audio and visual).

Illness or Personal Emergency

In the event of illness or personal emergency on the day of an examination, the student must contact the Course Director and/or Director of Didactic Education before the exam and inform the instructor that they are unable to take the test. A student who has missed an examination because of illness or personal crisis will be expected to take the examination as soon as possible based on the reason of absence. If the student does not take the exam within a reasonable timeframe as scheduled by the Course Director and/or Director of Didactic Education, the score on the exam will be a zero. A student will be required to bring documentation due to their absence (e.g., health care provider letter, etc.).

Prolonged Illness(es)

Prolonged or severe illnesses requiring extended absences are exceptions and considered by the Student Progress Committee individually based on the needs of the student, including make-up work, remediation, deceleration, and medical withdrawal.

Late or Delayed Assessments

As noted, assessments are examinations, quizzes, and/or assignments required by a course, or the program, to evaluate a student's comprehension and competency in provided material(s). Each course has a syllabus and is provided to the student with due dates. The following is provided to notify our students of the consequences of turning in an assignment and/or engaging an assessment beyond the due date and time.

Missed/Delayed Assignment Policy

Failure to complete any component by the specified due date will result in a 10% deduction in grade for being late, followed by a 10% per calendar day penalty thereafter, up to a 50% reduction. If a student fails to complete a quiz during the scheduled time, a grade of 0% will be given.

Examination and Quiz Miss/Delay

Examination scores **will not** be available to students until all students have completed the exam. Quizzes are completed in Canvas and results are uploaded automatically. As the program utilizes ExamSoft for examinations, students have up to five (5) minutes from the start of the examination to notify the proctor of a technical issue. Violations will result in the following:

- First offense: 10% reduction in exam grade.
- Second offense: 50% reduction in exam grade.
- Third offense: 100% reduction/zero on exam.

Grade Policy

The graduate grading scale is provided in each syllabus. Course grades are calculated at the end of each term for each course. Within a course, grades are calculated after each assessment and/or assignment. The culmination of the assessment/assignment grades results in the final grade of the course and is automatically calculated per the weight of each assessment/assignment.

- Course assessments and/or assignments grades within the course are submitted as a percentage grade and any adjustments are at the discretion of the course director with approval by the Director of Didactic Education.
- Final course grades are reviewed by the program faculty and leadership in the final week of the term prior to submission. Final course grades submitted to CampusWeb are considered final. The program will follow grade change policies per university standards if needed.

Exam Review Policies

Exam Review

After grades are released to students, exam review is at the discretion of the course director and/or Director of Didactic Education. Meetings with the course director are permitted for all students. Exam questions may NOT be repeated, written, or spoken. Only the missed topic/concept can be discussed with the instructor. The meetings are NOT a forum to debate the structure, relevance, format of questions, NOR to challenge a test item. Teacher meetings are learning tools to help students identify content areas where they have deficiencies.

Student Exam Results

Students will be able to review their assignments, exams, and course grades on Canvas.

Exam Challenge Policy

A student representative will address issues with exam items in writing within three (3) to five (5) business days after the grade release by the instructor directing the course. Student item

challenges must address a specific issue regarding the examination question, such as having multiple correct answers, having no correct answers, or other concerns. An explanation in support of the student's argument with appropriate references should be made using supporting documents referring to specifics in the assigned readings or lecture slides. The Course Director and/or Director of Didactic Education will consider the student's challenge and respond in writing (email is acceptable) within three (3) to five (5) business days after receiving the challenge as to their decision.

Professional Development Policy

The Texas 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 a manner generally considered to be unprofessional, the faculty or staff member who witnessed the event will present the issue to the Student Progress 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 Student Progress Committee deems the unprofessional behavior to be egregious, the student may be immediately recommended for dismissal from the program. Egregious examples include cheating, lying, etc.

- Unsuccessful development of professional behaviors or additional unprofessional events will be referred to the Student Progress Committee and a plan will be made on an individual basis which may include dismissal from the program. Decisions made by the Student Progress Committee may be subject to the appeal process. The appeals process is outlined in the academic catalog.

Attendance Policy

Didactic Year Attendance Policy

Attendance during the didactic year is flexible with the exceptions of examinations, quizzes, assessments, assignments, and meetings with directors, faculty, advisors, and/or staff. The program strongly encourages our students to engage in all content irrespective of delivery. In this way, students will be well prepared for all assessments and assignments.

Attendance during didactic immersion weeks is provided in an earlier section of this handbook. Courses/classes that are designated as "synchronous" require the student to attend as per the policy provided in the course syllabus.

Clinical Year Attendance Policy

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 Program Director or their designee. Approval of each request is made on a case-by-case basis and there is no guarantee the approval will be granted. In addition, more than two (2) excused absences from a single SCPE will result in a grade of "I" (incomplete).

SCPEs in which students receive an "I" may have the opportunity to make up the time missed, hour for hour, depending on the SCPE schedule. Once all opportunities to make up hours within the time frame of the rotation have been exhausted then the following is considered:

- Was the student able to make up the time? If not, the student will be referred to the Student Progress Committee for consideration of the situation.
- Was the student able to achieve competency in the SCPE learning outcomes based on the individual circumstances and opportunities? If it is determined that learning outcomes were not met, the student may be required to repeat the SCPE.

Holidays and Didactic Courses

Students in the didactic year are given all University observed holidays off. If there are other religious/cultural holidays students would like to observe, these will need to be discussed on a case-by-case basis with the Director of Didactic Education, with final approval from the Program Director.

Holidays and SCPEs

Students on SCPEs are expected to mirror the schedules of their clinical preceptors. If the preceptor works over the holiday, the student is expected to work as well. If the preceptor chooses to schedule the student off for a major holiday this must be reviewed by the Director of Clinical Education in advance of the holiday for approval. The student should NOT request holidays or personal days off from a preceptor.

Excused Absences

An excused absence is an absence due to personal emergency or incapacitating illness of the student or the student's dependent or immediate family. Individuals outside of these categories will be considered on a case-by-case basis. Participation in approved university-sponsored activities (with verification) or government required activities may constitute excused absences. Arrangements to have an excused absence (other than for an emergency) 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.

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.

The student must make every reasonable attempt to schedule appointments outside of SCPE hours. Should an exception need to be made, the Course Director, with input from the Director of

Clinical Education and/or Program Director, will ultimately determine if an absence is excused. **In cases of illness, the Director of Clinical Education must be notified by email as soon as possible and no later than 24 hours following the absence.**

The student is also responsible for contacting the preceptor/SCPE site office as soon as possible regarding the 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 the student must leave a phone or electronic message regarding the absence, and a phone number where they can be immediately reached.

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 including failure of an assignment, quiz, examination, and/or SCPE. There are no personal days during the didactic or clinical years (SCPEs). Students are not to request days off for vacation or for studying during the SCPEs.

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

Communication Policy

Clear, concise, and timely communication in a hybrid program is vital to student success. The Texas MPAS program sets the expectation that regardless of who, or in what media, communication is initiated, a reasonable response time is expected. See the Email Policy below. Full-time faculty and staff are expected to respond to all communications within 24-48 hours.

The response time considers weekends, holidays, and university breaks. In addition, students on clinical rotations will be expected to be available throughout the clinical year irrespective of term breaks. This is due to the variation in rotation times and pre-clinical year term gaps.

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.

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 Student Progress Committee and development of an individualized re-matriculation plan.

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 are required to have two (2) devices with a stable internet connection for the duration of the program. The computer must be able to meet the needs of the program and any software application used throughout the program.

UNIVERSITY ACADEMIC POLICIES

Academic Advising Policy

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

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

Grievance Policy and Appeal Procedures

Graduate student grade appeals process, and academic grievance is found in the academic catalog and states:

1. The graduate student should go to the faculty member of the course to request a grade change or to present the grievance to the faculty member.
2. If the student is dissatisfied with the faculty member's decision, they may petition the Graduate Program Director to intervene no later than 30 days into the following semester/term after which the grade was submitted. The Program Director will seek a mutually acceptable resolution. The Program Director will ask the faculty member to submit a letter explaining the grade or event that caused the petition/ grievance.
3. If the student is still dissatisfied, they may then petition the Graduate Academic Standards Committee (GASC) by completing the Graduate Student Appeal Form, which will list the course, instructor, and a description of the grievance or reason for the grade appeal. The petition should be submitted to the applicable Dean who will forward it to the Chair of the GASC. This form must be submitted no later than 8 weeks into the following semester/term after which the grade was submitted or the unresolved situation occurred.
4. The Chair of GASC will contact the Program Director and ask for a one-page letter explaining the situation that caused the grievance, including the Learning Contract and recommendation of the Program.
5. The student may submit additional supporting material with the above letter and petition.

6. GASC will recommend a decision to the applicable Dean, who will notify the student of the final decision.

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, or the Program 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 Program Director. If warranted, the Program Director may refer the issue to the Dean. The decision of the Dean will be final.

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 the Ethical Conduct for the Physician Assistant Profession:
<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

University Honor Code:
<http://beta.franklinpierce.edu/studentlife/student-conduct/Honor-Code-FranklinPierceUniversity.pdf>

NCCPA Code of Conduct:
<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 will not be condoned by the University or the MPAS 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 Student Progress Committee. The Student Progress 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 Student Progress 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, or recommendation to the Program Director for probation, suspension, or dismissal from the program.

Artificial Intelligence Policy

Franklin Pierce University recognizes artificial intelligence (AI) as a valuable educational tool while acknowledging the need for clear guidelines to ensure its ethical and appropriate use. This policy establishes comprehensive guidelines for students to ensure the responsible use of AI technologies while maintaining academic integrity and fostering an environment conducive to genuine learning and growth.

Students are expected to use AI technologies solely for educational enhancement purposes within the framework of their academic program. The primary goal is to leverage AI as a supplementary learning tool while maintaining the integrity of the educational experience. Students must exercise critical thinking when utilizing AI-generated content and ensure that their work primarily reflects their own understanding and intellectual effort.

UNIVERSITY ONLINE REQUIREMENTS:

System Requirements

ExamSoft/Exemplify minimum system requirements: <https://examsoft.com/resources/exemplify-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. Students are expected to respond to university emails within 24 hours of receipt. 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.
- It is ***“highly recommended”*** to have your camera turned “on” during live learning sessions (*course directors may set stricter policies for their individual courses*).
 - 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.
 - If you do choose to turn your camera off, provide an appropriate profile picture.
- Dress as if you were attending class in person (see dress code)
- 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.

Note: Violations of this policy may be considered professionalism violations and could result in further disciplinary action. Please refer to the professionalism section in the Student Handbook for more details.

AMA social media Policy

The MPAS program supports the American Medical Association’s (AMA) stance on social media. According to AMA, “[u]sing 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: In order 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. Students ***MUST NOT*** discuss patients on social media platforms regardless of whether the student believes the

patient has been deidentified. The Health Insurance Portability and Accountability Act ("HIPAA") applies to activity on 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
- Texas 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 and/or Course Director 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>

STUDENT SERVICES

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

The following are the current tuition, fees, and associated expenses for the Texas MPAS Hybrid Program are found online at: <https://franklinpierce.edu/academics/programs/physician-assistant/tx-hybrid/tuition.html>.

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.

Travel, Housing, & Transportation

During the clinical year, students may have to complete clinical rotations in Texas or other locations in the continental U.S. 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 of placement.

Academic Support Services

The University offers a variety of presentations, workshops, and individualized services in support of CHNS graduate students. Please consult the following URL for additional information: <https://franklinpierce.edu/student-experience/support/>.

Tutoring

The College of Health & Natural Sciences does not offer formal tutoring services. University Student Service does offer various educational resources.

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 program also incorporates career development into its didactic 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. The University has no legal obligation to determine that a student's condition warrants accommodation and/or services until that student has provided adequate notice of the condition to Student Accessibility Services: <https://franklinpierce.edu/student-experience/support/academics/ssc/disability.html>.

Students requesting testing accommodation 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 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.

Once the Program has been notified by the Center for Academic Excellence with the student's Letter of Accommodation, every reasonable attempt will be made to grant the accommodation. A student may request accommodation at any time, but the full process does not begin until documentation is received.

Students must notify Course Directors at least 2 weeks before accommodations are needed to give the program enough time to coordinate and implement the accommodations as granted by the Center for Academic Excellence.

Furthermore, accommodation is not reasonable if it fundamentally alters the nature of the program, test, or assessment; eliminates essential academic, technical, professional standards; lowers academic standards; creates an undue financial or administrative burden; or creates a threat to the health or safety of others.

Students requesting accommodation are responsible for contacting the Coordinator for Student Accessibility Services directly for assistance:

Center for Academic Excellence
studentaccessibility@franklinpierce.edu

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

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 over 85 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 Texas MPAS Hybrid Program has also contracted with several vendors that students will use throughout the program.

IT Support

The Franklin Pierce Help Desk is staffed between the hours of 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.

PERSONAL SAFETY & SECURITY

Safety & Security and Mental Health Contact Information

Immediate Assistance for Austin/Round Rock, Texas Students:

- Round Rock, TX Police Department (512) 218-5500
- Ascension Seton Williamson Hospital (512) 324-4000
- National Alliance on Mental Illness (NAMI) <https://namicentraltx.org/crisis/> & Williamson County Mobile Crisis Outreach Team: (512) 943-3545

Franklin Pierce University Safety & Security

- Campus Safety (603) 899-4210 or Emergency (603) 899-5555
- Franklin Pierce Counseling and Outreach Education (603) 899-4130 (after hours call Campus Safety Dispatch at (603) 899-4210).

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>

The Sexual Misconduct Reporting Form is accessible via an internal FPU link (https://cm.maxient.com/reportingform.php?FranklinPierceUniv&layout_id=10) and can be submitted anonymously.

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 Student Progress 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 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

<https://archive.cdc.gov/#/details?url=https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control.html>

A brief summary of the CDCs Standard Precautions is below:

Hand Hygiene: Good hand hygiene is critical to reduce the risk of spreading infection.

- Current CDC guidelines recommend use of alcohol-based hand rubs for most hand hygiene. Washing hands in soap and water should be the rule when:
 - Hands are visibly soiled (e.g., dirt, blood, bodily fluids)
 - After caring for patients with known or suspected infectious diarrhea.
- Without exception, good hand hygiene must be performed:
 - Before touching a patient, even if gloves will be worn.
 - Before exiting the patient's care area – after touching the patient or the patient's immediate environment.
 - After contact with blood, bodily fluids, bodily excretions, or wound dressings.
 - Prior to performing an aseptic task (e.g., placing an IV, preparing an injection).
 - When moving hands from a contaminated body site to a clean body site.
 - After glove removal.

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:

- Exam gloves:
 - Handling blood or bodily fluids.

- Touching mucus membranes, non-intact skin, or a body orifice.
- Touching contaminated equipment.
- Facial masks, protective eyewear, and gowns (along with gloves):
 - Performing or assisting in procedures with a risk of bodily fluid or other hazardous material exposure (splashes or sprays).
 - *Special types of equipment including, but not limited to N95 face masks may also be required.*

Safe Injection Practices

- No recapping of needles unless required by the specific procedure being performed.
- Use self-sheathing needles and/or needleless systems when available.
- All needles and other disposable sharps will be placed in designated puncture-resistant containers as soon as possible after use.

Safe Handling of Potentially Contaminated Surfaces or Equipment

- Environmental cleaning
 - Areas where patient care is performed will be cleaned and disinfected at the conclusion of every activity.
- Medical equipment
 - Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer's instructions.
 - If the manufacturer does not provide guidelines for cleaning a device, it may not be suitable for multi-patient use. *In this instance, always check with the Course Director or clinical preceptor on how to proceed.*

Respiratory Hygiene/Cough Etiquette

- Cover mouth/nose when coughing or sneezing.
- Use and dispose of tissues.
- Perform hand hygiene whenever hands have contact with respiratory secretions.
- Consider using a mask to prevent aerosol spread.
- Sit as far away from others as possible.

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 worker safety including proper handling of needles and other sharps

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 Program. This form should go with the student to their evaluation for treatment. The DCE should also be notified.
- Students who experience an 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 take 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 student’s (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/niosh/healthcare/risk-factors/bloodborne-infectious-diseases.html>.

Post-Exposure Program Participation

Continued participation in the activities of the MPAS 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.

Financial Responsibility & Worker's Compensation

As a condition of enrollment, students are required to carry medical insurance throughout the entirety of 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 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 Texas 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 Round Rock 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:

Dean of the College of Health & Natural Sciences: (603) 647-3530

Director of Human Resources and Risk Management: (603) 899-4075

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 contaminant 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.
- If you are not on the first floor of a building, exit the building down a stairwell indicated on an exit plan posted in your area.
- 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.

Procedures for 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.
- *Use the stairs, do not use an elevator.*
- Do not lock doors while leaving the building.
- Smoke is the most toxic part of a fire; stay close to the floor.
- Keep out of the way of emergency personnel and police.
- After evacuating, stay with your classmates and/or faculty/staff so that appropriate personnel can determine if the building has been safely and completely evacuated.
- Notify law enforcement personnel or other authorities on the scene if you suspect someone may still be in the building.
- Do not re-enter the building unless the fire department or institutional officials have issued the “all clear” message.
- If you become trapped in a building, **DO NOT PANIC!**
 - Dial 911 using your cell phone.
 - Put an article of clothing large enough to hang outside of the window, and into your room, to mark your location for emergency personnel, if possible.
 - If the room has no windows, stay close to the ground; shout out loudly to attract the attention of emergency personnel.

If a fire appears controllable, call 911, alert everyone to the fire, then use a fire extinguisher to put out the fire.

Procedures for 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/docs/safety-security-emergency-guide.pdf>

<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 reasonably safe environment. Everyone is asked to assist in making the campus and our community a 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 on 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.
- One person should 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:

- Determine if the room you are in can be locked and, if so, follow the same procedures described in the previous paragraph.
- If your room can't be locked, determine if there is a nearby location that can be reached safely and is secure, or determine if you can safely exit the building.
- If you are unable to find a secure room or safely exit the building, hide behind a solid object (i.e., desk, cabinet) and stay out of sight.

If a shooter enters your office or classroom:

- Remain calm.
- If you can get out of the area safely, do so.
- Dial 911, if possible, and alert the police to your location. If you can't speak, leave the line open so the dispatcher can listen to what's taking place. Normally, the location of a 911 call can be determined without speaking.
- Attempting to overpower the shooter with force should be considered a very last resort - after all other options have been exhausted.
- If the shooter leaves the area, either “play dead” until help arrives or proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter.

No matter what the circumstances, if you decide to flee during an active shooter situation, make sure you have an escape route and plan in mind. Do not attempt to carry anything while fleeing. Move quickly, always keeping your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove incapacitated people. Instead, leave victims where they are and notify authorities of their location as soon as possible.

Hostage Situation

The captor in all probability does not want to inflict harm. Such direct action further implicates him or her in additional offenses.

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.
- Seal off the area near the hostage scene.

If you are taken hostage:

- Be patient and calm, time is on your side.
- Don't threaten or intimidate your captor
- Avoid drastic action.
- Before you say or do anything, consider the threat to yourself and others that are involved.
- If necessary to speak, ask for permission first.
- Don't talk down to the captor who may be in an agitated state.
- Avoid appearing hostile.
- If possible, maintain eye contact with the captor at all times, but do not stare.
- If medications, first aid, or restroom privileges are needed by anyone, calmly say so.
- Be observant. When you are released, the personal safety of others may depend on what you remember about the situation and are able to communicate.

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 the Program Director and local law enforcement (911).
- Avoid provoking or obstructing demonstrators.
- Leave the area where the disturbance is happening.
- Avoid the area. If you are not in the area, do not go there to see what is happening.
- Close and lock all doors, especially external doors, but do not lock doors to prohibit emergency exits.
- Close windows and blinds.
- Attempt to continue your normal daily schedule and routine.
- Follow all instructions and commands of institutional officials and local law enforcement.

Change of Name, Address, & Phone Number

All changes of personal information should be reported to the program's support staff, as well as to 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.

School Closing Announcements

Students are encouraged to monitor local weather patterns while on or near the Texas campus.
<https://www.wunderground.com/weather/us/tx/round-rock>

Texas school and government closings due to inclement weather should also be monitored.
<https://www.american towns.com/round-rock-tx/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 Round Rock, TX campus do 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 assess 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 Catalog
<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/finaid/cgps/index.htm>

Student Success Center

<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>

LOCAL AMENITIES

Hotels

Hampton Inn Austin-Round Rock (512) 248-9100

110 Dell Way Round Rock, Texas 78664

<https://www.hilton.com/en/hotels/ausrkhx-hampton-austin-round-rock/>

Embassy Suites by Hilton Round Rock (512) 308-3883

270 Bass Pro Drive, Round Rock, TX 78665

<https://www.hilton.com/en/hotels/ausnkes-embassy-suites-round-rock>

Hyatt Place Austin/Round Rock (512) 488-5756

420 Sundance Pkwy, Round Rock, TX 78681-8011

<https://www.hyatt.com/en-US/hotel/texas/hyatt-place-austin-round-rock/auszr>

Spring Hill Suites by Marriott Austin, Texas Round Rock (512) 733-6700

2960 Hoppe Trail

Round Rock, Texas 78681

<https://www.marriott.com/reservation/rate>

Austin Marriott North (512) 733-6767

2600 La Frontera Blvd.

Round Rock, Texas 78681

<https://www.marriott.com/reservation>

Aloft Austin Round Rock (512) 218-5945

2951 Jazz St, Round Rock, TX 78664-7598

<https://www.marriott.com/en-us/hotels/ausar-aloft-austin-round-rock/overview/>

Courtyard by Marriott Austin Round Rock (512) 255-5551

2700 Hoppe Trail Round Rock, TX 78681-2003

<https://www.marriott.com/reservation/rateListMenu>

Hilton Garden Inn/Austin Round Rock
2310 N Interstate Hwy 35, Round Rock, TX 78681 (512) 341-8200
<https://www.hilton.com/en/hotels/ausrrgi-hilton-garden-inn-austin-round-rock>

Restaurants

Cracker Barrel
2350 N Interstate 35, Round Rock, TX 78681-2012 (512) 218-0822
www.crackerbarrel.com

Long Horn Steakhouse
2702 Parker Dr Suite C, Round Rock, TX 78681-7983 (512) 246-7474
www.longhornsteakhouse.com

Jack Allen's Kitchen (512) 215-0372
2500 Hoppe Trail
Round Rock, Texas 78681
www.Jackeallenskitchen.com

Saltgrass Steak House (512) 238-0091
2300 N-IH 35
Round Rock, Texas 78681
www.saltgrass.com

Palermo Pasta House (512) 369-3952
121 E. Main Street
Round Rock, Texas 78664
<https://www.palermopastahouse.com/>

Tokyo Steakhouse and Sushi Bar (512) 388-7896
La Frontera Village
201 Sundance Pkwy – Ste. D
Round Rock, Texas 78681
www.tokyoroundrock.com