



Master of Physician Assistant Studies Program



Student Handbook

Effective Date: November 15, 2021

Welcome to the Franklin Pierce MPAS Program!

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 (MPAS) Program. We are excited about embarking on this journey with you to become a physician assistant. It is our mission to guide your learning of the scientific principles necessary in the practice of medicine from a primary care perspective. It is equally our mission to aid your learning about the social, economic, environmental and administrative aspects of medicine influencing the health and well-being of diverse individuals over the lifespan. Your training will prepare you to engage in the principles that underlie disease pathophysiology, assessment, and management while meeting the challenges of a changing health care system.

This handbook has been developed to help you understand the MPAS Program and its policies and procedures, as well as serve as a guide to student responsibilities. It serves to clarify the administrative and logistic aspects of the program.

Throughout the handbook, references to specific Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) Standards, which constitute the requirements to which an accredited program are accountable, are placed in parentheses.

This handbook is intended to supplement the Franklin Pierce University (FPU) Academic Catalogue: www.franklinpierce.edu/academics/catalog.html

The College of Health & Natural Sciences (CHNS) Student Code of Conduct: [Student Conduct - Franklin Pierce University](#)

The policies are reviewed at least annually, and are revised as needed to facilitate the mission of the MPAS program and Franklin Pierce University. **In the event the MPAS policies are more strict than those outlined in Franklin Pierce University publications (e.g., as listed in the FPU Academic Catalog), then the MPAS policies shall apply.** The MPAS 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 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 MPAS 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!



FACULTY & STAFF

(ARC-PA Std. A2.02)

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<p>MPAS closings due to inclement weather: http://www.wmur.com/weather/closings</p>	

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Canvas is the learning management system used for all courses at Franklin Pierce University. Course materials and grades may be accessed through Canvas. Orientation to Canvas is found through the Canvas Help system, as well as additional support resources, particularly	

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PROGRAM OVERVIEW

Mission (*ARC-PA Std. B1.01*)

Franklin Pierce University Mission

Franklin Pierce University embraces an education that matters: one that achieves academic success through the integration of liberal arts and professional programs. Our community of educators and learners creates an environment that fosters intellectual curiosity and encourages experiential and applied learning. A Franklin Pierce experience enables each student to discover and fulfill his or her own unique potential. We prepare students to become confident, knowledgeable individuals and leaders of conscience.

Master of Physician Assistant Studies Program Mission

The Franklin Pierce University Master of Physician Assistant Studies Program's mission is to prepare physician assistants who demonstrate clinical excellence; embrace diversity, equity and inclusion; advocate for their patients; lead and advance the profession; and serve their communities.

Program Goals & Competencies (*ARC-PA Std. B1.01*)

Program Goals

1. Prepare students to function as competent healthcare providers in primary care settings.
2. Nurture student progress to optimize professional growth and retention.
3. Recruit students from rural and underserved communities, particularly those from New Hampshire and Vermont.
4. Train students from rural and medically underserved communities with a focus on New Hampshire and Vermont.
5. Graduate students who practice in rural and medically underserved communities with an emphasis on New Hampshire and Vermont.

Program Competencies*

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 and written) 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 as demonstrated 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)

**Adapted from Competencies for the Physician Assistant Profession, 2012.*

ACCREDITATION *(ARC-PA Std. A3.14)*

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Franklin Pierce University Physician Assistant Program** sponsored by **Franklin Pierce University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **September 2027**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

ONGOING PROGRAM REQUIREMENTS *(ARC-PA Std. A3.17)*

Technical Standards

The MPAS program considers it essential for all PA students 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. Therefore, every PA student must master a common body of basic science knowledge and physical abilities and master the principles, knowledge and procedures of the required clinical specialty rotations, including Family Medicine, Internal Medicine, Pediatrics, Women's Health/ObGyn, Surgery, Emergency Medicine, Behavioral Health/Psychiatry, and a primary care elective (in Internal Medicine, Family Medicine or Urgent Care). This requires that every student have sufficient capacities and abilities in: Sensation, Communication, Motor Function, Intellectual Capability, and Behavioral/Social Proficiency. Students must possess these qualities in order to achieve the required level of competency stipulated for program advancement and graduation. Students must demonstrate these standards upon admission and continue to demonstrate them throughout their participation in the MPAS program. Failure to do so is grounds for dismissal from the program.

Sensation

Students must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory and other education settings. Sensation must be

sufficient to receive verbal and non-verbal information while interviewing patients and to perform inspection, auscultation and palpation techniques during physical exam of patients.

Communication

Students must be able to communicate effectively. This includes expressive and receptive modes of verbal, non-verbal and written communication. Further, it includes the ability to accurately assess receptive communication in order to make appropriate and timely responses. It includes the ability to communicate with attention, empathy and sensitivity. Students who engage in combative and/or disruptive speech and/or behavior with faculty, staff, students or visitors will be in violation of this technical standard.

Motor Function

Students must have sufficient stamina, strength and coordination to perform the activities required of a physician assistant. These include performing a physical examination involving techniques in palpation and percussion and utilizing diagnostic instruments. Students must have sufficient stamina to sit and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. Students must also possess sufficient stamina to mirror at least the full time workload of their clinical preceptor(s). They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments.

Intellectual Capability

Clinical problem solving, a critical ability for physician assistants, encompasses abilities to accurately measure, calculate, reason, analyze, integrate, learn and retain information and make decisions in a timely manner. Students must be able to:

- Independently access and interpret medical data;
- Identify significant findings from history, physical examination and laboratory data;
- Perform a reasoned explanation for likely diagnoses and recommend treatment regimens;
- Recall and retain information in an efficient and timely manner.

Behavioral/Social Proficiency

Students must possess the ability to establish and maintain appropriate professional relationships. Factors included in this requirement are the abilities to prioritize competing demands, to function in stressful circumstances, to exercise good clinical judgment, to behave ethically, and to be compassionate, empathetic, responsible and tolerant toward patients, faculty, staff, other students and other healthcare professionals.

Professional Behavioral Standards *(ARC-PA Std.s B1.05, B3.01, C3.02)*

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, located at the end of this manual. Candidates must also meet the legal standards to be licensed to practice medicine. 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. Both conviction of a felony and failure to disclose prior or new offenses may lead to disciplinary action, including dismissal from the program, at the discretion of the Program Director.

Professional Conduct

Conduct (language, demeanor, attitude, dress, or behavior) unbecoming a health professional and a student at Franklin Pierce University will not be tolerated. Students who behave in a combative, immature, irresponsible, unethical or illegal manner will be subject to disciplinary action. Students who behave unprofessionally, either inside and/or outside the classroom, can be charged with professional conduct violations and may be brought to the Student Affairs Committee for disciplinary action, including dismissal from the program, at the discretion of the Program Director.

What is Professionalism?

At Franklin Pierce University, our goals are to produce healthcare providers who are clinically sound, providing the highest quality of care within their scope of practice, and who become well-respected professionals within the medical community. Physician assistant students are evaluated based on their clinical knowledge and skills using measures such as written assignments, written and practical examinations, and clinical rotation evaluations. The student must also demonstrate the ability to work effectively within a professional environment with patients and other healthcare providers.

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.”

Some examples of unprofessional behavior include, but are not limited to:

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

This list represents some behaviors that would be considered a violation of the Professional and the Technical Standards of the program. Students who are not able to demonstrate the ability to adhere to the Technical Standards as outlined previously, those who exhibit a pattern of

unprofessional behavior (that is, 3 or more separate documented occurrences), or those who engage in a single, egregious act will be referred to the Student Affairs Committee for recommendations regarding disciplinary actions, including dismissal from the program.

Physician assistant students must recognize they are seen as clinicians, providing a service both to the physician supervisor as well as the patient. 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, therefore, 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 Affairs Committee for discussion, review and potential action including dismissal from the program.

The following paragraphs review specific topics of importance as they relate to professionalism:

Confidentiality

HIPAA regulations stress 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.

Student records are confidential and are not shared without the consent of the student.

Dress (ARC-PA Std. B3.01)

Students engaged in a professional study program will present themselves in a professional manner at all times, conveying the image of the physician assistant profession to others. The poor appearance of one individual is often generalized to the entire group. Program dress must be neat, clean, and modest. Hats or other head coverings are not allowed at any time except if as a medical requirement or of one's religious affiliation. Fingernails should be clean, filed and short.

When participating in any didactic instruction of the program students whether in person or virtually students will be required to dress in a professional manner at all times. Here are examples of clothing health care professionals in training DO NOT wear to work or to a classroom:

- 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 sweat pants (only to be worn with special permission)
- Sleepwear
- Bathrobes

Here are examples of clothing health care professionals in training DO wear to work or to a classroom:

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

Franklin Pierce University and MPAS Program Attire will be worn as specific community and outreach events.

When participating in any professional clinical experience in the clinical phase of the program, students will be required to wear appropriate professional attire. In addition, students are required to wear official Franklin Pierce University nametags. Open toed shoes are not allowed in any clinical situation. Use of fragrance and excessive or facial jewelry is inappropriate for clinical practice. Tattoos must be completely covered. Students dressed inappropriately will not be permitted to participate in outside experiences or patient encounters.

Whether in class or on your personal time, your personal appearance will reflect on 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 emergency can do so by providing the program phone number. The 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 note-taking, but should not be used for purposes such as completing assignments or social networking during class 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. Many affiliation sites require criminal background checks. The responsibility for obtaining the necessary documentation rests solely with the student.

Substance Misuse

Misuse of alcohol and/or narcotic prescription medications, as well as use of illicit drugs are incompatible with the responsibilities of a professional health care provider entrusted with the safety and care of the general public. Students of the Franklin Pierce University MPAS Program are bound by the Substance Abuse Policies noted in the University Catalog, as well as the College of Graduate and Professional Studies Student Code of Conduct.

Student Health Services *(ARC-PA Std.s A1.05, A3.09, A3.10)*

Students are required to maintain health insurance for the duration of their enrollment in the MPAS Program. Your proof of insurance will be verified, along with compliance with all health requirements of the program through a third-party recordkeeping company. No health records will be maintained by the program.

Health care services are available to students of the MPAS Program at the Franklin Pierce University Health Services in Rindge, NH or the Dartmouth-Hitchcock Family Medicine in Lebanon/Hanover, NH. Appointments for Franklin Pierce University Health Services can be made by calling (603) 899-4130. Appointments for Dartmouth-Hitchcock Family Medicine can

be made by calling (603) 650-4000. Additionally, mental health counseling and referrals will be available through both locations. Students are responsible for health-care costs, whether incidental or incurred as a result of course-related activities. Each individual healthcare service provider will maintain all student health records for care they provide. A third-party recordkeeping company will provide verification of compliance with health requirements as needed. The program will not maintain student health records and faculty are not allowed to participate in or provide health care to students.

Physical Examination and Immunization Requirements *(ARC-PA Std.s A3.07, A3.21)*

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

1. A current health examination indicating the student does not have any physical or mental health conditions that may affect their ability to provide medical care or put patients in danger.
2. Completed series of immunizations based on current CDC recommendations for health professionals including but not limited to Diphtheria, Tetanus, Measles, Mumps, Rubella, Hepatitis B, and Varicella (chicken pox) or proof of immunity via titer. Proof of illness is not sufficient.
3. A two-step tuberculin skin test (PPD) initially, followed by a two-step tuberculin skin test annually. A QuantiFERON®-TB Gold In-Tube test (QFT-GIT) or the T-SPOT ® can be substituted for the two-step tuberculin skin test ; however, this would also need to be completed annually. Bear in mind that clinical sites may have different requirements to adhere to during the clinical year if you wish to participate in a supervised clinical practice experience (SCPE) (i.e., a clinical rotation) at their facility.

The MPAS Program has contracted with a third-party recordkeeping company to track and maintain all student records as required above. A health verification checklist will be mailed to you upon acceptance to the program and must be received by the third-party recordkeeping company prior to matriculation. **Students will be required to repeat the physical examination and PPD requirements annually based on when the initial service was rendered (not based upon date of matriculation), as well as keep other immunizations current. It is the responsibility of students to keep track of expiration dates. Failure to complete and maintain the required documentation can prevent or delay students from participating in the program, including possible program activities/requirements and/or beginning supervised clinical practice experiences and may result in an academic penalty.** Only the verification checklist will be kept in the student's digital or locked file on campus. All medical records will be maintained by the office of the student's primary care/health services provider.

Drug Testing and Criminal Background Check

Clinical sites may require drug testing. At these sites, drug testing must be completed prior to participation in a supervised clinical practice experience. Criminal background checks are required prior to student matriculation and must be repeated annually or as required by clinical sites. 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. The coverage is provided with a \$1,000,000 limit per claim.

PROGRAM CURRICULUM, SEQUENCE & ACADEMIC CREDIT (*ARC-PA Std.s A3.14d, A3.14e*)

Didactic Courses

The didactic coursework builds the foundation for the clinical rotations and clinical practice. The first 13 months of the program focus on the clinical, biomedical and behavioral sciences. Didactic courses are also included in the second half of the program, when students return to campus for skills assessments and medical knowledge instruction after every 2 clinical rotations. In addition, students are introduced to clinical education and experiences in various didactic courses.

Clinical Rotations (*ARC-PA Std. 3.03*)

Clinical rotations are called Supervised Clinical Practice Experiences (SCPEs). Students will participate in seven core SCPEs, including Family Medicine, Internal Medicine, Pediatrics, Women's Health/ObGyn, Surgery, Emergency Medicine, and Behavioral Health/Psychiatry. Students will also have the opportunity for two additional elective rotations, one in primary care and the other in a discipline of their own choosing, based on current availability of placements and the student's overall progress in the program. Clinical experiences provide the students with exciting opportunities to apply skills they have learned in the classroom to real life settings and develop new skills under the guidance of an experienced clinical preceptor. It is the responsibility of the program to recruit and screen appropriate clinical placements for students. Students are not required to supply their own core clinical sites or preceptors.

Professional Phase

The Professional Phase incorporates a comprehensive examination of the student's achievement of the program learning outcomes to include such areas as medical knowledge, patient care and interprofessional communication skills. This last component of the program focuses on an intensive review of medical knowledge, including the NCCPA Blueprint for the Physician Assistant National Certifying Examination (PANCE), along with instruction preparing students for clinical practice.

ME645 Seminar I
ME633 Supervised Clinical Practice Experience 3
ME634 Supervised Clinical Practice Experience 4

PA Program Term 7 June – August 12 credits

ME646 Seminar II
ME635 Supervised Clinical Practice Experience 5
ME636 Supervised Clinical Practice Experience 6

PA Program Term 8 September – November 12 credits

ME647 Seminar III
ME637 Supervised Clinical Practice Experience 7
ME638 Supervised Clinical Practice Experience 8

Year 2 Total 47 credits

Year 3 (Professional Phase)

PA Program Term 9 December – February 14 credits

ME619 Elective Supervised Clinical Practice Experience
ME648 Seminar IV
ME690 Senior Seminar
ME692 Preparation for Clinical Practice

Year 3 Total 14 credits

Program Total 126 credits

For a full description of each course, refer to:

<https://www.franklinpierce.edu/academics/catalog/FranklinPierceCatalog1920.pdf>
(page 289).

PROGRAM COMPLETION REQUIREMENTS (*ARC-PA Std.s A3.17, A3.19*)

Credit Load & Program Sequencing

The MPAS program consists of nine terms taken on a full-time basis. Due to the importance of building the 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. Students must satisfactorily complete every course in the program of study, for a total of 126 credit hours as described in the FPU University Catalog (<https://www.franklinpierce.edu/academics/catalog/FranklinPierceCatalog1920.pdf>).

Time Limit

Typically, students complete the program of study in 27 months. If there is a break in the course of study, students must complete all requirements for graduation within six years of enrolling in the MPAS program.

Course Grades & GPA

To successfully complete the program, a student must achieve a cumulative grade point average (cGPA) of 3.0 (B) or higher, and have no more than two grades lower than a B- on the academic record at the time of graduation. Please refer to the MPAS Promotion Policy, which is more stringent than University academic standards.

Summative Evaluation *(ARC-PA Std. C3.04)*

The Summative Evaluation is administered within the last four (4) months of the program in Seminar IV, and is used to assess the culmination of medical knowledge, interpersonal skills, patient care skills and professionalism 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 courses in the didactic and clinical phases of the program AND they are in good academic standing. An exception to this rule 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.

Evidence-Based Medicine Project *(ARC-PA Std. B2.10)*

Students are required to complete an evidence-based medicine or capstone project. The purpose of this project is to provide students the opportunity for directed research to evaluate health issues and the use of medical literature for evidence-based practice to suggest interventions that may improve the health of a patient or community as a whole. This experience requires a student to synthesize and integrate knowledge acquired in coursework and clinical experiences and present the project in an oral presentation to the MPAS students and faculty. The evidence-based medicine or capstone project is administered during the clinical and professional phases of the program.

Technical Standards

A student must possess and demonstrate throughout their participation in the program the Technical Standards that establish the essential qualities required to achieve the level of competency stipulated by this program. Failure to meet the Technical Standards is grounds for dismissal from the program.

Professional Standards

In addition to the Technical Standards, the student must demonstrate acceptable levels of maturity, integrity, honesty and other forms of professional behaviors and attitudes expected of health care professionals. Failure to meet the professionalism standards is grounds for dismissal from the program.

Physician Assistant Competencies & Program Learner Outcomes *(ARC-PA Std. B1.04)*

Entry-level primary care PAs must demonstrate competency in performing a variety of functions and tasks. Competencies are broadly defined as the knowledge, interpersonal, clinical and technical skills; professional behaviors; and clinical reasoning and problem-solving abilities required for physician assistant practice. 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 the Program Competencies have been achieved.

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

Program Learner Outcomes	Program Competencies
1. Elicit a focused and comprehensive history.	Patient Care, Professionalism, Interpersonal & Communication Skills, Medical Knowledge
2. Conduct a focused and comprehensive exam.	Patient Care, Professionalism, Interpersonal & Communication Skills, Medical Knowledge
3. Develop a differential diagnosis and assessment.	Medical Knowledge, Patient Care
4. Order and interpret screening and diagnostic tests.	Medical Knowledge, Patient Care
5. Determine an appropriate treatment and follow-up plan to include referral.	Medical Knowledge, Patient Care, Interpersonal & Communication Skills, Practice-based Learning and Improvement
6. Obtain informed consent for tests and/or procedures.	Medical Knowledge, Interpersonal & Communication Skills, Patient Care, Professionalism
7. Generate orders and prescriptions.	Medical Knowledge, Patient Care
8. Document a clinical encounter in (for) the patient record.	Interpersonal & Communication Skills, Patient Care
9. Provide an oral presentation of a clinical encounter.	Interpersonal & Communication Skills
10. Integrate basic science concepts and evidence based medicine into clinical practice.	Medical Knowledge, Practice-based Learning and Improvement
11. Implement health maintenance and disease prevention screening and counseling.	Medical Knowledge, Patient Care, Professionalism, Interpersonal & Communication Skills

Program Learner Outcomes	Program Competencies
12. Conduct themselves in a professional and ethical manner with patients, families and colleagues.	Professionalism, Interpersonal & Communication Skills, Patient Care
13. Give or receive a patient handover to transition care responsibility.	Medical Knowledge, Interpersonal & Communication Skills, Patient Care, Professionalism
14. Collaborate as a member of an inter-professional team.	Interpersonal & Communication Skills, Patient Care, Professionalism
15. Recognize a patient requiring urgent or emergent care and initiate evaluation.	Medical Knowledge, Patient Care
16. Perform general procedures – e.g., sterile technique, suturing, venipuncture, IV insertion.	Medical Knowledge, Patient Care
17. Identify system failures and contribute to a culture of safety and improvement.	Systems-based Practice, Patient Care, Practice-based Learning and Improvement
18. Form clinical questions and retrieve evidence to advance patient care.	Medical Knowledge, Patient Care, Professionalism, Practice-based Learning and Improvement

Student Files *(ARC-PA Std. A3.19f)*

Documentation of student satisfaction 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.

STUDENT SERVICES *(ARC-PA Std. A3.14)*

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.franklin Pierce.edu/admissions/finaid/cgps/index.htm>

Tuition and Fees *(ARC-PA Std. A3.14f)*

The following are the current tuition, fees and associated expenses for the Master of Physician Assistant Studies Program at the time of publication of this handbook:

Master of Physician Assistant Studies (MPAS)	
Tuition Full-time	\$11,700 per term
Late Payment Fee	\$100
PA Medical Kit	\$860 charged first term
Equipment, Lab Coat, Patches	\$1,000
Books (total for program)	\$2,000 - \$3,000
Memberships (SAAAPA and NH/VT)	\$125
Health Insurance*	\$800 per year and up
ACLS Certification	\$225 (one time fee)
Criminal Background**	\$150 and up
Graduation Fee	\$200
MPAS Student Activity Fee	\$500 charged third term annually

***Franklin Pierce University does not provide health insurance coverage to students.** However, all students must *provide documentation of health insurance coverage in Castle Branch*. 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 screen, etc.) are the responsibility of the student.

**Costs vary based on the number of times you have moved in the past 7 years.

Note: During the clinical year, students must have reliable transportation and may be required to stay out of the area for up to 5 weeks at a time. The cost of transportation and housing for the clinical year is the responsibility of the student and will vary based on placement.

Refund of Tuition & Fees (*ARC-PA Std. A3.14g*)

A student may withdraw from the University in accordance with the policies stated in the Academic Catalog. Reapplication through CASPA will be required for all students who withdraw from the MPAS Program. The effective date on a withdrawal form is the date upon which the 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.

Faculty Non-Involvement in Student Health (ARC-PA Std. A3.09)

The Program Director, Medical Director and principal faculty must not participate as health care providers for students in the program, except in an emergency situation.

Academic Support Services (ARC-PA Std. A1.05)

Writing and Test Taking Skills

The Center for Academic Excellence is located on the University campus in Rindge, NH and offers a variety of presentations, workshops and individualized services in support of CHNS graduate students. Please consult the following URL for additional information.

<http://libguides.franklinpierce.edu/cae/graduateservices>

Tutoring

The College of Health & Natural Sciences does **not** offer formal tutoring services. Any and all financial arrangements for these services are made between the 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. In addition, the MPAS program incorporates career development into its didactic coursework (ME692 Preparation for Clinical Practice) to include resume' building, interviewing, negotiating, and how to secure references and certifications of program completion. Job announcements are frequently e-mailed to the graduating and upcoming classes along with opportunities for fellowships, residencies and financial support.

Accommodations

Reasonable accommodations will be made for applicants with disabilities who can otherwise meet the MPAS program requirements. These accommodations must be accomplished without altering the essential requirements of the PA curriculum. Inability to meet the Technical Standards throughout the full duration of MPAS program enrollment will necessitate further review which may delay or terminate progression and/or enrollment in the program.

Students seeking accommodations and/or services must contact the University's Center for Academic Excellence (<http://www.franklinpierce.edu/academics/cae/>) prior to or upon admission; there is no automatic referral from Admissions or other FPU offices. Furthermore, the University has no legal obligation to recognize any student as having a disability until that student has established eligibility with the Center for Academic Excellence. All information regarding the registration process can be found on their website. Retroactive academic

accommodations will NOT be made. A student must request testing accommodations for scheduled examinations in every course for which s/he is registered according to the procedures set forth by the Center for Academic Excellence. If a student fails to submit a timely request for test proctoring, s/he forfeits 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 not also offered to all other students enrolled in the course.

Students requesting accommodations based on specific disabilities are responsible for contacting the Coordinator for Student Accessibility Services directly for assistance:

<http://www.franklinpierce.edu/academics/cae/disability.htm>

For more information regarding academic accommodations for students with disabilities, refer to the current University Catalog for policies related to requesting and receiving appropriate accommodations: <https://www.franklinpierce.edu/academics/cae/pdfs/StepsCGPS.pdf>

Library Services

A program library at the Lebanon Center provides full-page texts of many required books used in the didactic year, as well as some general reference materials. In addition to this library, students have access to several online resources through the University campus library (located on the main campus in Rindge, NH). Resources specific to the MPAS program are accessed through the MPAS webpage at the following link: <http://libguides.franklinpierce.edu/physassistant>. The MPAS program-specific webpage contains a link to Access Medicine (over 85 clinical and educational resources and eBooks), PubMed and Medline, Up-to-Date, PA Exam Prep (a PANCE Review Program) and more.

IT Support

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

MPAS POLICIES AND PROCEDURES (*ARC-PA Std. A3.02*)

Academic Advising Policy

Students are assigned to an advisor within the MPAS Program. Advisors may initiate meetings with individuals or groups of advisees as needed. In addition, students are encouraged to meet with their advisor to address any professional and/or academic issues.

Faculty will communicate with each other regularly regarding student performance and progress. Students will receive regular feedback from these collaborative discussions through their academic advisor, if deemed necessary by the advisor.

Assistance is available from the Center for Academic Excellence for writing, study and test-taking skills. The link to The Center for Academic Excellence is: [Center for Academic Excellence - Franklin Pierce University](#)

MPAS Grievance Policy and Appeal Procedure (*ARC-PA Std.s A3.11, A3.17d*)

1. Students in the MPAS Program who have a grievance related to the program's policies and procedures or a final course grade should submit a written request for review of the grievance to the faculty member involved or to the Program Director within two (2) weeks of the incident or final grade submission to the Registrar.
2. If the student is dissatisfied with the faculty member's conclusion, s/he may appeal to the Program Director with recommendation to the applicable dean.
3. The decision of the Dean Will be final.

Academic Honesty 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 Code of Ethics of the Physician Assistant Profession, which is in place in each class and ascribes responsibility to each student to uphold the highest standards for themselves and their classmates. 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 and should not be condoned by any student, and will not be condoned by the University or the MPAS program. Students involved in a single act of academic dishonesty are subject to disciplinary action, which may include suspension and dismissal.

Students are bound by the Code of Ethics to report instances of known or suspected cheating or plagiarism to the Course Director or their faculty advisor. The faculty member will report the incident, in writing, to the Program Director who will convene a meeting of the MPAS Student Affairs Committee (SAC). The SAC will review the written report and may ask to meet with involved faculty and student(s) before making a determination about consequences, which may 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.

Academic Standards Policy

The MPAS 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 standards and the College of Health & Natural Sciences Graduate Academic Standing Policy—whichever is more stringent applies.

Physician assistant students must abide by all policies in the College of Health & Natural Sciences Student Code of Conduct and all University policies regarding academic standing, academic integrity, honesty, plagiarism and dishonesty as defined in the catalogue and noted in each course syllabus. Students should refer to these documents and this handbook for policies related to academic standards. Additionally, physician assistant students must abide by the Code of Ethics of the Physician Assistant Profession. (Appendix A)

The policies below are in addition to the standards noted above as set by the current University catalog and the College of Health & Natural Sciences Student Code of Conduct—whichever is more stringent applies.

Assignment Policy

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

Recording/Photography Policy

The MPAS Program reserves the right from time to time to film, take photographs or record faculty, staff and students engaged in teaching, research, clinical practices, assessments, or other activities. These items may be used in assessment of students, curriculum or developmental materials, posters or other publications.

Attendance Policy

Due to the high rigor and pace, MPAS faculty believes there is significant benefit to attendance and participation in all MPAS program activities. Consistent attendance in lectures is associated with increased mastery of the material (which is especially important in a clinical program), higher grades and a greater chance of success. Regular attendance fosters professional behaviors required for optimal benefit in supervised clinical practice experiences (SCPEs) (i.e., clinical rotations) and eventual practice. Engaged learners and active participation in the classroom build a collaborative spirit and positive learning environment. In addition, it is our belief that attendance helps faculty identify students having academic difficulties or challenges with professionalism.

Attendance and punctuality is both a measure of professional commitment and is essential for successful learning. Specific requirements for each term are outlined below.

Didactic Courses Attendance

Attendance at all classes, labs and other sessions is mandatory. Under extenuating circumstances, permission for an excused absence may be granted at the discretion of the Program Director or

his/her designee. Approval of each request is made on a case-by case basis and there is no guarantee the approval will be granted. Any absences from examinations or assessments will require the approval of the Program Director or his/her designee in advance, or require a written note from your healthcare provider. A student who has been granted permission for an excused absence should meet with the Course Director to make the necessary arrangements for make-up work.

Attendance will be monitored by faculty. Unexcused absence will be considered a violation of the standards of professionalism and may result in disciplinary action, including failure of an assignment and/or course. Failure to provide proper notification and receive an approved absence from the Program Director or his/her designee may result in a grade of zero for the examination. Make-up examinations for approved absences will be at the discretion of the respective Course Directors.

Supervised Clinical Practice Experiences (SCPEs) & Professional Phase Attendance

Attendance is mandatory for all SCPEs (clinical rotations) and the professional phase of the MPAS program. Other details of the attendance policy during the clinical phase are outlined below.

Deceleration Policy (*ARC-PA Std. A3.17*)

Deceleration occurs when a student's progression is interrupted such that a student does not advance with their cohort. Recommendation for deceleration is typically made by the MPAS Student Affairs Committee. The student may need to take a leave of absence to rejoin the program with a subsequent cohort and thereby be subject to the Leave of Absence Policy.

There are various reasons a student may be allowed to decelerate. These may include, but are not limited to:

- Leave of absence (see Leave of Absence Policy)
- Failure to progress as per the MPAS Promotion Policy
- Course retake or remediation requirement which cannot be completed within a time frame to allow the student to progress in the course of study
- Family emergencies
- Other extenuating circumstances

The decision to permit deceleration is at the discretion of Program Director, and will be decided on a case by case basis.

Any student requiring re-entry into the MPAS program following a deceleration for academic reasons shall require review of their progress and development of an individualized Re-matriculation Plan by the Student Progress Committee, with review and decision by the Program Director. The decision of the Program Director is final. A student's academic status at the time of re-matriculation will be Academic Probation.

A student may decelerate only once in the course of the program.

Note: During the clinical year, a student who fails a SCPE and who remediates successfully may have a delayed graduation time, but may not have to furlough for a year to rejoin SCPEs/course of study as is necessary in the didactic year.

Deceleration Records

A record of deceleration for each student will be kept in the student's permanent files.

Email Policy

Program informational emails and document attachments will be sent only to a student's official FPU account assigned at the time of their admission. Students are responsible for checking their University account daily, including breaks and holidays. 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.

Digital/Virtual Learning Policy & Procedures

During all phases of the program, students may be required to participate in digital/virtual learning environments. Recording of digital/virtual lectures/sessions is at the discretion of the Course Director. Students will be expected to adhere to the following expectations:

- Attempt to log onto digital/virtual meeting 10-15 minutes prior to the meeting. It is not only noticeable but also distracting to the participants when you arrive late.
- Have your camera turned on while in the meeting. *
- Be within the frame of your camera, showing that you are engaged and want to be present as if you were in person.
 - If you must walk out of the camera for a brief moment, please turn off your camera.*
 - If you do choose to turn off your camera, provide an appropriate profile picture that you are okay with other participants seeing.*
- Dress as if you were attending class in person.
- Mute your Microphone when you are not speaking so that your fellow participants do not hear background noise. *
- We recommend changing your digital/virtual viewing to Gallery mode so that it feels just as engaging as it would be in person. *
- Make an effort to be on time.
- Be respectful to other participants when they are speaking.
 - Do not talk over people during the class/meeting.
 - Try to using the *raise your hand* or *chat* feature to get your fellow participants' attention. *

- We recommend not having other people in the background of your screen. It is not only distracting to yourself but also the participants. If this is unavoidable, set an appropriate virtual background so that way you will still be present and not distract others.
- Please refrain from inappropriate conversations in the chat feature.

****- Unless otherwise specified by the host of the meeting.***

Following these guidelines, indicates you are engaged in the meeting/class and doing what is expected of you with regards to digital/virtual learning etiquette. In circumstances where your camera or microphone is not working, please communicate with other participants so that they may be able to assist you. We understand that these circumstances are not ideal, but we are all doing our best to hold each other to the same expectations.

Examination Policy & Procedures

During all phases of the program, students will be evaluated using various criteria including participation, written exams, practical exams, oral exams and professional behavior. PA profession-specific standardized examinations such as Physician Assistant Clinical Knowledge Rating Assessment Test (PACKRAT™), PAEA's End of Rotation Exams (EOREs), and the Physician Assistant National Certifying Exam (PANCE) are timed, multiple choice questions and are designed to provide 1 minute per question. To prepare students for these exams, the multiple choice exams administered during the program are timed exams. In the 1st term of the program, exam questions are set at 1.25 minutes per question; in all subsequent terms, exam questions are set at 1.0 minute per question.

During each on-campus examination/assessment, we believe it to be greatly beneficial to students to simulate the conditions of the PA national board exam (PANCE) to the greatest extent possible. The following procedures help not only provide students with set expectations during examinations, but also for those of the professional licensure process and therefore will be in place for most non-practical on-campus examinations administered during the program:

- Students are strongly encouraged to be seated in the exam room and logged into the exam within five (5) minutes prior to the start of the exam 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.
- The amount of time allocated for a particular exam shall follow the timelines stated in the preceding paragraph.
- A proctor will be physically present, be able to see and be seen by all the students and circulate around the room throughout administration.
- All papers, preparation materials, and personal effects (including, but not limited to notes, textbooks, electronic devices, phones, calculators, backpacks/bags and translation devices) must be powered down 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 are allowed in the exam room, unless medically indicated.
- All other 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 any and all times a student takes a break. If a student elects to take a break (eg., bathroom use), s/he 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 time stated at the start of the exam. Refusal of a student to turn in the exam immediately when directed by the proctor shall be documented in writing by the proctor and shall result in failure of the exam.

Exam Review Policy

The opportunity to review exam performance is at the discretion of the Course Director. If provided, timing of review will be at the discretion of the Course Director. Students are encouraged to use this time to identify areas of weakness in the content being tested. Students are allowed to make handwritten notes during these review sessions and to use these notes to prepare for any potential remediation. Handwritten, electronic, video graphic or photographic copying of any portion of an exam is strictly prohibited and considered a violation of the honor code.

Extenuating and Exceptional Circumstances Policy

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. Such circumstances may include, but are not limited to, financial problems, personal physical or emotional health issues, and family crises. Special considerations due to extenuating circumstances may be brought to the MPAS Executive Committee for referral and recommendations.

Human Tissue/Cadaver Lab Policies *(ARC-PA Std. A3.08)*

As professionals, in the event that cadavers or human tissue laboratories are conducted students are expected to act and dress appropriately at all times. The use of photographic or video equipment is not permitted unless specifically approved out of respect for donors and their families. Cadavers, human tissue, bones, or other anatomical remains should not be removed or disrespected in any fashion under any circumstance and a single violation of this rule could result in termination of the program. Additional procedural policies related to human tissue/cadaver laboratory will be delivered to students on a case by case basis when needed.

General and Clinical Skills Lab Policy and Procedures (ARC-PA Std. A3.08)

Use of Equipment/Safety

Students are expected to behave responsibly when using equipment, following all manufacturers' guidelines for intended use as well as any lab manual guidelines. Improper use of equipment may pose serious hazards to people and may result in damage to equipment. Anyone found improperly using equipment will be subject to disciplinary action.

Breakage

In the normal course of use, equipment does fail or break. It is the responsibility of each student to report broken or malfunctioning equipment immediately to the Course Director.

Theft or Damage to Property

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

Clinical Skills Lab Requirements

Courses providing instruction in physical examination or clinical skills require additional policies and requirements to be adhered to during instructional and training labs designed to promote learning.

Attire and Hygiene

- All clothing worn during physical exam lab sessions must be cleaned regularly. It is important for students to be clean and well-kempt.
- Finger nails must be short and neatly trimmed. Long fingernails can pose a hazard when performing physical examinations.
- All students are required to wear running shorts which are several inches above the knee. Jean shorts, cut-offs, thick seamed shorts, or shorts with belts are not allowed. Female attire also includes a sports bra or bathing suit top.
- Each student must be appropriately attired before the start of lab. Students who do not wear the required clothing will be asked to leave the lab and return when they are appropriately clothed. Exceptions to this requirement may be made on religious or cultural grounds.
- Cell phones are not allowed in the lab.

Clinical Skills Lab Procedures

- Skills lab aisles must be kept clear. Book bags, shoes, etc., are to be placed against the wall or in the lockers.
- No shoes are allowed on examination tables.
- All tables and equipment need to be wiped down with the cleaning solution provided after each use. Each student is responsible for wiping the table down following use.
- All equipment must be returned to designated storage space or location.

Students have an obligation to inform the faculty member when physical or emotional conditions may put the students at risk during laboratory experiences. Students with infectious diseases must inform the faculty member to ensure that appropriate precautions are taken. When a student has a condition that may be exacerbated by or preclude participation in specific lab experiences,

the student may be required to obtain a healthcare provider's (e.g., PA, APRN/NP, MD, DO) clearance in order to be excused from or participate fully in the lab.

Students will be instructed by faculty on the proper handling, storage and disposal of any hazardous materials and/or bodily substances encountered in the laboratory.

Leave of Absence Policy

For a description of the Leave of Absence Policy, please refer to the Franklin Pierce University Academic Catalog. In addition to that policy, any student seeking re-entry into the MPAS program following a leave of absence of any length of time shall require review of their progress by the Student Progress Committee and development of an individualized Re-matriculation Plan.

Non-Discrimination Policy

Franklin Pierce University, in recognition of its obligation under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the Age Discrimination Act (ADEA), has established the following policy on non-discrimination: Franklin Pierce University does not discriminate on the basis of sex (including sexual harassment and sexual violence in accordance with Title IX which requires that the University not discriminate in this manner), race, color, religion, age, disability, national or ethnic origin, sexual orientation, marital status or other legally protected classification in hiring, promotion and terms and conditions of employment and/or administration of educational policies, admissions policies, scholarship or loan programs, athletic and other University administered programs and activities.

Pursuant to Title IX, the following persons have been designated Compliance Coordinators to handle all inquiries regarding non-discrimination policies (including section 504/ADA): Director of Human Resources, (603) 899-4077.

Part-time Enrollment Policy

The design of the curriculum within the MPAS program does not allow for students to attend part-time. Exceptions to this policy are rare, may occur on a case-by-case basis, and may only be made as part of a deceleration plan or other Program Director-approved deviation from the standard course of full time study.

Personal Computer & Social Media Policy

All students are required to have a laptop computer with a network cable for the duration of the program. The computer must be able to meet the needs of the program. Students may access the program's wireless network at FPU_Lebanon. The password for this network is: Leb@non! Students have access to program computers in the second floor computer lab during regular office hours.

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.”

AMA Guidelines

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 safeguard personal information and content to the fullest extent possible on social networking sites.
- Routinely monitor your own internet presence to ensure the personal and professional information on your own sites and content posted about you by others is accurate and appropriate.
- Maintain an appropriate boundary of the patient-PA relationship when interacting with patients online and ensure patient privacy and confidentiality is maintained.
- Consider separating personal and professional content online.
- Recognize that actions online and content posted can negatively affect your reputation among patients and colleagues, and may even have consequences for your medical career.

Program-Specific Expectations

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.
- Classroom and clinical site training commitments should be respected. Engaging in social networking during in-class and on-site clinical time is prohibited.
- The integrity of the coursework of the MPAS program, student, and classroom privacy should be protected. Sharing questions or answers to assignments, exams, or quizzes via social media (or any other form) is prohibited.
- Patient privacy must be protected. Students MUST NOT share any identifiable patient or clinical information via any form of communication. Health Insurance Portability and Accountability Act (HIPAA) laws apply to all social networking sites.
- Students should ensure accuracy regarding statements made about the MPAS program and its community members. Students must not provide false, intentionally inaccurate or inflammatory comments.
- All laws governing copyright and fair use of copyrighted material must be followed.
- Students should recognize that one’s professional reputation can be affected through social networking and therefore be judicious when posting content.

Pregnancy Policy

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

For students who voluntarily disclose pregnancy, the Program Director will discuss factors to be considered in cases of pregnancy with the student based on acceptable professional guidelines.

A student is offered three alternatives after the consultation with the Program Director. These are:

1. An immediate leave of absence. Refer to the Leave of Absence Policy.
2. Continuation in the program after being given specific instruction regarding safety practices, safety monitoring, and specific clinical and laboratory assignments.
3. Continuation in the program with additional safety monitoring but without additional modification of assignments.

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

Program Completion and Graduation Procedures

Certificates of Program Completion are awarded for the MPAS program in late February/early March. Degrees are conferred by the University in May at the Commencement Ceremony. The MPAS program faculty will recommend students for graduation based on satisfaction of all published requirements for program completion.

In order to participate in the Commencement Ceremony in May, all students:

- Must submit a completed Notice of Candidacy (NOC) that has been approved by their advisor(s) to the Registrar by December 1st, and must have a Request To Graduate form approved by the Registrar;
- Must not have participated in any previous Franklin Pierce University Commencement Ceremony for this degree; and
- Must have already completed program requirements in the previous June, September, January or March term.

Promotion Policy

In addition to the University's Graduate Academic Standing Policy, as listed in the FPU Academic Catalog, the MPAS program implements the following Promotion Policy that is more stringent.

Good Academic Standing

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for PA practice. The MPAS program has determined that the sequence must be followed to achieve this goal. A student in good academic standing will progress through the curriculum as designed. Since courses are arranged in a specific sequence, repeating a course will result in delay of the student's progress through the curriculum, and require a longer period of time to successfully complete the entire curriculum. 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 appropriate technical and professional standards.

Disciplinary Sanctions

Academic Probation

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

Students on Academic Probation who achieve a term GPA of 3.00 or greater but whose cumulative GPA is <3.0 will remain on Academic Probation for the next term. If a student is then unable to achieve a term GPA of 3.00 or greater or they are unable to achieve a cumulative of a 3.0 at the end of the term they will progress to academic suspension with deceleration.

Academic Suspension with Deceleration

- Any student who has a final course grade of C or C+ in any two courses, or
- Any student who has been on academic probation without demonstrating satisfactory academic progress. Satisfactory academic progress means maintaining a term GPA greater than 3.00.
- Any student on academic probation at the end of term 4 of the MPAS program (as those students are not eligible to progress to the clinical year).

Program Dismissal

- Any student who receives a failing final course grade in any course, or
- Any student who receives three final course grades of C or C+, or
- Any students whose term GPA is below 3.00 for three terms (need not be consecutive terms), or
- Any student whose cumulative GPA is below 3.00 for two terms and who has not shown satisfactory academic progress. Satisfactory academic progress means maintaining a term GPA greater than 3.00.
- Any student who fails to earn a Pass (for a Pass/Fail course) or a final course grade of B+ or better in any repeated graded 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 & Professionalism Assessment Tool, or
- Students who re-matriculate for academic reasons and fail to maintain a term GPA greater than 3.0.

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 seventy-two hours of delivery of the decision to the student.

Students on Probation at the end of the didactic year will not progress to the clinical year and will be referred to the MPAS Student Affairs Committee.

Remediation Policy (*ARC-PA Std.s A3.17, C3.03*)

Remediation is a process, beyond the standard course curriculum, designed to address deficiencies in a student's knowledge, skills or behavior to bring the academic and/or professionalism competency(ies) and/or standards to an acceptable level. The process allows the student the opportunity to demonstrate achievement of the identified competency of an assessment, supervised clinical practice experience or professional behavior.

Goals of Remediation

- a. To facilitate the student's mastery of knowledge, skills and behavior in the areas in which s/he is determined to be deficient.
- b. To assist the student in professional development.

Guidelines for Remediation

Remediation in the Didactic Courses

Remediation applies only to an assessment/exam, not to a course. Remediation of a practical examination/assessment will not be offered. Remediation of a quiz will not be offered. The only exception to these rules is extenuating circumstances, and is at the sole discretion of the Remediation Committee.

Students will be allowed to remediate a maximum of two (2) assessments/exams in MPAS Term 1, one (1) in Term 2, and one (1) in Term 3. No remediations shall be offered in Term 4. In any term where multiple remediations are allowed, a student may not remediate more than one assessment/exam in a single course. There are no opportunities to repeat failed assessments/exams after the maximum number of assessments/exams have been remediated.

The student is responsible for contacting the Course Director within 1 week of the initial assessment/exam regarding remediation of an assessment/exam. The timing of the remediation assessment will be determined by the Course Director, but will typically be within 2 weeks of the original exam.

Remediation is only available to students who receive an assessment/exam grade below 83%. The score of the remediation assessment will be averaged with the original score. If the remediated score is greater than the original score, the final grade will be the average of the 2 scores, up to a maximum possible score of 83%. If the remediated score is lower than the original score, the original score will stand.

If a student is decelerated and has exhausted the maximum number of remediation assessments, only one (1) remediation assessment for the entire didactic component of the program will be offered upon return. If the student has not exhausted the maximum number of remediation assessments prior to deceleration, s/he may utilize the balance of remaining remediation assessments s/he had at the time deceleration was instituted, but shall not be entitled to additional remediation assessments.

Remediation in the SCPEs and Professional Phase

See below.

Remediation Records (*ARC-PA Std. 3.19d*)

A record of all student remediation exercises will be kept in the student's file.

Professionalism Remediation Policy

The MPAS program believes that structured education regarding professionalism is an imperative endeavor necessary to assist students' growth as future PAs and to meet our aim to educate our students on professional behavior. For those students who behave in an unprofessional manner, the behavior shall be documented on the MPAS Technical Standards and Professionalism Assessment Tool, which is part of the student's permanent file/record.

Participation in a mandatory remediation process will be required as follows:

1. If a student behaves in manner generally considered to be unprofessional, the faculty or staff member who witnessed the problem will present the problem to Student Progress Committee. The committee will determine whether the student needs to meet with his/her advisor for remediation and the meeting will be documented. The scope of remediation shall be determined by the advisor and shall be tailored to address and rectify the documented professionalism breach. Note: If the unprofessional behavior is deemed egregious by the faculty or staff member, the student will be referred to the Student Affairs Committee for recommendation including dismissal from the program.
2. Unsuccessful remediation or additional unprofessional events will be referred to the Student Affairs Committee and a plan will be made on an individual basis with input from the Program Director, which may include dismissal from the program.

Summative Evaluation Remediation Policy

Students who are unable to successfully pass the Summative Evaluation on the first administration will have to complete remediation exercises and retake the failed components of the exam, which may result in a delay of program completion and graduation, or dismissal from the program. Students may remediate up to two (2) components of the Summative Evaluation that do not meet expectations. Each remediation may be performed only once. Successful remediation will result in the original score being raised to a passing score (typically, 83%).

Student Employment Policy *(ARC-PA Std.s A3.04, A3.05, A3.06, A3.14h)*

In order to enhance student learning and assure student success in the MPAS program, it is recommended that students not work while enrolled in the program. If a student chooses to work while enrolled in the program, work schedules must not interfere with class attendance, academic performance or SCPE schedules. Students are never required to work for the program in any capacity. Students will not substitute for or function as instructional faculty. Students will also not substitute for clinical or administrative staff during SCPEs. Students with specific prior knowledge, experiences and skills may assist faculty (with faculty approval and oversight) and share that knowledge and skill set during didactic and laboratory sessions. Students may not be the primary instructor or instructor of record for any component of the program curriculum.

Tardiness & Disruptive Behavior Policy

Students are expected to arrive to class on time and to participate for the duration of the class. 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 for timely arrival to and appropriate behavior in class. Episodes of tardiness will be counted as days missed per the Attendance Policy and addressed via the Professional Standards Policy noted in this Handbook. If a student arrives late to class, s/he must enter the classroom with minimal disruption.

Disruptive behavior will fall under the professional behavioral standards noted above.

Withdrawal Policy

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

SUPERVISED CLINICAL PRACTICE EXPERIENCES (SCPEs) (Clinical Rotations)

The overall goal of the SCPEs is to provide experiences that allow the application of knowledge from the didactic courses and continue the development of professional attitudes, skills and knowledge. The experiences of real life medical situations and patients 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. SCPEs occur in a variety of rural 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 and other licensed healthcare providers experienced in their area of instruction.

Unlike the classroom learning, SCPEs provide the student with unique opportunities to identify gaps in knowledge and to practice new clinical skills. 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.

The MPAS Program assumes responsibility for the recruitment of clinical sites and preceptors in sufficient numbers for the program-mandated clinical component of the curriculum. Students will not be required to provide preceptors or clinical sites for any of the program-mandated SCPEs. Students 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 MPAS faculty and Program Director to decide whether the preceptor or clinical site is deemed appropriate for use as a SCPE.

SCPEs must provide sufficient patient exposure to allow each student to meet program expectations and acquire the competencies needed for entry into clinical PA practice with patients seeking: 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. For the core SCPEs, the clinical experience shall occur with preceptors practicing in

- Family medicine
- Internal medicine
- General surgery
- Pediatrics
- Women's health/ObGyn, and
- Behavioral health/Psychiatry.

The MPAS program will assure that all students have current, University-provided, malpractice insurance. Current Certificates of Insurance will be mailed to clinical placement sites annually.

SCPE Objectives

Each SCPE has both general (i.e., applicable to all SCPEs) and specific (i.e., targeted to the SCPE practice type) goals/instructional objectives and competencies that students are expected to meet during the clinical year.

GENERAL Supervised Clinical Practice Experience Program Learner Outcomes

Upon completion of a SCPE, the clinical phase PA student will possess the knowledge, skills and professionalism necessary to demonstrate entry-level proficiency in the following:

1. Elicit a focused and comprehensive history.

2. Conduct a focused and comprehensive exam.
3. Develop a differential diagnosis and assessment.
4. Order and interpret screening and diagnostic tests.
5. Determine an appropriate treatment and follow-up plan to include referral.
6. Obtain informed consent for tests and/or procedures.
7. Generate orders and prescriptions.
8. Document a clinical encounter in (for) the patient record.
9. Provide an oral presentation of a clinical encounter.
10. Integrate basic science concepts and evidence based medicine into clinical practice.
11. Implement health maintenance and disease prevention screening and counseling.
12. Conduct themselves in a professional and ethical manner with patients, families and colleagues.
13. Give or receive a patient handover to transition care responsibility.
14. Collaborate as a member of an inter-professional team.
15. Recognize a patient requiring urgent or emergent care and initiate evaluation.
16. Perform general procedures – e.g., sterile technique, suturing, venipuncture, IV insertion.
17. Identify system failures and contribute to a culture of safety and improvement.
18. Form clinical questions and retrieve evidence to advance patient care.

SPECIFIC Supervised Clinical Practice Experience Instructional Objectives

The Course Outline for each SCPE includes specific instructional objectives and expected learning outcomes. These can be accessed on CANVAS.

PRECEPTOR & CLINICAL SITE RESPONSIBILITIES

Students assigned to a SCPE have successfully completed the requirements of the didactic courses of the MPAS program and are now ready to apply that knowledge in the clinical setting. During each SCPE, students need to see and experience as much medicine and/or surgery as possible in a hands-on manner. Observation alone is not satisfactory.

Students are not to be used as substitutes for clinical or administrative staff at any time.

Preceptor Role

Students preparing to become healthcare providers must be given opportunities to practice the clinical skills they will be expected to utilize as professionals. These skills include patient interviewing, physical examination of patients, communication with patients and colleagues, interpretation of diagnostic studies and clinical data, and demonstration of behaviors consistent with professionalism. Students are expected to apply and practice their skills so they may become more useful members of the healthcare team, both as lifelong learners and as future healthcare professionals.

Students inevitably enter clinical training with varying levels of healthcare experience and capability, and so delegated responsibility for patient care may need to progress incrementally over the student's period of training. It is optimal for preceptors to delegate as much

responsibility as a given student is able to 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. As the student's patient care responsibilities are progressively advanced, s/he should be able to manage all elements of a patient encounter, from the initial chief complaint to discussing final treatment planning. All students should be given guidance up-front on how the preceptor and/or practice system would like patient encounters to occur and be documented, and preceptors should keep in mind that students just starting out their clinical rotations may need additional supervision before they feel comfortable enough working more autonomously.

To make the learning experience more meaningful for students, we encourage preceptors to be receptive to student questions and to preview patient charts with students prior to encounters. 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 preceptor will evaluate the student's preparedness to perform these tasks within the first week of the SCPE, and evaluate the student's overall performance at the end of the rotation, and will send the appropriate documentation to the program accordingly.

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
- Surgical/operative care

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.

It is the responsibility of the preceptor to give the student opportunities to perform at least the following:

- Obtain an appropriate history
- Perform a pertinent physical examination
- Interpret diagnostic studies
- Communicate necessary and expected information in oral and written presentations
- Correlate clinical and diagnostic data findings
- Develop differential diagnoses
- Develop treatment plans
- Counsel and educate patients

- Follow up with patients after discharge, as needed

Preceptor’s Orientation of Students to the Clinical Site

Each member of the healthcare team plays a role in assuring the student has a successful SCPE. Orientation should 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. It is critical to familiarize the student with practice site routines and the location of critical resources so the student can be functional and confident in various clinical settings.

SCPE GRADING

Clinical documentation is a requirement for all SCPEs. Students are required to document two clinical encounters for each SCPE. Documentation must meet program-defined expectations. Successful completion of this documentation is required to pass the course. Failure to do so will result in a course grade of Incomplete. All assignments must be turned in on time. Late assignments will result in a grade reduction for the final SCPE grade.

In addition, the student’s final grade for the SCPE will be based on the following:

End of Rotation Exam (for core SCPEs) or Reflective paper/EBM Review*	50%
Preceptor Evaluation of Student	35%
Clinical Tracking	5%
Mandatory Assignments (Miscellaneous)	5%
SCPE Administrative Task Correctness & Punctuality	5%
Total	

100%

*For the Primary Care Elective (PCE) and general Elective SCPEs, there is no End of Rotation Exam requirement, and thus a Reflective Paper/EBM Review will be due and account for 50% of the final SCPE grade.

To ensure timely assignment of rotation grades, we ask that the Preceptor Evaluation of Student form be completed and submitted to the Course Director during the last week of the SCPE. All final course grades are assigned by the program. Students are not to discuss grades with their clinical preceptors. Any questions about SCPE grades are to be referred to the Course Director.

End of Rotation Exam (EORE)

Students will take the EORE generally on the last Friday of the SCPE at a time determined by the Course Director. Students will discuss with preceptors site attendance prior to or after the EORE. Students may return to the MPAS Program to attend the EORE in the computer lab OR may seek permission from the Course Director to use an off-site proctor and site (i.e. preceptor, staff at clinical site, appropriate professional office staff, professional testing facility) to take the EORE. Off-site EOREs must be arranged by the Course Director per PAEA guidelines and

limitations, and will follow the same policies and requirements as on-site, including adherence to the student academic Honor Code. EOREs occur for the following rotations: Family Medicine, Internal Medicine, Surgery, Pediatrics, Behavioral Medicine (Psychiatry), Women's Health and Emergency Medicine.

Reflective Papers

For Primary Care Elective and general Elective SCPEs, students will complete reflective papers in lieu of an EORE. The assignment is due the last Friday of the SCPE. Additional description, grading rubric and learning objectives will be provided by the Course Director on the digital learning management system.

Preceptor Evaluation of Student

At the end of the SCPE, students will be evaluated by their preceptor in at least the following areas: medical knowledge, patient care skills, interpersonal skill and professionalism. It is recommended that students meet with their preceptor to discuss the evaluation.

SCPE Administrative Task Correctness & Punctuality Points

The timely completion of paperwork, documentation, health requirements and assignments are imperative during the Clinical and Professional Phases of the program. Non-adherence to set or requested deadlines can lead to delayed Supervised Clinical Practice Experiences (SCPEs) as well as may affect program progression. For this reason, a calculation of final grades includes SCPE Administrative Task Correctness & Punctuality points. Overall percentage points may be deducted from this portion of your overall grade up to the full 5%. Reasons you would have a percentage point deducted include failure to meet deadlines, failure to fully complete forms or site specific requirements, failure to respond within 48 hours of initial email contact regarding SCPE requirements, and/or failure to keep updated and current health requirements.

Assignments

Mandatory Assignments (Miscellaneous)

Mandatory Assignments are determined by the Clinical Course director and may vary by individual SCPE. Percentage points are earned by completing assignments by designated due dates. If you fail to turn in an assignment by the assigned deadline date and time you will lose up to one point per day. Each mandatory assignment will be worth 5 points. If you turn your assignments in, including required note rewrites/edits, by the assigned date and time then you will receive the points.

Clinical Tracking

Students must record each patient encounter and procedure that he/she experiences during the clinical rotation. A patient encounter is any and every interaction with a patient while the student is participating at the clinical rotation site(s). If the student encounters the same patient on multiple days/times, the patient encounter is to be logged once per day. The student must also

document the level of participation including whether they observed, assisted or performed a procedure.

Patient encounters should be logged within forty-eight (48) hours of the actual encounter. The final patient encounter log is due by end of workday on the last Friday of the SCPE. Any paper notes about patient encounters the student records while tracking the patients must not have any personal identifiers (e.g., patient names, social security numbers, medical records numbers) and must be shredded to avoid potential HIPAA and professionalism violations. Students must not record or save patient encounters, including any portion of the patient workup or treatment, on any electronic device (e.g., cell phones, thumb drives, personal computers).

Patient Documentation

Students will be required to submit two (2) patient documentation notes per SCPE that will include a thorough evaluation of History of Present Illness, Medications, Allergies, Review of Systems, Past Medical History, Social History, Family History, Physical Examination Assessment and Plan. The first note is due by Friday 8am of the second week of the SCPE. The second note is due by Friday 8am of the fourth week of the SCPE. Any note that fails to meet program expectations shall be returned to the student for re-write by the following Wednesday (end of day). Documentations must be re-submitted by the student within 48 hrs of receipt. Successful completion of both notes is REQUIRED to pass the course. Below is a listing of the required documentation for each SCPE:

Behavioral Health /Psychiatry	1 H&P and 1 SOAP note (each one must include mental status exam)
Family Medicine	2 SOAP notes
Emergency	2 SOAP notes (at least one must be an ortho complaint)
Surgery	1 post-op note (with orders for inpatient management) and 1 SOAP note (inpatient or discharge note)
Pediatrics	1 Well Child H&P (including developmental milestones) and 1 SOAP note (ill child)
ObGyn/Women’s Health	2 SOAP notes (including 1 OB note)
Internal Medicine	1 H&P and 1 SOAP note (one note must be on a Geriatric patient)
Electives	2 SOAP notes

The Center for Medicare and Medicaid Services (CMS) guidelines permits students to document a portion of the History and Physical Exam (the Past Medical History, Family History, Social History, and Review of Systems). If a particular site does not authorize or allow PA students to officially document patient notes in a paper or electronic chart, it is advisable for students to document the patient encounter on a separate piece of paper so they can continue practicing documentation skills and obtain feedback from the preceptor.

Student Evaluation of Preceptor & Site

Students must complete the Evaluation of Preceptor & Site form on last Friday of the SCPE with final time for submission to be determined by Course Director.

SCPE Remediation

SCPE grades are comprised of End of Rotation Examinations (EOREs), Preceptor Evaluation, and Assignments (Clinical Tracking, Student Evaluation of Preceptor & Site Survey).

Students **MUST** complete and pass all components of the individual SCPE.

- Students are only allowed to remediate as follows:
 - A maximum of two (2) EOREs for the entire clinical phase. Students are not allowed to remediate the same EORE twice.
 - An EORE score between 73% and 82.99% shall result in a mandatory keyword feedback assignment to be completed within 14 days of EORE. The student also has the option of retaking the EORE. If the EORE average after retake remains below 83%, mandatory keyword feedback shall be required for the retake exam.
 - An EORE score less than 73% shall result in a mandatory keyword feedback assignment to be completed within 14 days of the EORE. The student must also retake the failed EORE and achieve an average score of 73% or higher.
 - A second failure of the same EORE type shall be grounds for dismissal from the program.
 - A failure of a third EORE (<73%) cannot be remediated and shall be grounds for dismissal from the program
 - One (1) incidence of failed clinical tracking.
 - One (1) failed SCPE. If a student fails a SCPE, then the student's Elective SCPE will be used to repeat the failed SCPE. In the event the student has already completed his/her elective SCPE earlier in the clinical year, then s/he will be required to repeat the failed SCPE at the end of the clinical year, which may result in a delay in program completion. The Course Director or the Student Progress Committee may determine that a more extensive remediation plan is warranted. The plan will be defined in a written agreement (i.e., learning contract) with the student and will require the approval of the Program Director. **A second failure of a SCPE shall be grounds for dismissal from the program.**
- Remediated items must be completed within seven (7) days of the date of the original assessment item. Students will be given a grade of Incomplete in the applicable SCPE course until any remediations are complete. If the remediation timeline is not met, the original grade shall remain in effect. *Extenuating circumstances will be addressed on a case by case basis.*
- The score of a remediated assessment shall be averaged with the original score for a final grade.
- In some cases, the Course Director or the Student Progress Committee may determine that a more extensive remediation plan is warranted regardless of the final grade. The plan will be defined in a written agreement (i.e., learning contract) with the student and will require the approval of the Program Director. A student who has utilized all available remediations as

described above will be referred to the Student Affairs Committee for further review and recommendation, including possible dismissal from the program.

Remediation Records (*ARC-PA Std. A3.19d*)

A record of all student remediation exercises will be kept in the student's file.

POLICIES & PROCEDURES SPECIFIC TO SCPEs

Attendance

IMPORTANT: There are no personal days nor vacation days during the SCPEs. Students are not to request days off for vacation or for studying during the SCPEs.

Each student must attend every scheduled SCPE day. Site schedules may vary including evenings, overnights, weekends, and on-call responsibilities. The daily timetable will be determined by the preceptor, and shall not be less than 40 hours per week (i.e., a full time schedule). Some sites, due to the operational tempo of the medicine practiced, may be as much as 60 hours per week. PA students should not work more than 80 hours consecutively. Students, however, may voluntarily elect to work additional hours with permission of the preceptor. Students should direct questions or concerns about work hours to the Course Director.

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 (i.e., first degree relatives), participation in approved university-sponsored activities (with verification) or government required activities. Arrangements to have an absence excused (other than for an emergency) must be made prior to the absence. **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 Course Director, with input from the Student Progress Committee and/or Program Director, will ultimately determine if an absence is excused. In the case of illness, the Course Director must be notified by email (PAClinicalYear@franklinpiercedu) within 24 hours of 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 students must leave a phone or electronic message regarding the absence, and a phone number where they can be immediately reached.

More than two (2) excused absences from a single SCPE will result in a grade of "I" (incomplete). SCPEs in which students receive an "I" may have the opportunity to complete the

rotation at a later date, depending on the rotation availability and at the discretion of the Course Director. Time missed will be made up on an hour for hour basis. Extenuating circumstances will be considered at the discretion of the MPAS Program.

Unexcused Absences

Any absence not meeting the definition of an excused absence shall be considered an unexcused absence. Otherwise excused absences not reported to the MPAS program as described above are also considered unexcused absences, regardless of reason.

Unexcused absences for a SCPE will result in the lowering of the final grade as follows:

- One (1) unexcused absence will drop the final grade in that SCPE by 5 percent.
- Two (2) or more unexcused absences during the same SCPE will result in an “F” for that SCPE.
- Unexcused absences will also result in the student receiving a professionalism violation. More than three (3) professionalism violations documented against a student is grounds for dismissal from the MPAS program. Each case will be reviewed on a case-by-case basis.

Unexcused absences for all other courses in the clinical and professional phases will result in a grade of zero for the assessment/exam.

Holidays

At the discretion of the preceptor, students on SCPEs may have the following days off:

Easter

Memorial Day

Fourth of July

Labor Day

Thanksgiving Day

Other Situations for Absences

Job interviews are not considered valid reasons for absences. All attempts must be made to schedule an interview so it does not interfere with a supervised clinical practice experience (SCPE). In the event this cannot be accomplished, students must first obtain written permission from the Course Director to attempt to arrange time off for the interview. Subsequently, the preceptor must grant permission for the absence, and students must make up the missed clinical time within the confines of that SCPE’s dates. The MPAS program must be notified as outlined above. A maximum total of two (2) days per calendar year will be allowed for interviews.

Dress Policy (*ARC-PA Std. B3.01*)

PA students must dress in a professional manner during clinical assignments. In certain circumstances, as directed by the preceptor and/or clinical site, students may be required to wear scrubs.

PA students must wear their Franklin Pierce University PA Program nametags OR clinical site name tag (if required by the clinical site) at all times during SCPEs. 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 also wear their MPAS short white lab coat, which will also aid in identification. 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.

Students must notify the Course Director immediately if their name tag breaks or gets lost so that a replacement can be ordered.

Communication

Program informational emails and document attachments will be sent only to a student's official FPU account assigned at the time of their admission. Students are responsible for checking their University account daily. This conduit is critical for information sharing. Students bear full responsibility for erroneous or overlooked information if they fail to monitor, read and respond to email correspondence pertaining to the program.

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

CastleBranch Requirements *(ARC-PA Std.s A3.07, A3.21)*

The Program has contracted with a third party record-keeping company to track and maintain all student records as required above. Students were required upon program admission to have a health examination within the past 12 months, completed series of immunizations based on current CDC recommendations, and a two-step tuberculin skin test (PPD). During the clinical periods of education, students will be required to repeat the physical examination and PPD at least annually based on when the initial service was rendered (not upon the date of matriculation), as well as keep other immunizations current. It is the responsibility of students to keep track of expiration dates. Failure to complete the required documentation can prevent or delay students from participating in the program and/or beginning SCPEs. Only the health summary generated by the third party record-keeping company will be kept in the student's locked file on campus.

All medical records and verification checklist will be maintained by the office of the student's primary care provider.

All students must have proof of the following prior the first day of classes in the clinical portion of the program:

1. A current (within the past 12 months) health examination indicating the student does not have any physical or mental health conditions that may affect their ability to provide medical care or put patients in danger.

2. Completed series of immunizations based on current CDC recommendations for health professionals including but not limited to Diphtheria, Tetanus, Measles, Mumps, Rubella, Hepatitis B, and Varicella (chicken pox) or proof of immunity via titer. Proof of illness is not sufficient.

3. A two-step tuberculin skin test (PPD) initially, followed by a two-step tuberculin skin test annually. A QuantiFERON®-TB Gold In-Tube test (QFT-GIT) or the T-SPOT ® can be substituted for the two-step tuberculin skin test ; however, this would also need to be completed annually. Bear in mind that clinical sites may have different requirements to adhere to during the clinical year if you wish to participate in a supervised clinical practice experience (SCPE) (i.e., a clinical rotation) at their facility.

Drug Testing

Drug testing may be required by a clinical site. If so, the student will be notified of this in advance and the testing must be completed prior to the start of a SCPE. Any costs associated with drug testing shall be the responsibility of the student.

Non-Discrimination

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.

Establishing Rotation Sites *(ARC-PA Std. A3.03)*

Students are not responsible for identifying clinical sites for SCPEs. SCPE sites may be identified and/or proposed by students, but **MUST** be approved by the MPAS program clinical faculty in order for a student assignment to be made. **Prior to students contacting clinical sites and preceptors, they must first obtain written permission from the MPAS program clinical faculty.** Sites can be “rejected” for many reasons related to the site and/or the preceptor and recommendations in no way guarantee SCPE placement to a specific location or preceptor.

SCPE Placement

SCPE placements are based on site/preceptor availability and individual student SCPE need. Once a clinical rotation schedule has been published, clinical experiences will not be changed due to student preference or request. Other circumstances may necessitate changes to a student’s scheduled SCPE (i.e. severe health emergency of a student, preceptor/site availability) and will be managed on a case-by case basis. To ensure that a student receives all experiences required to meet the Program Learner Outcomes the MPAS clinical faculty may be required to rearrange the students rotation schedule. Clinical faculty understand the inconvenience schedule changes may cause and do their best to minimize these changes, but must be flexible in working with the available preceptor’s schedules. After review of student clinical tracking, if additional experience/exposure is deemed necessary by the MPAS faculty extra clinical hours will be assigned to a student. Students are expected to be flexible and professional in such matters.

Student Travel to Clinical Sites

While on rotations, students must be prepared to travel to assigned sites. Distance up to three (3) hours from the MPAS Program is considered local travel. In order to provide students with exposure to a broad range of patients in a wide variety of settings, travel beyond the immediate geographic region of the MPAS program is required for our program. The program does not guarantee that students will be able to remain near their homes or families during the clinical year. Students are not guaranteed local clinical rotations and therefore are required to have access to a car for travel and must secure their own housing at all times. 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.

Employment During the Clinical Year

Due to the rigors of the clinical year, including potential late nights, overnight call and weekend call responsibilities, employment that interferes with a student's clinical schedule and responsibilities is prohibited. Students should not ask the Program or clinical preceptors for their rotation schedules to be changed to accommodate employment.

Professional Behavior

Students on SCPEs are representatives of the Franklin Pierce University, the MPAS Program and the PA profession at large. As such, students are expected to always conduct themselves in a professional manner. Behavior in a clinical setting that is deemed to be unprofessional will be dealt with immediately through policies outlined in the Student Handbook. For a detailed description of professionalism, see above.

Students must not appear at the University, the MPAS Program or a SCPE under the influence of alcohol or drugs.

Use of Students as Staff

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

Compliance with Standard Precautions

All MPAS students have been educated in Standard Precautions and OSHA regulations and are expected to follow these guidelines. Despite careful attention to these guidelines, students may occasionally come in contact with blood or other potentially infectious materials.

Students must become familiar with and follow the blood borne pathogen exposure protocols at the rotation site. If an incident occurs, it must be reported to the preceptor and the PA Program. Students should follow the host site protocol and be referred for evaluation. The student should

have serologic HIV/HBV testing as soon as possible after a blood/body fluid exposure and there should be opportunity for retesting at 3, 6, and 12 months. The student's health insurance may cover expenses for testing and any required treatment as a result of a blood-borne exposure. Any costs not covered by the student's insurance are the responsibility of the student.

Responsibility to Clinical Site

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

Student Evaluation of Preceptor/Site

All students are required to complete an evaluation of the site and preceptor for each 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.

Students will complete the online clinical site evaluation by the last Friday of the rotation at 1pm EST. The survey is a graded component of the SCPE. See SCPE GRADING, above.

Guidelines for giving constructive feedback include the following points:

- Base it on first-hand, personally observed/experiential data (and 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.

Inclement Weather Policy

MPAS students on clinical rotations are expected to meet their clinical responsibilities and to stay in touch with their respective preceptors regarding their attendance onsite. Due to the geographic variability of rotation sites, weather-related cancellations will vary depending upon the site. 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 Course Director. Students are responsible for making up all days missed due to inclement weather.

PERSONAL SECURITY & SAFETY (*ARC-PA Std. A1.03g, A3.08*)

Sexual and Other Unlawful Harassment Policy *(ARC-PA Std.s A3.11, A3.17g)*

Franklin Pierce University is committed to providing an environment that is free from sexual harassment. Sexual harassment by any member of the university community is a violation of both the law and University policy and will not be tolerated. Both males and females can be victims of sexual harassment, and both males and females can be perpetrators of sexual harassment. Sexual harassment is an issue that can affect any member of the University community and will be dealt with promptly by the University administration. Violators will be subject to immediate probation and referral to the MPAS Student Affairs Committee and/or the University's Academic Progress Committee for discussion to include potential dismissal from the program.

Students are required to abide by the University policy on Sexual and Other Unlawful Harassment as outlined in the current University catalog (see <http://www.franklinpierce.edu/academics/ugrad/catalog.htm>) and the Sexual Misconduct Policy as described in the Franklin Pierce University Student Handbook (see http://www.franklinpierce.edu/studentlife/student-conduct/Student_Handbook_20162017.pdf#page=22).

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 the immediate action and referral to the Student Progress Committee for discussion to include potential dismissal from the program.

Infectious & Environmental Hazards Policy *(ARC-PA Std. A3.08)*

The MPAS Infectious & Environmental Hazards Policy provides students the course of action for addressing potential exposure to infectious and environmental hazards. This policy will be reviewed before students undertake any educational activities that would put them at risk. At a minimum, the instruction will address methods of prevention; procedures for care and treatment after exposure, including definition of financial responsibility; and the effects of infectious and environmental disease or disability on student learning activities. 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 regarding bodily fluid, infectious disease, or environmental hazard exposure control will be documented in the program's student record.

Methods of Prevention

All faculty, staff, and students will utilize Standard Precautions during all activities that present a risk of exposure to blood/body fluids or chemical hazards. Failure to do so will be grounds for disciplinary action. Methods of prevention include the following:

Standard Precautions: apply to 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. Standard Precautions include:

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; and
 - 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. At a minimum, this includes:

- Exam gloves:
 - Handling blood or bodily fluids;
 - Touching mucous membranes, non-intact skin, or a body orifice;
 - Touching contaminated equipment;
- Facial masks, protective eyewear and gowns (along with gloves):
 - Performing or assisting procedures with a risk of bodily fluids or other hazardous material exposure (splashes or sprays).

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 safety:
 - 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 a not just 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.

Post Exposure Protocols

Should an exposure to blood and/or other bodily fluid 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.
- Mucous membranes should be flushed with water (nose, mouth, skin, etc.).
- Irrigate eyes with clean water, saline, or sterile irrigates.
- **Note:** there is no evidence that the use of antiseptics for wound care or expressing fluid by squeezing the wound further reduces the risk of transmission of HIV. However, the use of antiseptics is not contraindicated.
- Use of caustic agents (e.g., bleach) is not recommended.

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 his/her evaluation for treatment.

Medical Evaluation

It is very important that medical evaluation take place immediately because some treatment decisions must be made within 2 hours of exposure. For example, HIV prophylaxis for high-risk exposure appears most effective if started within 2–4 hours. If able, it is also extremely important to evaluate the donor’s risk status immediately. Exposed individuals will go directly to an occupational health clinic, emergency room, or urgent care for assessment and initial prophylactic treatment if needed. If the exposure occurs at an off-campus 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 for the initial evaluation. This evaluation should consider the students (1) current health status, (2) need for tetanus vaccine, (3) hepatitis B immune status, (4) need for HIV testing, and if (5) prophylaxis treatment is needed. Follow-up evaluations should occur at an occupation clinic in one week, three months, six months and twelve months. During these visits, the student's health status is evaluated and repeat HIV testing should be done. If, at any visit, an HIV conversion occurs, the student should be referred for private medical care that specializes in this treatment. References for current protocol can be found at <http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>.

Post-Exposure Program Participation

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

Insurance and Worker's Compensation

As a condition of enrollment, students are required to have health insurance coverage while enrolled in the MPAS program. 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: immunization, illness, PPD testing, health evaluation post exposure to a communicable disease, or other accidental injuries 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 they are NOT covered under worker's compensation. Therefore, students are required to carry medical insurance (throughout the program) to cover the expense should an injury or exposure occur. Costs not covered by insurance are the student's responsibility.

Records Related to the Incident

OSHA standards 1910:1030 require the record of the exposed student be kept for the duration of the status as a student plus 30 years. These copies reside with the student and the healthcare provider.

Health Insurance Portability and Accountability Act (HIPAA)

All students are trained in the Health Insurance Portability Accountability Act (HIPAA) (<http://www.hhs.gov/ocr/privacy/index.html>) which outlines medical privacy regulations. Students will not be permitted to begin seeing patients without HIPAA training and documentation. Students must demonstrate continuous compliance throughout the course of their education. Failure to do so may result in delay of SCPEs.

Student Safety During Supervised Clinical Practice Experiences (SCPEs)

The facility at which the SCPE takes place shall provide to MPAS students access to the facility's rules, regulations, policies and procedures with which the students are expected to comply, including, the facility's OSHA, personal and workplace security and personal safety policies and procedures, and shall address all appropriate safety measures for all Franklin Pierce University PA students and any PA program 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. This is clearly communicated to preceptors and agreed upon in a signed Affiliation Agreement obtained prior to the start of a SCPE.

REPORTING & RESPONDING TO CRIMES AND EMERGENCIES *(ARC-PA Std. A1.03)*

All members of the Franklin Pierce University MPAS program (which is located on the Lebanon, New Hampshire campus) are encouraged to report emergencies and suspected criminal activity to the Program Director, faculty, or administrative staff IMMEDIATELY. The administrative staff will contact the Lebanon Police Department when crimes or emergencies are reported. The Lebanon Police is part of the 9-1-1 emergency phone system for immediate emergency assistance. If you witness a crime or wish to report an emergency, call 9-1-1 or report in person to the administrative staff office located on the 2nd floor of the Lebanon campus.

When reporting a crime or emergency:

- Remain calm.
- Give the location of the incident - building name, room number, and parking lot name.
- Identify yourself and give a call back telephone number. Your identity will remain confidential if you wish, however it is important we be able to contact you if we need additional information. State the incident you are reporting, i.e. theft, medical emergency, etc.
- Describe the scene - who and how many people are there, if medical treatment is being given, description of subjects, etc.
- State the subject's direction of flight, if applicable.
- Stay on the phone until the dispatcher has recorded all of the information.

When a crime or other serious incident is reported, an officer from the Lebanon Police Department (36 Poverty Lane, Lebanon, NH 03766, [603-448-1212](tel:603-448-1212)) 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 his/her designee will determine if notice needs to be made to other members of the campus. All information regarding reports of criminal activity will be forwarded to the Director of Campus Safety at the Rindge campus.

Confidential Reporting

While it is preferable for reports to be made to the Lebanon 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 one of the following people:

MPAS Program Director or any faculty member: (603) 298-6617
Dean of the College of Health & Natural Sciences: (603) 647-3530
Director of Human Resources and Risk Management: (603) 899-4077

A confidential “Third Party Report” form with information regarding the incident will be completed; however, no names or identifying information will be used without the consent of the victim. The “Third Party Report” will be forwarded to the Franklin Pierce University Director of Campus Safety. No follow-up or investigation will be conducted without the consent of the reporting party.

Responding to Emergencies

Response to fire emergencies is provided by the Lebanon, New Hampshire Fire Department. The Lebanon, New Hampshire Fire Department provides response to medical emergencies. Incidents identified as maintenance-related will be referred to the Franklin Pierce University Facilities Department or the building owner, as needed.

Evacuation Procedures

Evacuation procedures may be required during a drill or an actual emergency. Evacuation procedures are often implemented during crises that may take some time to investigate. As evacuation from the facility is not business as usual, center or local authorities will provide information during an actual event. Following their instructions is imperative.

Typical evacuation scenarios include but not limited to the following:

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

You should follow these steps for all evacuation scenarios:

- Do not hesitate to evacuate (grab your coat if it is cold outside)
- Close office or classroom doors behind you
- Do not use the elevators
- Exit the building down one of the stairwells located in the center of the building
- Gather on the farthest corner away from the building and entrance (if just a drill, you may gather at the picnic tables)
- After you have exited the building, ensure local authorities have been notified at 911
- Wait for “all-clear” instructions from the PA Program Director or MPAS Faculty

Fire

Fires are unpredictable, fast and the smoke from the flames and burning of many different types of material can be toxic and 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 room.
- Leave the building quickly and in an orderly fashion. Do not stop or go back for personal belongings. Do not use the elevator. Use the stairs. 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 firemen and police. Remain outside the building. 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 a building unless the fire department or Campus Security has issued the “all clear”.
- 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 the window, if possible, and into the room to mark your location for emergency personnel.
 - If the room has no windows, stay close to the ground; shout out loudly to attract the attention of emergency personnel.

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

Violent Crimes or Hostage Situations

If possible, remove yourself and others from harm. If it is not possible to remove yourself from the situation, then hide yourself in a room and lock the door if possible.

- Do not attempt to confront, apprehend or interfere with the perpetrator except in case of self-protection.
- Call 911 for emergency.
 - Provide the location of the suspect(s) including building and classroom.
 - Provide a description of the suspect to include height, weight, sex, race, clothing, age, and name if known.
- Campus Security or local law enforcement is to secure buildings and grounds and alert proper civil officials immediately.
- Do not try to look or peek out windows or doors to see what is happening.
- Do not leave your safe place unless instructed to do so by Campus Security or local law enforcement. Follow their instructions completely.

Medical Emergencies

- Do not move a seriously injured person unless it is a life-threatening situation.
- If you feel you must have immediate help, and it is severe enough that you need Emergency Medical Services, dial 911 from any available telephone.

- Relay important information to Campus Security or local emergency personnel, such as: 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 blood or any other bodily fluid because of the possibility of blood borne pathogens, unless you are wearing protective gear such as gloves.
- Stay with the person and reassure them of your presence, and tell them that help will soon be there.

Bomb Threats

Most bomb threats turn out to be false. For the safety and welfare of everyone, however, Campus Security and local law enforcement will not ignore or treat lightly any threat. Each threat is assumed to constitute a clear and present danger to the people on campus and to the campus. 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 PHONE OR TWO-WAY RADIO DEVICES.**

- Notify Campus Security or call 911 concerning any suspicious package or any threat received by phone, mail, e-mail, text message or any other means.
- If conditions permit, Campus Security or local law enforcement will make a quiet search without alarming faculty, students, staff and visitors.
- If the threat appears credible, evacuate the building and area by quietly asking people to leave or by sounding the fire alarm.
- Do not re-enter an area or building unless Campus Security or local law enforcement gives the “all clear”.

Civil Disturbance

Civil disturbances include demonstrations, riots or assemblies that become disruptive.

- Any person who sees a civil disturbance or becomes aware of the possibility or planning of a civil disturbance must contact Campus Security or local law enforcement.
- Avoid provoking or obstructing demonstrators. Leave the area of the disturbance.
- If you are not in the area, do not go to the area to see what is happening. Avoid the area.
- 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 verbal instructions and commands of Campus Security and local law enforcement.

COURSE & STUDENT RESOURCES



Program Calendar: Brown Bear is the web-based calendar software program used to post information about course and exam schedules. The calendar may be accessed and viewed at: <http://www.brownbearsw.com/freecal/FPUPA>

eRaven is the intranet of the University that serves as a launch pad for important information and links to the University Calendar, Library, Canvas and CampusWeb. See <http://eraven.franklinpierce.edu/>.

Canvas is the learning management system used for all courses at Franklin Pierce University. Course materials and grades may be accessed through Canvas. Orientation to Canvas is found through the Canvas Help system, as well as additional support resources, particularly the [Student Guide \(Links to an external site\)](#). If you have questions or experience any technical difficulties with Canvas, call the 24/7 hotline at (866) 443-0656.

CampusWeb is where unofficial student transcripts may be accessed. The link to campus web is as follows: <https://campusweb.franklinpierce.edu/ics/>.

Survey/Assessment Expectations

The MPAS program is engaged in the pursuit of ongoing self assessment as we strive to provide an excellent education to our students. Therefore, the program routinely collects and analyzes data from students. Throughout the duration of the program, students are expected to participate in surveys including, but not limited to:

- Guest Lecturer Survey
- Course Evaluation Surveys
- SCPE Logs
- Clinical Site/Preceptor Evaluation Surveys
- Exit Survey

Mailboxes

A mail slot identified for each student will be available beginning in January and extending for the duration of the student's first 12 months on campus. It will be utilized for returning assignments and evaluations. After the student's first year in the program, all communication will be mailed to the student's address of record or held on campus and returned during Seminar weeks.

Use of Phone/Messages

Students are allowed to use their personal cell phones or other electronic communication devices outside of the classroom and lab. Support staff will take phone messages on the program phone in emergency situations.

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. You must maintain your Franklin Pierce University e-mail account and delete unwanted items regularly to avoid your mailbox becoming full. The University and the MPAS program will utilize only your FPU e-mail address for e-mail communication.

Lebanon Campus Access *(ARC-PA Std. A1.01)*

Franklin Pierce University occupies portions of the 1st, 2nd and 3rd floors of the building. The building automatically locks at 10:00pm and reopens at 6:00am, seven days a week. Students are welcome to study on the premises in the designated off-hours areas in the evenings and on the weekends, but it is recommended they not remain in the building after the doors lock.

After hours, students are allowed to study in the 1st floor student study rooms, and on the 2nd floor in the student library. When students leave the building, care should be taken that the room being used is left clean and in good order (e.g., chairs pushed in, garbage picked up, no papers left on surfaces and boards erased) and all lights should be turned off.

The 1st and 2nd floor student libraries contain current textbooks used in the didactic courses, as well as other general reference materials. Students may use the textbooks while on campus, and must sign-out textbooks for use off-campus.

The commitment to and implementation of the procedures described above will determine future after-hour access to the designated areas. The condition of the rooms is regularly monitored each morning. Should there be any breach of the above guidelines, after-hour privileges may be revoked. MPAS administration expects students will take care of the space that is made available to them and thoughtfully observe the Student Code of Conduct.

Faculty and staff administrative office areas are located on the 2nd and 3rd floors of the building, and are reserved for faculty and staff use only. Students are only permitted to enter these areas with permission of faculty or staff.

School Closing Announcements

In the event of inclement weather or other circumstances that would necessitate the urgent cancellation of classes, students will find school closing announcements on the WMUR television website (www.wmur.com) or the Franklin Pierce University website (www.franklinpierce.edu, click on Storm Alerts). The Franklin Pierce University undergraduate campus is located in Rindge, and there are numerous satellite campuses around the state. When checking the websites, please be sure to note that the MPAS program will not hold classes when the Lebanon Center is closed; closure at other University locations will have no impact on the

Lebanon Center classes. Course cancellations will also be noted on the online program calendar (<http://www.brownbears.w.com/freecal/FPUPA>).

Cancellations at the Lebanon Center do not apply to clinical placements. Students participating in SCPEs (clinical rotations) are expected to confer with their preceptor and use their best judgment in deciding whether to travel to their clinical site.

Professional Memberships

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

1. National Membership

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

2. Constituent Chapter Membership

Students should initiate and maintain a student membership in the Constituent Chapter of the AAPA in their state of residence for the duration of their matriculation in the program:

http://www.aapa.org/about_aapa/constituent_organizations.aspx

NH: <http://www.nh-spa.org/>

VT: <http://www.paav.org/>

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.

MPAS PROGRAM COMMITTEES REFERENCED IN THE STUDENT HANDBOOK



Remediation Committee

A. Purpose

The Remediation Committee is an ad hoc committee that carefully evaluates course and program assessments, determines the area(s) of greatest need and deficiencies, and recommends a process that defines how a student will demonstrate that s/he has successfully remediated a known deficiency. Members of the committee will be responsible for aiding the student in developing a written remediation plan, executing the plan and monitoring student progress.

B. Composition

This committee will be comprised of at least three MPAS faculty members designated by the Program Director, one of whom shall be the Course Director of the course in which the deficiency was demonstrated.

Student Affairs Committee

A. Purpose

The Student Affairs Committee is an ad hoc committee that reviews issues of student academic performance, academic dishonesty, professional misconduct or special circumstances and makes recommendations to the Program Director.

B. Composition

This Committee will be comprised of the Medical Director, one faculty member from another CHNS discipline and at least one MPAS Program faculty member who is not the student's advisor and is not associated with the incident.

Student Progress Committee

A. Purpose

The Student Progress Committee meets at least bi-monthly, reviews individual student progress with the faculty and makes recommendations for enhancement of individual student performance according to MPAS program and Franklin Pierce University policies and standards.

B. Composition

This committee will be comprised of the Program Director and all principal MPAS faculty members.



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APPENDIX A

CODE OF ETHICS OF THE PHYSICIAN ASSISTANT PROFESSION

The American Academy of Physician Assistants recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible health care services. The following principles delineate the standards governing the conduct of physician assistants in their professional interactions with patients, colleagues, other health professionals and the general public. Realizing that no code can encompass all ethical responsibilities of the physician assistant, this enumeration of obligations in the Code of Ethics is not comprehensive and does not constitute a denial of the existence of other obligations, equally imperative, though not specifically mentioned.

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

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

Physician Assistants shall deliver needed health care services to health consumers without regard to sex, age, race, creed, socio-economic and political status.

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

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

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

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

Physician Assistants shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.

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

Physician Assistants shall strive to maintain and increase the quality of individual health care service through individual study and continuing education.

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

Physician Assistants, ever cognizant of the needs of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community.

Physician Assistants shall place service before material gain and must carefully guard against conflicts of professional interest.

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



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APPENDIX B

**ACKNOWLEDGEMENT OF RESPONSIBILITIES REGARDING HEALTH AND
PATIENT CARE**

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

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

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

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

Student Signature

Student Name

Date



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APPENDIX C

STUDENT POLICIES AGREEMENT

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

1. The Franklin Pierce University Master of Physician Assistant Studies Program Student Handbook;
2. The Franklin Pierce University College of Health & Natural Sciences (CHNS) (formerly, “College of Graduate and Professional Studies/CGPS”) Student Code of Conduct;
3. The Franklin Pierce University Catalog, specifically those policies noted in the graduate programs section of the catalog and referred to in the Master of Physician Assistant Studies Program Student Handbook.

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

Student Signature

Student Name

Date



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APPENDIX D

ASSUMPTION OF RISK AND WAIVER OF LIABILITY

I, _____, will be participating in the following activity
Print Name

at Dartmouth College, _____, hereinafter
Description of Class or Activity

referred to as the “Activity” on the date(s) provided hereto _____.
Date(s) of Activity

I recognize, acknowledge and understand the following:

Participating in the Activity carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries;

I am physically able to participate in the Activity and know of no disability or prior injury which would prevent my participation in the Activity or potentially lead to my injury or the injury of another;

In the event that a need for emergency medical service arises, I authorize and consent to such service being provided and assume the cost thereof;

If the Activity requires the use of protective equipment, I recognize and assume all responsibility for utilizing properly fitted protective equipment and agree to wear this protective equipment at all times while participating in the Activity;

My participation in the Activity is voluntary and is at my own risk.

Notwithstanding the above risks, which I recognize and accept, and in consideration of being permitted to participate in any way in the Activity, I, for myself, my heirs, personal representatives or assigns, do hereby waive, release and discharge the Trustees of Dartmouth College and Franklin Pierce University, their officers, employees and agents, from any and all claims for personal injury, accidents or illnesses (including death), and property damage, arising in any manner out of my participation in the Activity.

I have read this Waiver and I fully understand its terms. I further acknowledge that my participation is voluntary and that I knowingly and voluntarily assume all risks known or unknown.

Participant’s Name (Please Print)

Participant’s Age

Participant's Signature

Date

Witness Name (Please Print)

Witness Signature

Date



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APPENDIX E

**DECLARATION OF UNDERSTANDING & ACCEPTANCE regarding SUPERVISED
CLINICAL PRACTICE EXPERIENCES**

A. Working with Diverse Groups

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

B. Health Status

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

C. BLS & ACLS Certification

I understand that the MPAS program will provide mandatory BLS and ACLS training/certifications prior to the Clinical Phase of the program and that it is my responsibility to maintain these certifications during the entire clinical curriculum. Further, I agree to retain appropriate documentation and make it available to the MPAS program when requested to do so.

D. SCPE Agreement

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

E. Communications

I understand that my FPU email is the primary means of communication for the MPAS program. I will check my FPU email account on a daily basis and respond in a timely manner. Furthermore, I understand that I may be subject to disciplinary action for failure to respond to faculty or staff communications in a timely manner.

F. Statement of Confidentiality

I acknowledge my responsibility under applicable federal law and the Affiliation Agreement between a clinical training facility and FPU to keep confidential any information regarding patients, as well as all confidential information of the facility.

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

Student Name

Student Signature

Date

This acknowledgement is to be signed and returned to the Course Director by the end of the first day of the Preparation for Clinical Education course.

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



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APPENDIX F

**DECLARATION OF UNDERSTANDING regarding the RECORDING AND
PHOTOGRAPHY POLICY**

I, _____, grant permission to Franklin Pierce University MPAS Program for the use of photographic, video graphic or electronic media images for the stated reasons in the Recording and Photography Policy. I understand that I may revoke this authorization at any time by notifying the MPAS Program Director in writing. The revocation will not affect any actions taken before the receipt of this written notification. Recordings/photos will be stored in a secure location and only authorized faculty/staff will have access to them. All recordings and images will be destroyed or archived after the time they are no longer relevant.

Student Name

Student Signature

Date