School of Pharmacy & Health Sciences

Physician Assistant Student Manual

Class of 2028

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

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-fairleigh-dickinson-university/.

FAIRLEIGH DICKINSON UNIVERSITY

School of Pharmacy & Health Sciences

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Fairleigh Dickinson University

FDU Mission

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

Value Statement

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

FDU CARES

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

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

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

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

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

Brief History

Founded in 1942 by Dr. Peter Sammartino and his wife, Sylvia (Sally), Fairleigh Dickinson University has grown into the largest private university in New Jersey. More than 12,000 students from 44 states in the nation and 80 other countries are enrolled on the University's two campuses in northern New Jersey and its overseas campuses in Wroxton, England, and in Vancouver, British Columbia, Canada. Beginning as a two-year junior college, Fairleigh Dickinson expanded to a four-year curriculum in 1948 to fill the need for higher education in northern New Jersey. In 1954, the first graduate program, a master's degree in business administration, was offered, and Bergen Junior College was purchased as a second campus in Teaneck (Metropolitan Campus). In 1956, Fairleigh Dickinson gained University status and, one year later, the 178-acre Vanderbilt-Twombly estate was acquired to serve as the Madison location (Florham Campus).

FDU became the first American university to own a campus in England when it acquired Wroxton College from Trinity College, Oxford University. Opened in 1965, Wroxton College offers American students an array of graduate and undergraduate programs as well as an enriching cultural experience. Formerly a 13th-century abbey, Wroxton College is now a beautifully restored and modernized Jacobean mansion.

Recognizing that the student profile on most U.S. campuses is changing dramatically, the University's New College of General and Continuing Studies, now known as Petrocelli Center for Continuing Studies, was formed in April 1998 to address the special educational needs of nontraditional students, including adult learners.

In 2000, the Board of Trustees adopted a newly focused mission to prepare students for world citizenship through global education.

The Vancouver Campus, which opened in 2007, offers undergraduate students one of the few opportunities to earn an American college degree while studying in Canada. Because more than 30 percent of Vancouver's residents hail from China and Southeast Asia, the Vancouver Campus is particularly attractive to international students from China, Southeast Asia and Pacific Rim countries, but it is open to students from around the world.

Each of the University campuses has developed a unique character and vitality. Students benefit from studying at a comprehensive university that offers a wide range of programs and courses, but they also enjoy an atmosphere of warmth and personal attention usually found at much smaller institutions.

Today, FDU offers nearly 100 degree programs at the associate, baccalaureate, master's and doctoral levels. Its wide range of offerings, coupled with the depth and expertise of its faculty, has Fairleigh Dickinson University poised to serve the citizens of New Jersey and beyond.

Florham Campus

The Florham Campus, located in Morris County, N.J., bridges the towns of Florham Park and Madison. The campus consists of 178 acres, part of Florham, the former country estate of early 20th-century socialites Florence Vanderbilt and Hamilton Twombly. Florham is a contraction of the first names of the couple. The campus has been in existence since 1958.

The Florham Campus is primarily a residential campus, supported by a strong student life program. The campus has active fraternities and sororities, diverse student activities and dynamic Division III and intramural athletic programs. Resident undergraduate students are joined in class by undergraduate commuter and adult and certificate students. Along with graduate students, they utilize first-class educational resources that are either retrofitted into the campus's distinctive and appealing original structures or set in state-of-the-art buildings, several constructed within the last decade.

Historic Landscape and Architecture

Frederick Law Olmsted, renowned designer of New York City's Central Park, planned Florham's landscape. The surviving principal buildings, designed in the Georgian Revival style by the firm McKim, Mead and White in the 1890s, have been adapted for

educational uses. The 100-room mansion (now Hennessy Hall), centerpiece of the campus, is the work of Stanford White and is similar in design to the 17th-century addition to King Henry VIII's Hampton Court Palace in England.

Most of the interior decoration, such as the staircases and fireplaces, are of Italian marble, worked by craftsmen brought from the same country. In addition to classrooms and offices, the mansion holds a chestnut-paneled billiard room (now Hartman Lounge) and the magnificent Lenfell Hall drawing room.

Nature

The campus lies on a picturesque ridge; the terminal moraine of the last major glaciation of 10,000 years ago.

A diverse collection of specimen trees adds interest and beauty to the scenery. Many large white oaks, some more than 150 years old, shade some areas, and "Fossil Tree Hill" has fine specimens of the ginkgo and the dawn redwood (*metasequoia*). Wildlife is protected on the grounds, and deer, wild turkey and particularly groundhogs are frequently seen. More than 100 species of birds have been listed for the campus. The Periodical Cicada (*magicicada septendecim*) makes a spectacular appearance every 17 years, but is not due again until the summer of 2030.

In Brief

There are more than 2,600 undergraduate and 1,500 graduate students attending the Florham Campus. Minority students comprise about 10 percent of the student population.

Sports include men's Division III programs in baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis and track and field; women's Division III programs in basketball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, track and field and volleyball; and intramural sports in aerobics, basketball, bowling, flag football, golf, karate, racquetball, softball, street hockey, tennis, track and field, Timex fitness week and volleyball.

Three out of every four freshmen live in campus housing. First-year students generally are assigned housing in the Twomblys, two traditional-style residence halls with double rooms and a common bath. Upperclass students live in The Village, Park Avenue Residence Hall, featuring apartment-style suites, and the Rutherford Residence Hall.

Campus activities include an active Greek community with national social fraternities and sororities, as well as a national service fraternity. The campus theater produces student-written and directed plays, as well as student productions of major plays.

The Academic Support Center is housed in the Monninger Center for Learning and Research, offering easy access to free tutoring, word-processing support and special seminars.

Graceful Buildings Old and New

Hennessy Hall (The Mansion) is the centerpiece of the campus. This 100-room Georgian-style masterpiece was designed in the 1890s by Stanford White, and replicates a wing in Henry VIII's Hampton Court. Most of its interior decorations (such as staircases and fireplaces) are in Italian marble, worked by craftsmen brought from the same country. The mansion also holds the chestnut-paneled Hartman Lounge (the former billiard room) and Lenfell Hall, then a ballroom and drawing room, now used for meetings and special events.

Today, Hennessy Hall contains classrooms and administrative offices. Visitors to campus also would not want to miss the Italian and Clowney Gardens located along the sides and back of Hennessy Hall.

The Roberta Chiavello Ferguson and Thomas George Ferguson Recreation Center includes a gymnasium with three full-size basketball courts and seating for 2,000 spectators, an elevated jogging track, eight-lane competition swimming pool, racquetball courts, weight rooms and fitness center.

The John and Joan Monninger Center for Learning and Research includes the campus library and sunny Hassan Orangerie, which originally provided the Florham estate with fresh citrus fruit through much of the year. The center has extensive holdings supportive of the campus academic mission and interlibrary loan arrangements with the other FDU New Jersey campus and with library resources nationwide. The Science Building was adapted from the former garage and stables of the estate.

Rutherford Hall, named for the University's first campus and the newest Florham Campus residence hall, opened in September 2003. Approximately 300 upperclassmen enjoy spacious double bedrooms with private bathrooms.

The Stadler, Zenner, Hoffmann-La Roche Academic Building features 20 state-of-the-art classrooms wired for computers and offering interactive-television capabilities, seminar and conference rooms, a psychology laboratory and a student/faculty lounge, which includes a Nathan's snack bar.

Alma Mater
Goodhart-Davis

Praise to thee, O Alma Mater, faithfully we sing,
Hear our joyful voices ringing, Fairleigh Dickinson.
Campus halls, that oft recall us, memories will bring,
Campus lights will ever guide us, when the day is done.

Chorus
Alma Mater, we will cherish, each day of the years,
We were privileged to spend here, tho' our parting nears.

School of Pharmacy & Health Sciences

Mission & Vision Statements

The mission of FDU's School of Pharmacy and Health Sciences is to provide a nurturing and inclusive academic community to educate healthcare professionals within an interprofessional, collaborative culture focused on practice, leadership, advocacy and research.

The school's vision is to cultivate caring and committed professionals to lead the future of healthcare.

General Policies and Procedures

Introduction to the PA Program

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

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

Program policies apply to all students and faculty. The program and University reserve the right to make changes to the manual and retain the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment. Please see the University Student Handbook (https://www.fdu.edu/student-life/publications/student-handbook/) and the Graduate Studies Bulletin (https://www.fdu.edu/wp-content/uploads/2020/01/graduate-bulletin-complete.pdf) for a complete resource on university procedures and policies. A separate Clinical Manual will be provided prior to entering the program's clinical phase.

Overview

The mission of the FDU PA program is to prepare future PAs, to be socially responsible members and leaders of interprofessional teams, empowered to promote health, provide compassionate patient-centered care and advocate for the well-being of local and global communities. The PA program encompasses a 29-month curriculum, divided into a 12-month Didactic Phase and a 17-month Clinical Phase consisting of supervised clinical practice experiences, research and additional courses. The purpose of this manual is to inform PA students of all policies, procedures and fair practices for the FDU PA program. The program is offered at one location housed in the School of Pharmacy & Health Sciences building on the Florham Campus.

The FDU PA Program Student Manual provided during the new student orientation provides students with program policies, an overview of the curriculum, learning goals, academic standards, competencies and other requirements and deadlines for successful completion of the overall program. Individual course syllabi contain the course name, course description, faculty instructor of record, course goals, course leaning outcomes, instructional objectives, a general outline of topics, student assessment/evaluation specifics and a plan for grading.

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

PA Program Academic Calendar

Please refer to FDU's a full and updated academic calendar for dates
*https://www.fdu.edu/academics/academic-calendar/

The PA Program's Orientation is held the week prior to the start of the spring semester. It is strongly advised that students inquire of their faculty adviser of any pending non-emergent absences for approval. The FDU Academic Calendar applies to the didactic phase of the program only. The clinical phase follows a different Calendar which will be referenced in the Student Clinical Manual.

Subject to change without notice pending University finalization and program needs.

See course syllabi for specifics and note that schedules are subject to change.

FDU Physician Assistant (PA) Program

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

Mission of the FDU PA Program

The mission of the FDU PA program is to prepare future PAs as socially responsible members of interprofessional teams, empowered to promote health, provide compassionate patient-centered care and advocate for the well-being of local and global communities.

Program Goals

Goal 1 – Goal 5

1. Prepare patient-centered PAs who exhibit competency in the knowledge, skills and attitudes for entry into clinical practice in a variety of healthcare settings.

2. Provide Supervised Clinical Practice Experiences (SCPE) in a variety of clinical environments/settings, ranging from community to tertiary care facilities, exposing students to diverse patient populations and care levels.

3. Prepare PA students to assume leadership roles within their organizations and professions.

4. Develop evidence-based, analytical skills via research and scholarship supporting lifelong learning.

5. Develop and mentor PA students into functional members of interprofessional healthcare teams.

Competencies and Student Learning Outcomes

The FDU PA program developed a curriculum designed to prepare its graduates to competently practice as PAs. The curriculum is based on competencies recognized by the program as important components of a comprehensive educational program and identified as required for entering clinical practice. The curriculum is based on five (5) domains (ARC-PA, 6th ed.) and their respective ten (10) subdomains, that represent the highest and broadest tier of the hierarchical structure of the curriculum with each step below narrowing in scope. Student learning outcomes (SLOs), courses, course learning outcomes (LOs), course instructional objectives (IOs) and their respective assessments are categorized under the broader competencies.

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

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

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

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

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

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

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

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

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

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

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

Domain: *Patient Care (PC)*
Subdomains: PC – Clinical and Technical Skills
           PC – Clinical Practice

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

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

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

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

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

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

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

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

Domain: *Interpersonal Skills and Professionalism (IS&P)*
Subdomains: IS&P – Interpersonal Skills
           IS&P – Professional Behaviors

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

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

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

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

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

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

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

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

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

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

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

5. Builds an awareness of the system of health care and determinants of outcomes that facilitates patient advocacy, promotes quality and is balanced with a responsiveness to regulatory requirements and cost-effective resource allocation.

Domain: *System-based Practice (SBP)*
Subdomain: SBP – System of Health Care

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

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

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

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

The program conducts and documents a summative evaluation of each student within the final four months of the program to verify that each student meets all program-defined competencies required to enter clinical practice, including:

a) clinical and technical skills,
b) clinical reasoning and problem-solving abilities
c) interpersonal skills
d) medical knowledge
e) professional behaviors (ARC-PA, 6th ed.)

Program Overview

The FDU PA program is committed to preparing future socially responsible professionals that possess the academic knowledge, clinical skills and professional attitudes requisite for providing compassionate patient-centered care in a dynamic healthcare system. With that in mind, the program developed its mission and goals and designed a curriculum that would provide learning experiences that would promote the acquisition of those same skills. The FDU PA program developed a 29-month curriculum leading to a Master of Science (MS) in PA studies.

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

The Clinical Phase of the program is, seventeen (17) months in length and is dedicated to supervised practice experiences, research and enhancement of clinical and procedural skills. Clinical experiences take place at affiliate hospitals, clinics and other medical institutions in the tri-state areas. Ten (10) five-week blocks are dedicated to required and elective supervised clinical practice experiences that provide acute, chronic, emergent and preventative care to patients of diverse backgrounds across the lifespan (infants, children, adolescents, adults and elderly). Social responsibility and clinical learning are further enhanced through participation in a voluntary medical service trip offered closer to graduation. The program does not offer an elective international curriculum component.

In addition, students have dedicated time to work on their research projects over a total of four (4) semesters. Their research work is reflective of their professional and clinical interests and culminates in a capstone project and poster presentation during the School of Pharmacy & Health Sciences Spring Research Symposium and public forums. An additional course supports students' writing for medical publication, an important component to a medical professional career. Time is also dedicated to simulated learning (an additional dedicated 5-week block) focusing on the enhancement of clinical reasoning & problem solving and the strengthening of clinical and technical procedure skills.

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

PA Program Accreditation

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

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

Teach Out Policy

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

Code of Ethics of the Profession, AAPA

Guidlines for Ethical Conduct for the PA Profession: https://www.aapa.org/wp-content/uploads/2021/11/Guidelines-for-Ethical-Conduct-for-the-PA-Profession-7-1-21.pdf.

Advanced Placement

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

Academic Credit

The curriculum for the FDU PA program consists of 132 credits distributed over the 29 months or seven semesters of the curriculum- Didactic Phase (55 credits), Clinical Phase (77credits). https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/academics/.

Degrees Conferred Upon Satisfactory Completion of the Program

The master's degree is recognized by the PA profession as the terminal degree for PAs. Upon meeting the PA Program requirements for graduation, the PA student will be awarded a Master of Science in PA Studies. The sponsoring institution is responsible for conferring the credential.

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

Technical Standards

The program publishes, consistently applies and makes readily available the nonacademic requirements for participation in an educational program or activity. They include physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession to prospective students, admission and enrollment practices that address required technical standards for enrollment. Attestation is required intermittently during the program.

They may be found here: https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/technical-standards/

Introduction

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

Technical Standards for the PA

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

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

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

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

Motor
Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to perform basic laboratory tests (urinalysis, CBC, etc.); carry out diagnostic procedures (phlebotomy, venipuncture, placement of catheters and tubes) and read EKGs and x-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch and vision.

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

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

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

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

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

The PA program complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). The education records of students are protected by federal regulation (Family Educational Rights and Privacy Act of FERPA). Students may sign a FERPA Consent Form (online on Web Advisor), specifying to whom the University may release protected information, such as grades or bills. Details may be found here: https://www.fdu.edu/about/university-leadership-offices/office-of-enrollment-services/records-procedures-and-services/student-privacy-rights-and-ferpa/ and in the Student Handbook here: https://www.fdu.edu/student-life/publications/student-handbook/

Policy on Prohibited Discrimination, Harassment and Related Misconduct

The Fairleigh Dickinson University (the "University") Policy on Prohibited Discrimination, Harassment and Related Misconduct prohibits all forms of Discrimination and Harassment based on Protected Status. It also expressly prohibits related conduct, including sexual and gender-based harassment, sexual assault, sexual exploitation, stalking and interpersonal violence, which need not be based on the individual's protected status. In addition, this policy prohibits complicity for knowingly assisting in an act that violates this policy and retaliation against an individual because of their good faith participation in the reporting, investigation or adjudication of violations of this policy. University students and employees who violate this policy will be met with appropriate disciplinary action, up to and including dismissal, expulsion, or termination from the University. Third parties who violate this policy may have their relationship with the University terminated and their access to campus restricted. See https://www.fdu.edu/wp-content/uploads/2021/10/prohibited-discrimination-policy.pdf.

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

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

Diversity and Inclusion

The Office of Campus/Student Life

Differences within and between groups of people that contribute to variations in habits, practices, beliefs and/or values. The inclusion of different people (including but not limited to gender and race/ethnicity, age, physical abilities, sexual orientation, socioeconomic status) in a group or organization. Diversity includes all the ways in which people differ and it encompasses all the different characteristics that make one individual or group different from another. https://portal.fdu.edu/studentlife/2018/student-affairs.pdf, section "Campus/Student Life" and https://www.fdu.edu/fdumagazine/fall-2021/advocates-for-change/on-diversity-equity-and-inclusion-at-fdu/.

Costs and Refunds

Fairleigh Dickinson University, the sponsoring institution, defines, publishes, makes readily available and consistently applies to students its policies and procedures for refunds of tuition and fees. The tuition rates for full-time students are published each year in the Tuition and Fees Schedule and are available at the Bursar's Office. Students who withdraw from the program may request a tuition refund as stipulated in the Tuition and Fees Schedule and on the "Withdrawals, Cancellations, Refunds" section of the Enrollment Services website. https://www.fdu.edu/about/university-leadership-offices/office-of-enrollment-services/withdrawal-cancellation-refund/.

The tuition for the FDU PA program is inclusive of tuition, fees, books, medical equipment, lab coat and scrubs. Medical textbooks and medical equipment, white jacket and scrubs are provided to the PA student by the program and are included in the PA tuition. A student dropping PA courses without withdrawing from the University will be refunded according to the University policy, as published in the Bulletin.

Office of Student Financial Aid

The University maintains the Office of Student Financial Aid to assist students in applying for federal and state aid to help pay for their education. https://www.fdu.edu/admissions/financial-aid/graduate/.

Student Services

FDU provides academic support and health services to PA students that are equivalent to those services provided to other students of the institution.
https://www.fdu.edu/campuses/florham-campus/student-services/

Student Wellness Services

The mission of Student Wellness Services is to put students' health and wellbeing first. Student Wellness Services provides education, prevention and intervention services with compassion for the FDU community. Our department has adapted a public health and trauma-sensitive framework needed to support student wellbeing and cultivate a culture of wellness at the institution. Student Wellness Services includes two sub-units: the office of health wellness, which is responsible for preventive and acute health care and the office of mental and emotional wellbeing which offers counseling to students and programs that will increase mental-health literacy across the institution. We are a health center equipped with experienced mental health counselors, nurse practitioners and registered nurses who are available for student wellness needs. Student wellness services provide direct care, individual counseling services, health education and other supportive services. The department also offers small group workshops and community programs throughout the year on common health and wellness interests of the students.

Student Wellness Services staff at FDU provide emotional and health wellness support to students and assist them with problem solving. Our aim is to help students gain greater understanding of themselves and their values; identify problems — and attitudes and behaviors which may contribute to those problems; explore alternative courses of action, develop coping skills and provide advocacy. When we identify issues, options and resources, student problems may feel less overwhelming and negative emotions may dissipate. FDU students often seek counseling because they experience personal, academic and/or social/interpersonal problems. FDU students often seek health wellness care because of the accessibility and the need for consistent provider support at their home away from home. Communications between students and counselors are confidential barring an emergency.

Consultation

Consultation is an important component of Student Wellness Services. FDU students, faculty and staff consult with our staff for many reasons. A student may recognize that a friend is experiencing distress and not know how to handle the situation. A faculty member or administrator may need guidance on how to assist a student with a mental health issue. A student may need support with medication management and administering to support a chronic disease.

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

Health Screening and Proof of Immunizations

FDU has health and immunizations requirements found here:
https://www.fdu.edu/wp-content/uploads/2020/05/200509-immunization.pdf.

However, PA students must fulfill matriculation health requirements by the deadlines communicated by the program upon acceptance and must remain compliant with the continuing student health requirements, including immunization and health screening, for the duration of the program. These requirements are to assure protection against certain communicable diseases. For safety purposes, students who are non-compliant with requirements will not be allowed to participate in clinical activities until requirements are met.

The PA program expects that current and prospective students follow the program's guidelines based on current CDC health professionals recommendations and applicable state or country mandates for immunization and health screening of students. The PA program has affiliation agreements with many health care systems and medical offices which have in place their own requirements. Students seeking a medical or religious exemption from the program's COVID-19 vaccination or other requirements, will need to submit a written application for the exemption. If an exemption is granted by the University, this does NOT assure clinical clearance from placement sites, which may have their own standards. Clinical placement experience is a key component of the program, its degree requirements and ultimate licensure.

The School of Pharmacy and Health Sciences has a Health Compliance Nurse who monitors receipt and completeness of all required health screening documents and background checks.

Proof of a health screening performed annually by December 15th and in compliance with immunization requirements as described above, is required of all PA students in alignment with affiliation agreements with clinical practice sites and to commence the program. All students of the PA Program are required to maintain health insurance coverage throughout their enrollment in all phases of the program. Any cost that may be incurred for the health screening and certification of physical examinations and immunizations is the responsibility of the student. All requested documentation needs to be submitted by instructed deadlines.

To ensure that strict confidentiality is maintained, principal faculty, the director of the PA program and medical director do not participate as health care providers for students of the PA program (except in an emergency). Student health records are confidential and not accessible to program, principal or instructional faculty or staff except for immunization and screening results. Information provided by students at matriculation and during enrollment (i.e., immunization and/or blood test documentation, medical history and physical examination forms, tuberculosis clearance and screening forms) is collected and retained in a secure environment. These records may be released to clinical training sites as required. **It is recommended that students retain a copy of all documents for their records, since these records may be required by a variety of institutions as students progress through their professional careers.**

Students must report any change in their health not noted on their annual physical examination to the health compliance nurse

coordinator for health compliance & wellness immediately. Failure to notify of any health changes that may affect patient care (or ability to meet Program Technical Standards) may result in dismissal from the program.

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

Office of Disability Support Services

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

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

Contact Information
Florham Campus
(973) 443-8079
Fax: (973) 443-8080
Monday–Friday: 9 a.m.–5 p.m.
Saturday–Sunday: CLOSED

285 Madison Avenue, M-M01-01
Madison, NJ 07940

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

Student Services, *continued*

Health Requirements*	Schedule for PA Students	Special Notes
Measles/Mumps/Rubella Immunity	Proof of two-dose vaccination series given at least 28 days apart AND/OR serologic confirmation of immunity to measles, mumps and rubella. Laboratory titer results MUST be submitted to the school.	If the serology report for measles, mumps or rubella indicates a nonimmune or equivocal status, additional steps may be required. Contact FDU Health Services personnel located at the School of Pharmacy & Health Sciences.
Hepatitis B Immunity	Proof of completed hepatitis B vaccination series (3 doses of Engerix-B® or Recombivax HB® or 2 doses of Heplisav-B®) AND serologic confirmation of immunity to hepatitis B virus. Laboratory titer results must include Hepatitis B surface antigen (HBsAg), Hepatitis B surface antibody (HBsAb/anti-HBS) and Hepatitis B core antibody (HBcAb/anti-HBC) and MUST be submitted to the FDU School of Pharmacy & Health Sciences.	Students must follow the CDC-recommended vaccination schedule.
Varicella (Chicken Pox) Immunity	Proof of two-dose vaccination series given at least 28 days apart AND serologic confirmation of immunity to varicella. Laboratory titer results MUST be submitted to the school.	If the serology for varicella indicates a nonimmune or equivocal status, additional steps may be required. Contact the Health Compliance Nurse FDU Health Services personnel.
Adult Tdap (tetanus, diphtheria, pertussis) Vaccine	One Tdap vaccine every ten years prior to the start of the PA Program.	After receipt of Tdap vaccine, receive Tdap vaccine for routine booster every 10 years.
Tuberculosis Screening	A 2-Step PPD or FDA-approved blood assay for tuberculosis (i.e. QuantiFERON-TB Gold test) is required prior to starting the PA program and then annually.	A chest X-ray alone will not be accepted as a substitute for this test. If the 2-Step PPD or blood assay for tuberculosis is positive, additional steps will be required.
COVID-19 Vaccine	Proof* Covid-19 vaccination (any year). Subject to Change.	Required for all students entering the didactic and clinical phases of the program, unless a waiver is granted.
Influenza Vaccine	Students should receive their flu shot annually as per CDC guidelines between the months of September and November prior to each phase of the program.	Annually during the flu season.

Proof of COVID-19 vaccine (as per CDC) includes:

• Vaccination certificate with QR code

• Digital pass via smartphone application with QR code

• Printout of COVID-19 vaccination record

• COVID-19 vaccination certificate issued at national or subnational level or by an authorized vaccine provider

• Digital photos of vaccination card or record, downloaded vaccine record or vaccination certificate from official source

Infection Control, OSHA Guidelines and the CDC

PA students are required to complete training sessions for health care professionals in Blood Borne Pathogens standard, OSHA general workplace safety and HIPAA training for health professionals.

In the event of exposure to infectious agents or other hazardous materials via needle stick or splash, the student sustaining the exposure must report the injury immediately to their clinical preceptor if on a clinical rotation and also the program (email the director of didactic if occurs during the didactic phase or director of clinical education while on rotation (SCPE). The individual must then report to employee health services or the Emergency Department (ED) for initial and further instructions at which time the individual sustaining significant exposure will be counseled on the risk of HBV, HCV and HIV infection and transmission.

Post Exposure Prophylaxis

In the event that a student and/or faculty member is exposed to a reportable confirmed for suspected communicable disease as referenced in the New Jersey Administrative Code 8:57 during their clinical rotation, the student and/or faculty member will be notified by hospital as being an individual who may have been in contact with the case during the infectious period of disease and thus exposed that disease. The student and faculty member may receive appropriate Post Exposure Prophylaxis (PEP) through the hospital's Employee Health Department or Emergency Department at a no cost to the individual student and faculty member. The University's Student Health Services director will be notified if there is a suspected or confirmed communicable disease report involving the students and faculty of University.

Public Safety

Public Safety and Emergencies

For all campus emergencies (medical, fire, safety and security, thefts, etc.) immediately contact the Department of Public Safety at (201) 692-2222 for the Metropolitan Campus and (973) 443-8888 for the Florham Campus. Public Safety is open 24 hours a day, 365 days a year. Dial 2222 or 8888 from any campus phone. If emergency personnel need to be contacted, Public Safety will do so. If living on campus, the RA on call in your building needs to be informed, Public Safety will contact them and any other Residence Life staff member that needs to be made aware of your situation.

See link for all Safety Precautions:
https://www.fdu.edu/student-life/housing/resources/safety/

Incidents/Accidents on Campus

On Site Incident

Accidents may occur while in the SoPHS building. Should a student be injured in an accident, they must comply with all accident and injury protocols established at the university.

If an injury occurs, the student must notify the supervising faculty member immediately. Faculty will alert the Department of Public Safety.

Work Policy, Site Solicitation, Function as Instructional Faculty/Clinical or Administrative Staff

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

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

PA students in all phases of the PA program do not substitute for or function as instructional faculty or, during clinical experiences, do not substitute for or function as clinical or administrative staff. The global clinical schedule is prepared with appropriate supervised clinical practice experiences for all students. The PA program coordinates all clinical practice sites and preceptors for all program required and elective rotations. Students are not permitted to solicit clinical sites. This may result in referral to the Student Promotion Committee (SPC). If a student is interested in arranging a clinical experience with a known site or preceptor, this must be discussed with the clinical director no less than nine months in advance. The preceptor and site will be evaluated for appropriateness to serve as a clinical site and for meeting learning outcomes. This is a complex process requiring ample time. There is no guarantee that the desired site/preceptor will be approved. In addition, participation in a clinical experience may not be construed as gainful employment.

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

Background Check

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

A background check and toxicology screen will be completed on all students prior to entering the PA program and annually thereafter. Some sites may require additional background checks and/or toxicology screens immediately prior to the start of the rotation. Therefore, students may be required to complete multiple screens throughout enrollment. The FDU Student Handbook supercedes all SoPHS policies regarding drugs and alcohol. Those FDU policies can be found here: https://portal.fdu.edu/studentlife/2018/alcohol-and-other-drugs.pdf.

Security Checks

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

The criminal background checks review a person's criminal history seven years prior to the date of application. The checks include the cities and counties of all known residences. The following criteria will be included:

- Social Security number validation

- Felony convictions

- Misdemeanor convictions or felony adjudications involving crimes against persons (physical or sexual abuse)

- Misdemeanor convictions related to moral turpitude (prostitution, public lewdness/exposure, etc.)

- Felony deferred adjudications for the sale, possession, distribution or transfer of narcotics or controlled substances and involving crimes against persons (physical or sexual abuse)

- Registered sex offenders

- Office of Inspector General of the U.S. Department of Health and Human Services List of Excluded Individuals/Entities

- U.S. General Services Administration List of Parties Excluded from Federal Programs

- Employee Misconduct Registry

- U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN) search. Applicable State Exclusion list, if one.

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

A background check and toxicology screen will be completed on all students prior to entering the PA program and annually thereafter. Some sites may require additional background checks and/or toxicology screens immediately prior to the start of the rotation. Therefore, students may be required to complete multiple screens throughout enrollment. The FDU Student Handbook supercedes all SoPHS policies regarding drugs and alcohol. Those FDU policies can be found here: https://portal.fdu.edu/studentlife/2018/alcohol-and-other-drugs.pdf.

* Background screening requirements may be modified at anytime

Drug Screening

The use of illicit drugs or alcohol prior to or during any activities pertaining to the Fairleigh Dickinson University PA program is strictly prohibited. If there is reasonable suspicion of impairment, the student will be removed from the activity/class/supervised clinical practice experience immediately and urine drug screening will be required at that time. The student will be referred to the Student Promotion Committee. See link: https://portal.fdu.edu/studentlife/2018/alcohol-and-other-drugs.pdf.

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

Academic Program Policies and Procedures

Course Overview

The Didactic Phase is 12 months in length — January to December of a calendar year. It consists of 48 weeks (excluding holidays and vacations) distributed over three semesters: spring, summer and fall. The Didactic Phase consists of classroom and laboratory experience and other activities beginning with new student orientation in early January.

The Clinical Phase is distributed over four (4) semesters: Spring, Summer, Fall and then Spring. The Clinical Phase begins with an orientation to supervised clinical practice experiences prior to entering this clinical phase, followed by ten 5-week blocks of supervised clinical practice experiences (SCPEs), plus one (1) five-week simulation experience. The dedicated 5-week simulation lab reinforces clinical reasoning and problem-solving skills and provides hands-on clinical and technical skills. In addition, time is also dedicated to specific clinical reasoning coursework, research and the development of a final capstone project, writing for publication and a summative evaluation to assure graduate competencies to practice as newly graduated PAs.

The FDU PA program has signed agreements with all clinical practice sites participating as supervised clinical practice experiences. The program has recruited clinical practice sites in sufficient number to meet the needs of its maximum class size of 40 students per cohort and to meet the program's learning outcomes for supervised clinical practice experiences. All clinical practice sites have been evaluated for appropriate physical facilities, security, supervision and patient populations for students to meet the learning outcomes.

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

During the SCPE phase students return to the PA program for Callback days and scheduled coursework. These may take place at the start of each semester and follow each of the five-week blocks. These sessions stress enhancement of lifelong learning skills and include lectures, case presentations, journal club, clinical reasoning and problem-solving sessions, research development, PA professional updates and communication/problem solving forums.

Attendance/Punctuality/Absences

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

Attendance and punctuality are mandatory for all program activities, such as lectures, case studies and lab sessions. This includes all clinical experiences (SCPEs: core and elective clinical rotations); and other program activities. On-line classes are not different than in-person in terms of attendance and punctuality.

Medical Absences During Didactic Phase

If a student is ill and needs to miss a day of class, the student must email the Program's Director of Didactic Education and Course Director. For medical absences exceeding two days, medical documentation must be submitted to the Director of Didactic Education. This note should not contain any specific medical information other than documenting the medical care that occurred with a healthcare provider, dates seen and if the student may return to class. Students are responsible for any missed work and must fulfill all curricular requirements, including exams and assignments.

Medical Absences During Clinical Phase

If a student is ill and needs to miss a day of clinical rotation, the student must email the program's director of clinical education, coordinator of clinical affairs and inform their assigned preceptor of record in the method the preceptor/site prefers. For medical absences exceeding two days, medical documentation must be submitted to the director of clinical education. This note should not contain any specific medical information other than documenting that medical care occurred with a health care provider, dates seen and if the student may return to class. Students are responsible for any missed work and must fulfill all curricular requirements, including hours, encounters, exams and assignments.

Accommodation is made for religious observances requested at the start of the semester or as soon as possible. Students should bring their requests to the respective directors as soon as known, especially when these observances occur annually.

Lateness is prohibited except under extenuating circumstances, (which is at the discretion of the specific course instructor or director), with prior approval. Lateness and missed classes may result in referral to the Student Promotion Committee (SPC).

Nonmedical Absences During Didactic/Clinical Phases

Students are permitted up to two (2) non-medical excused absences per semester. No more than two excused days may be missed within one clinical rotation or semester. A student who misses clinical hours due to any excused absence will be required to make up the time. Any unexcused absences may result in a professionalism warning, removal from rotation, required repeat rotation, delayed graduation or dismissal from the program. Referral to the Student Promotion Committee (SPC) may occur.

Personal illness and personal/family emergencies (that cannot be rescheduled to accommodate a PA student's education) are generally the only reasons for an excused absence and limited by policy. In the didactic phase, all absences must be approved by the director of didactic education and/or the program director. In the clinical phase, all absences must be approved by the director of clinical education and/or the director of the PA program and the preceptor of record.

Non-emergent absence requests must be submitted for approval no less than three weeks in advance of the requested absence. Approval is not guaranteed.

Professional Conduct

Students at the Fairleigh Dickinson University PA program are expected to always conduct themselves in a professional manner. Throughout all phases of the program and during all PA program activities, PA students are expected to adhere to the "Guidelines for Ethical Conduct for the PA Profession" https://www.aapa.org/wp-content/uploads/2021/11/Guidelines-for-Ethical-Conduct-for-the-PA-Profession-7-1-21.pdf. A clinical preceptor or site may, therefore, request the University to withdraw from clinical experience any student whose performance is unsatisfactory, jeopardizes patient safety or welfare, or whose conduct or demeanor prevents the performance of PA responsibilities. In addition, the misconduct may result in the student being referred to the Student Promotion Committee.

PA students should consistently demonstrate the following:

- Ethical conduct, integrity and honesty
- Respect for patients, their families, faculty, staff and peers
- Ability to recognize one's limitations
- Acceptance of constructive criticism
- Adherence to all schedules, requirements and deadlines
- Appearance appropriate to the profession
- Concern for others, self and the rights of privacy
- Responsibility, individual as well as group, for honorable behavior
- Punctual attendance at all program activities
- Responsibility to duty

Should a PA student not conform to the standards of the profession, program and institution by acting morally, socially or emotionally inappropriate, such behavior will be brought to the attention of the Student Promotion Committee (SPC).

Dress Code Policy

This dress code is implemented in order to promote professionalism and to ensure student and patient safety. The appearance of the PA student is reflective of the FDU PA program and profession. The following applies to all students in all phases of the FDU PA program. Students may be dismissed from class, laboratory activities, clinical sites, etc., if inappropriately dressed. Violation of the dress code may result in a professionalism warning and/or professional probation.

General

- Students must display an identification nametag (with their name and indication of their status as a PA student) while on campus and during all patient-related activities;
- Students must have their FDU IDs available at all times;
- Students are expected to wear a clean, short, white lab coat during all patient-related activities;
- Students are expected to present a professional, clean and tidy appearance during all PA program related activities;
- Clothing should be clean, pressed and in good condition;
- Daily hygiene must include personal cleanliness, including use of deodorant; the use of fragrance should be limited;
- Hair should be well groomed and neat. Students with long hair should wear hair tied back when participating in patient care;
- Men may wear mustaches and beards, if neatly trimmed. Please note, some clinical sites may not permit facial hair due to respirator mask requirements;
- Nails should be clean and short to allow for proper hand hygiene and/or to prevent injury to the patient. Please note, some clinical sites may not permit artificial nails or colored nail polish.

The following are not permitted:

- Clothing that is torn, frayed, cut-up or slit;
- Bedtime attire, or undershirts, undergarments, jogging suits or spandex worn as outerwear;
- Clothing with plunging necklines, sheer material or that is strapless;
- Clothing that reveals the chest, exposes a bare midriff or buttocks, or exposes undergarments; including miniskirts;
- Clothing with prominent slogans or images that may cause offense;
- Shorts of any kind;
- Clothing, jewelry, accessories, or tattoos that contain messages or images that are obscene, vulgar, or related to tobacco, drugs, alcohol, sex and/or violence;
- Flip-flops, beach/pool wear, or house shoes/slippers
- Head coverings: headscarves, hats or other head coverings are not permitted with the exception of when such items are worn as part of medical treatment or religious observance.

Intellectual Honesty and Academic Integrity

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

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

Medical Documentation

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

Students are reminded that the medical record is a legal document. Whenever students make entries into patients' records (i.e., H&P, progress notes, etc.), the students must indicate that they are PA students when signing the entries. Either of the following is acceptable:

John Doe, PA-S

John Doe, PA Student

Students are also reminded that all documentation, including electronic medical records and documentation in CORE, are legal documents. Accuracy must be maintained when logging patient encounters, procedures, diagnoses, clinical hours and all other activities. Clinical assignments based on real patient encounters uploaded in CORE should be redacted of confidential information.

While on a clinical site, students may not load any Protected Health Information (PHI) into personal devices or any system unless exclusively owned and controlled by the hospital as directed by the hospital. They should not remove any PHI in any form from the hospital. If there is any question that a data security breach of a student's device or anything else under their control could give rise to a data security breach of PHI, IT must be contacted to discuss before assigning a student to a hospital.

Falsification of any documents will result in immediate referral to the Student Promotion Committee (SPC), assistant dean of student affairs and community engagement for evaluation for program dismissal.

Academic Advising and Counseling

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

Students are encouraged to meet with their adviser more frequently if they feel they need additional advising or if academic or personal issues arise. It is desirable for issues to be brought to the attention of the adviser and addressed at an early stage so that an appropriate plan can be developed and implemented. In addition, students experiencing academic and/or other difficulties have access to student services, including counseling. Students who are having personal difficulties may be referred to student services by their adviser and/or course coordinators.

Evaluation of Student Performance

The PA program has established evaluation methods for all didactic and clinical components of the program. Several tools are used to evaluate student performance. These tools include Case-based MCQ, case studies, group projects, OSCEs, Simulation, oral presentations, demonstration of skills' competencies, practicums, research projects, capstone project, reflection papers, case study write-ups, standardized exams, preceptor evaluations, peer evaluations and other forms of evaluation.

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

Examination Protocol

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

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

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

2. Exam Download

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

    b. Barring technical difficulty, students must download the exam to their iPad before arriving to take the exam. If a student has not downloaded the exam prior to arrival, the student will not be able to take the exam and will receive a zero.

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

4. Students must sit in their designated seat.

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

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

7. Late Arrival: A student who arrives late to an examination will not be given additional time to complete the exam. If a student arrives more than 10 minutes late from the scheduled exam start time, it will be at the discretion of the course instructor or designated proctor to determine if the student will be permitted to take the exam at that time or whether the student will be rescheduled for that exam. The exam make-up timing, format and content is at the discretion of the course instructor. Students arriving after other students have completed the exam and/or left the testing area will not be allowed to start the examination.

8. Before a student can leave the testing area, the proctor must verify that the student's exam has been uploaded. Students should follow testing instructions.

9. Absence: A student unable to attend the program for any reason on a scheduled examination date must immediately notify the program's Administrative Assistant, Director of Didactic Education and course instructor by email as soon as possible prior to the start of the exam. Failure to appear for an examination and/or failure to communicate as detailed above, prior to the exam start time is considered unprofessional behavior and may result in an unexcused absence, a grade of zero (0) and/or referral to the Student Promotion Committee (SPC).

Student Promotion Committee (SPC)

The Student Promotion Committee (SPC) is charged with monitoring students academically, clinically and professionally, advancing students as they successfully complete each of the semesters and with reviewing the cases of students who meet the criteria for SPC actions. The SPC is made up of principal faculty members from the PA program actively involved in providing instruction and advising PA students. The SPC may review student records and discuss student records with appropriate faculty members and/or preceptors to determine appropriate courses of action for students experiencing academic and/or professional difficulties in

the program. The SPC may choose to request the appearance of the student during an SPC meeting. The committee can recommend actions such as warning, probation, remediation or referral to the SoPHS Academic Progress Committee (APC) for potential deceleration, dismissal or withdrawal. The Academic Progress Committee's (APC) recommendations are forwarded initially to the program director for review/consideration.

A decision letter will be sent to the student regarding the student's status in the program by the chair of the Academic Progression Committee (APC) for decisions on dismissal. All other decisions will be issued by the SPC.

Since the FDU PA program offers a sequential curriculum with courses offered only once a year, if the SPC recommends that a PA student repeat a course or courses, the student may be required to take a leave of absence from the program until the course(s) is/are offered again. A place will be held for the student to return to the program at the beginning of the semester that must be repeated.

Syllabi and Grading Plan

The FDU PA program provides its students with a course syllabus for each didactic course and clinical rotation. These syllabi identify each course by the following: course number, course name, faculty instructor(s), course credit, course description, course goals, learning outcomes, instructional objectives, outline of topics, methods for student assessment and plan for grading. Letter grades are assigned by course coordinators/instructors based on students' completion of course requirements and successful meetings of course competencies. The grading plan is noted in the syllabus of each course. Course syllabi are subject to change at the discretion of the instructor.

Student Grievance Policy

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

If a student has a grievance concerning issues other than grades that the student wishes to pursue, the following protocol should be followed:

- If the grievance involves another student, please refer to the Code of Student Rights, Responsibilities and Conduct, found in the Student Handbook, which can be accessed online at https://www.fdu.edu/code-of-student-conduct/

- If a student wishes to report a complaint about an employee of the University, faculty or staff or a University vendor, the student should report this complaint to the dean of the School of Pharmacy & Health Sciences. If the student

wishes to report a grievance involving an employee of the University, faculty or staff or a University vendor specifically related to a violation of University policies and procedures, harassment and/or discrimination, please contact the University's human resources department.

• For further policies on Prohibited Discrimination, Harassment and Related Misconduct. Please see https://portal.fdu.edu/studentlife/2018/policy-on-prohibited-discrimination.pdf, section "VII. Resources & Reporting Options."

Grievance Policy: Appeal of Grades

A student wishing to appeal a grade should refer to the Student Grade Appeals/Procedure located in the Academic Regulations section of the *FDU Student Handbook*. The *Student Handbook* can be found online at:
https://www.fdu.edu/academics/academic-policies/#gradeappeal

Grievance Policy: Allegations of Student Mistreatment or Harassment

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

Electronic and Other Mobile Devices

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

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

Photography, Recordings and Videotaping

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

To facilitate student learning, recordings will be made of classes that meet in lecture halls and other rooms within the school. Class recordings will not be disseminated and will be made available to students on Web campus at the discretion of the course instructor for course remediation.

Special care must be exercised at clinical rotation sites. Students may not load any Protected Health Information (PHI) into personal devices or any system unless exclusively owned and controlled by the hospital as directed by the hospital. They should not remove any PHI in any form from the hospital. If there is any question that a data security breach of a student's device or anything else under their control could give rise to a data security breach of PHI, IT must be contacted to discuss before assigning a student to a hospital.

Email

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

Social Media and Personal Websites

The Physician Assistant Program recognizes that students may use social media to participate in discussions. Individuals choosing to identify themselves as PA students while participating in social media discussions, must do so within the guidelines of this policy. However, students should be aware that the improper and inappropriate use of social media can pose tremendous risks to both the PA program and the University, including:

- Infringement of third-party intellectual property rights
- Harassment
- Privacy violations
- Potential damage to reputation and brand

Social media refers to the external online services used to share content, profiles, opinions and experiences. Social media services include, but are not limited to:

- Forums and discussion boards
- Personal websites and blogs
- Professional networking sites (e.g., LinkedIn)
- Social networking sites (e.g., Facebook, Instagram, X)
- Video- and photo-sharing services (e.g., TikTok, Snapchat, YouTube).

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

Guidelines for Posting and Reposting Material

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

Do not share confidential information. Write what they know. Just by identifying themselves as student PAs, they are creating perceptions about their expertise. Be sure that all content associated with students is consistent with their work and the Physician Assistant Program.

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

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

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

Respect everyone. Do not post anything that would be found offensive or intimidating to others, including but not limited to

ethnic slurs, sexual innuendos, discriminatory comments, insults, threats or obscenity.

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

Food in Academic Settings

In general, beverages are permitted in the classroom. Food is permitted in classrooms with permission. Neither food nor drinks are permitted in laboratories. If unsure, then inquire.

Leave of Absence/Withdrawal

A leave of absence allows students to interrupt their graduate studies if necessary. A leave of absence is granted for two consecutive semesters allowing the student to resume classes with a new cohort. A request for a leave of absence for the current semester must be received by the University's designated withdrawal deadline. Request for a leave of absence must be approved in writing by the assistant dean of student affairs or designee. (Information on procedures for requesting a leave of absence is available from student affairs.) Students wishing to renew their leave of absence must also do so in writing.

Students granted a leave of absence are maintained as students in the PA program during the semesters in which a leave of absence is taken but will be discontinued from graduate study unless the students register the designated semester following a leave of absence or request and is granted an extension of the leave of absence. Additionally, the students may be offered the option to audit a course to strengthen knowledge and competency. Auditing a course will be billed at a one-credit tuition rate.

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

Academic Standards for Progression

Satisfactory academic progress must be evident and demonstrated by PA students enrolled in the FDU PA program to progress within the program. Any failure to progress academically up to and including the failure of a course may be cause for referral to the Student Promotion Committee (SPC). The SPC monitors academic progress for the entire program to include both didactic and clinical phases. Students in the Physician's Assistant Program are required to achieve a minimum overall cumulative GPR of 3.00.). Students must complete and pass all didactic and clinical grades with a minimum letter grade of C+. A passing grade on the end of didactic year summative exam is required to progress into the clinical phase of the program. See details at: https://www.fdu.edu/admissions/financial-aid/rights-responsibilities/graduate-academic-progress/ for details related to appeals/recalculation

(https://www.fdu.edu/admissions/financial-aid/rights-responsibilities/graduate-academic-progress/.

Interpersonal Skills and Professionalism

Interpersonal Skills and Professional Behaviors are integral to PA student competency and are evaluated during the course of the program. Students are expected to demonstrate the legal, moral and ethical standards required of health care professionals and display behaviors that are consistent with these qualities. Interpersonal skills, professional behaviors and professional ethics are terms that reflect on certain scholastic, interpersonal and behavioral expectations both in the classroom and in clinical practice. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity and morals displayed by the students to preceptors, faculty, staff, peers, patients, colleagues in health care, other educational settings and the public. The program always expects respect and professional demeanor. As needed, referral to the Student Promotion Committee (SPC) will occur for review and action recommendation. Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The program must document when a student has been on professional probation and, in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies and, therefore, may impact the ability to obtain employment clearance. This is the link to the NJ PA licensing application: https://www.njconsumeraffairs.gov/pa/applications/physician-assistant-application-for-licensure.pdf.

PA Competencies

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

*The program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student meets the program competencies required to enter clinical practice, including:

a) Clinical and technical skills,

b) Clinical reasoning and problem-solving abilities,

c) Interpersonal skills,

d) Medical knowledge and

e) Professional behaviors.

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

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

Grades

https://portal.fdu.edu/studentlife/2018/academic-regulations.pdf

A system of grade points is used to determine a student's general average. Weighted letters for each credit hour are assigned grade points. The value of weighted letter grades is as follows:

A	4.00	B-	2.67
A-	3.67	C+	2.33
B+	3.33	C	2.00
B	3.00	F	0.00

The definition of other letter grades is as follows:

P = Pass
I = Incomplete
W = Withdrawal
NC = No Credit

Competencies: Didactic Assessments: See *Clinical Manual* for Clinical Phase		
Competencies	**Didactic Phase Assessments Include:**	**Clinical Phase Assessments Include:**
Medical Knowledge: Medical Science	Case-based MCQ Exams	
Medical Knowledge: Social and Behavioral Science	Case-based MCQ Exams: PAEA End of Rotation Exams (EOR). PACKRAT I & II PAEA End of Curriculum Exam Preceptor Evaluation Student Self Reflection Verification of Competencies Summative Evaluation	Case-based MCQ Exam Group Project: Social Determinants of Health
Medical Knowledge: Clinical Medicine	Case-based MCQ Exams Case-based MCQ Formative Comp Exam	Case-based MCQ Exams: PAEA End of Rotation Exams (EOR). PACKRAT I & II PAEA End of Curriculum Exam Preceptor Evaluation Student Self Reflection Verification of Competencies Summative Evaluation
Patient Care: Clinical and Technical Skills	Group Project: Clinical Assessment EKG Interpretation Practicum – Clinical Laboratory Practicum: Radiology Practicum: Technical Skills OSCE Formative OSCE SIMulation	OSCE Practicum OSCE Simulation OSCE Summative Preceptor Evaluation: Verification of Competencies Summative Evaluation
Patient Care: Clinical Practice		Case-based MCQ Exams: PAEA End of Rotation Exams (EOR). PACKRAT I & II PAEA End of Curriculum Exam Preceptor Evaluation Student Self Reflection Verification of Competencies Summative Evaluation
Interpersonal Skills and Professionalism: Interpersonal Skills	Group IPE Projects Group Project: Medical Ethics Case Student Self Evaluation and Reflection	Case Studies-Summative IPE: Medical Ethics Poster Preceptor Evaluation Student Self Evaluation & Reflection Summative Evaluation
Interpersonal Skills and Professionalism: Professional Behaviors	Oral Presentation: Medical Ethics Faculty Eval of Professional Behaviors	Case-based MCQ Exams: PAEA End of Rotation Exams (EOR). PACKRAT I & II PAEA End of Curriculum Exam Preceptor Evaluation Student Self Reflection Verification of Competencies Summative Evaluation

Competencies: Didactic Assessments: See *Clinical Manual* for Clinical Phase		
Competencies	**Didactic Phase Assessments Include:**	**Clinical Phase Assessments Include:**
Practice-based learning: Clinical Reasoning and Problem Solving	Case Studies Practicum Genetics Pedigree Practicum Virtual Anatomy Lab Completion of Learning System Management assignments	Case-based MCQ Exams: PAEA End of Rotation Exams (EOR). PACKRAT I & II PAEA End of Curriculum Exam Preceptor Evaluation Student Self Reflection Rotation Medical Note Documentation Completion of Learning System Management assignments Verification of Competencies Summative Evaluation
Practice-based Learning: Research	PICO Assignments Research Question Development and Annotated Bibliography Generation of an IRB for Practice or Use in Research Research Capstone Project: Survey, CME or other quantitative and/or qualitative research projects	Oral Presentation: Model Project Oral Presentation: Research Proposal Oral Presentation: Tables & Graphs Research Project: Reflections on Readings Research Project: Research Workbook Capstone completion with poster presentation at SoPHS Research Symposium/ NJSSPA Research event
System-based Practice: System of Health	Research Project: Analysis of Ethics Case Completion of related coursework.	Completion of related coursework.

A student is required to take all course assessments listed in the course syllabus and pass all courses in the Didactic and Clinical phases with a minimum course grade of 76%. Failure to attain a 76% results in the student's academics being reviewed by the Student Promotion Committee (SPC), with recommendations leading to advancement to the School of Pharmacy & Health Sciences Academic Progression Committee for review. Additionally, students must successfully pass a didactic comprehensive exam before progressing to the subsequent clinical phase.

Progression in the PA Program

A course may only be repeated once. Students who fail to achieve a minimum cumulative grade of 3.00/B at the end of any semester and/or remediation period will enter the review process with the SPC.

A cumulative GPR of 3.00/B must be attained by all PA students prior to graduation. In addition, a student will be subject to academic review if the student fails to:

1. Maintain continuous registration.
2. Attend class, labs, SCPEs and other program activities
3. Successfully complete all course requirements and achieve all competencies
4. Achieve a minimum grade of C+/76 for all courses.
5. Maintain a cumulative GPR of 3.00 per semester

Any student not achieving a cumulative GPR of 3.0 in didactic or clinical courses by the end of each semester will have their academic performance reviewed by the Student Promotion Committee and be notified of the committee's recommendation on progression in the PA Program. Fairleigh Dickinson University, through its various faculties or appropriate committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, acceptable standards of academic conduct, acceptable standards of practice at a clinical affiliate, or satisfactory standards of health.

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

https://portal.fdu.edu/studentlife/2018/academic-regulations.pdf

Addressing Deficiencies in Meeting Program Competencies

Academic Intervention

Any student who fails an exam or assignment within a didactic or clinical course is encouraged to reach out to the course instructor within 3 days of the return of a failing grade. The student will work with the faculty member to assemble a plan of action for intervention that may include, but is not limited to:

1. One-on-one meetings with the faculty member to review topics of difficulty and go over the assignment in question.

2. Referral to the PA program coordinator of assessment and remediation to develop a study plan to supplement course-work with additional assignments, review and resources. The goal is student success which requires the student to be an active partner in achieving success.

3. Student may receive an Academic Warning by the SPC at this time. This Warning may change to Academic Probation.

4. Should the academic intervention not result in a passing grade, the student will be evaluated by the SPC with rec-ommendations made to the program director with potential advancement to the School of Pharmacy & Health Sciences Academic Progression Committee. Outcomes range from: Academic Warning, Academic Probation, Deceleration or Dismissal

Remediation and Deceleration

Due to the nature of the program, it is critical that students de-velop a level of competency within a course of study prior to their progression within the program. Following recommendation by the SPC, the student may be offered the opportunity to register for a formal remediation course (one credit, billed at a per-credit rate). Remediation may be completed between semesters for the first two (2) didactic semesters Spring 1 and Summer 1) allowing the student to progress to the following semester and remain with their initial entering cohort, upon successful completion of reme-diation. Students failing a course in the semester just preceding entering the clinical phase (Fall 1) will have a minimum of a five (5) week delay in graduation to complete a remediation as the University is closed for winter break. Students failing a SCPE will have to repeat the SCPE, resulting in a minimum of a five (5) week delay in graduation. If a student declines a course remedi-ation during the inter-semester didactic phase, they will receive a course grade of "F" and may be given the option to re-enroll in the course the next academic year when it is offered (deceleration) or to withdraw from the PA program. Deceleration would result in the delay of graduation by one year as the student enters a new cohort. No student will be allowed to remediate more than one course per semester, whether didactic or clinical phase. A maxi-mum of two courses may be remediated during the entire didactic phase. A total of one (1) SCPE may be remediated during the clinical phase.

Faculty will determine the format and content of the remediation course of study to assist students in the clarification of the course material within the respective course with the goal of meeting PA student graduate competencies. Faculty will determine if a student has passed the remediation. If a student completes the as-sessment with a passing score, the failing grade for the course will be converted to a C+. A student will also receive a letter grade for the one-credit remediation study course.

If a student does not pass the remediation course, the course grade and the remediation grade will be an F and the student's academic progress will be reviewed by the SPC.

Academic Probation

Students with a program GPR falling below a 3.00 will remain on Academic Probation and will have a total of one (1) semester to raise their GPR above 3.00. Failing to achieve this 3.00 GPR will result in the SPC completing a review of academic perfor-mance with recommendation for further steps.

Professionalism Probation

- Students may be placed on professionalism probation for a variety of reasons such as: professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies found in this manual.

- Failure to adhere to program policies and procedures found in the Student Manual

- Reports and/or evaluations from academic faculty, clini-cal preceptors or designees indicating that a student is not demonstrating proficiency to a level where it may jeopardize patient safety.

- Reports and/or evaluations from academic faculty, clini-cal preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct or limitations of student role. See Clinical Manual for additional detail.

Completion Requirements

To ensure that students have achieved program goals and objec-tives and are in compliance with program standards, the following are required for completion of the program:

- Adherence to PA Code of Ethics

- Resolution of any issues/requirements of actions taken

- Completion of all required didactic courses with a grade of C+ or better.

- Completion of all clinical rotations, their respective compe-tencies and learning outcomes

- Completion of all clinical rotations and meeting program de-fined benchmarks as logged in CORE. (See Clinical Manual for specifics).

- Achievement of an overall GPR of 3.00/B or higher

- Achievement of all program defined competencies.

- Presentations of capstone research proposal and research results

- Clinical Practicums (OSCEs)

- Summative Exam

- Passing score on the PAEA End-of Curriculum Exam
- Passing the Summative evaluation which occurs within the final four months to verify that a student meets program-defined competencies
- Completion of the Summative Checklist.
- Following verification of completion of all requirements for graduation, the NCCPA will be notified and the student may be eligible to sit for the PANCE.

Deadline for Completion

The PA program encompasses a curriculum that is 29 months in length. Should the need arise, the program completion time may be extended, but this period may not extend beyond a five-year general limit. Students who withdraw for one or more semesters, due to approved personal or health needs, must complete all appropriate documentation for a leave of absence.

Maintenance of Matriculation Status

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

Degrees Awarded and Eligibility

Upon completion of the program and its requirements, the PA student will be awarded:

- Master of Science in PA Studies
- PA Certificate of Completion

The PA student will then be eligible for:

- NCCPA Certification and, if passes, the PANCE
- State Licensure(s)

Candidacy for Degree

Students are required to notify the Office of Enrollment Services of their intention to graduate no less than five months prior to graduation. An Application for Graduation is available via Self-Service. Filing dates must be obtained from the Office of Enrollment Services. Degrees are awarded in September, February or May.

Dismissal

The FDU PA program, after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health or academic nature justify such an action.

Any of the following may place a student in the recommendation category for dismissal:

1. Failure of two or more didactic courses
2. Failure of two or more clinical rotations
3. Failure of a total of three courses in total over the duration of the PA program
4. Failure of a repeated or remediated course
5. Failure by a student on probation to comply with or complete a remediation program within the defined timeframe
6. Professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies
7. Failure to maintain a minimum term cumulative GPR of 3.00 or greater after being on Academic Probation in the prior academic term
8. Reports from academic faculty, clinical preceptors or designees indicating that a student who is already on probation is not adhering to site regulations, site schedules, ethical standards of conduct or limitations of student role

Appeal Process

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

Graduation Procedures

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

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

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

1. Satisfactorily passed all courses in the PA program.
2. Completed a minimum of 132 credits, meeting the requirements towards the Master of Science degree.
3. Maintained a minimum graduate GPR of 3.00.

4. Satisfactorily passed the Summative Exam and completed a capstone project.

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

At the completion of all the requirements for the PA program, students who have fulfilled all requirements and graduate from the FDU PA program are eligible to sit for the PANCE (Physician Assistant National Certifying Exam), given by the NCCPA (National Commission of Certification of Physician Assistant) and to apply for state licensure(s).

Curriculum

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

Didactic Phase

Outreach Activities

Service is a mission-related activity of the FDU PA program and is encouraged. Clinical relevance is enhanced during the development of and participation in health-related outreach activities. Time is dedicated to these activities during each of the phases of the program and the outreach events are correlated to overall program goals. These activities are coordinated with the assistant dean of student affairs and community engagement in conjunction with the PA program and FDUPASS, the FDU PA Student Society.

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

Research: Capstone Project

The Fairleigh Dickinson University PA Program aims to prepare its PA students to search, interpret and evaluate medical literature focusing on applicability to patient care, education and promotion of health. This encourages a critical analysis of medical findings that promotes both the prevention and management of medical conditions and disease processes. To enhance PA students' understanding of medical research, all students participate in the development and implementation of research studies. The topics selected by students and approved by the research advisors, focus on professional and clinical areas of interest. The students' research projects culminate with a presentation and defense at the SPHS Annual Research Symposium and NJSSPA Research Symposium Event highlighting significant findings, conclusions and implications for future practice. Publication of results is encouraged.

Medical Equipment

Students are provided with a high quality stethoscope. Other medical supplies needed for learning physical examination are provided for use in the lab during scheduled class time.

1. High quality stethoscope with bell & diaphragm
2. Otoscope/ophthalmoscope (Diagnostic set)
3. Penlight
4. Pocket eyechart/ruler
5. Sphygmomanometer (blood pressure cuff)
6. Tuning fork

PA students are required to sign the Student Equipment Acceptance Form provided during orientation.

iPad Requirement

Each PA student is provided with an iPad by the PA program, which is included in the tuition fees. It is the responsibility of the student to ensure the iPad is charged and in working condition. PA students are required to have a charged iPad for testing sessions using software such as ExamSoft.

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

Medical Textbooks

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

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