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Overview

Welcome

Welcome to the Master of Physician Assistant Studies Program at Florida Gulf Coast University. The faculty and staff are proud to work with you through the journey that will lead you to an exciting and rewarding career as a physician assistant.

The next few years will be filled with personal, academic, and professional growth that will lead you to an exciting career as a physician assistant. The faculty and I look forward to developing strong relationships assisting you through this growth experience. We invite you to work hard, study diligently, and strive for excellence in all that you do.

FGCU, a member of the State University System of Florida, is a comprehensive university created to address the educational needs of the rapidly growing Southwest Florida population. The Physician Assistant Program at Florida Gulf Coast University is founded on the philosophy of active participation and critical inquiry during the learning process. The faculty is available to assist, guide, and mentor you during the process of becoming a skilled and compassionate health care provider. You will develop lasting relationships with colleagues and friends that you meet during your studies. Enjoy the challenges together!

The unique qualities and knowledge that you bring to the program will help you make your mark on the program and the profession of physician assistant.

Robert Hawkes, MSPA, PA-C
Program Director & Assistant Professor
Introduction

This guidebook will assist in your studies by providing you with the policies, practices, and information you need as a student in the Florida Gulf Coast University Master of Physician Assistant (MPAS) Program. The program policies are located in the appendices.¹

This MPAS guidebook is not a substitute for the Florida Gulf Coast University Student Guidebook or University policies/procedures. It enhances and adds to those documents to provide specific information related to the MPAS Program at Florida Gulf Coast University.

Students are responsible for reading and referencing the information contained in this guidebook and program policies. The information contained in this guidebook is not exhaustive. Please do not hesitate to ask faculty and staff for clarification or expansion on any subjects.

The MPAS policies outlined apply to all PA students, staff, faculty, medical director, and the program director. Students are expected to follow all additional policies of the University as delineated in the Florida Gulf Coast University Catalog, Florida Gulf Coast University Graduate Student Handbook, and this MPAS Guidebook.²

The MPAS Program, as with the University, follows all federal and State of Florida requirements, including, but not limited to, the Americans with Disabilities Act, the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and Title IX standards. In collaboration with the Program Director, the Chair of the Health Sciences Department and Dean of Marieb College of Health & Human Services review all new policies and procedures from the University related to federal and state statutes, rules and regulations.³

The policies contained in this guidebook may be amended or appended during your enrollment in the MPAS program. Revisions to this guidebook will apply to all MPAS students, staff, faculty, medical director, and the program director. The MPAS program will provide written updates to any changes to program policy. As changes occur in policies, students will be notified via e-mail.⁴

Upon successful completion of the 27-month curriculum, the student is awarded the Master of Physician Assistant Studies degree.⁵ The graduate is then eligible to sit for the Physician Assistant National Certifying Exam (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).⁶

¹ ARC-PA Standards Fourth edition A3.02
² ARC-PA Standards Fourth edition A3.01
³ ARC-PA Standards Fourth edition A1.03f
⁴ ARC-PA Standards Fourth edition A3.02
⁵ ARC-PA Standards Fourth edition A3.14e
⁶ ARC-PA Standards Fourth edition A1.03e
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Accreditation
Southern Association of Colleges and Schools Commission on Colleges

Florida Gulf Coast University (FGCU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500, for questions about the accreditation of Florida Gulf Coast University. Inquiries concerning FGCU with regard to admission requirements, financial aid, educational programs, etc., should be addressed to FGCU directly and not to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Commission should be contacted only in the instance there is evidence of significant non-compliance with a SACSCOC requirement or standard.

www.sacscoc.org

Accreditation Review Commission on Education for the Physician Assistant

The ARC-PA has granted Accreditation - Provisional status to the Florida Gulf Coast University Physician Assistant Program sponsored by Florida Gulf Coast 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.7

Florida Gulf Coast University will comply with all current ARC-PA accreditation Standards and policies.8

7 ARC-PA Standards Fourth edition A3.14a
8 ARC-PA Standards Fourth edition A1.03c
Mission
Florida Gulf Coast University
Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

Approved by the FGCU Board of Trustees May 10, 2016. www.fgcu.edu/info/mission.asp

Marieb College of Health & Human Services
Elaine Nicpon Marieb College of Health & Human Services provides students with health and human service professions education grounded in academic excellence, critical thinking, ethical practice, and interdisciplinary collaboration. The College facilitates active learning, emphasizes evidence-based practice, uses multiple delivery systems, develops interdisciplinary relationships, and cooperates with community partners to prepare competent and caring health and human service professionals who recognize and demonstrate an understanding of the importance of diversity.

https://www.fgcu.edu/mariebcollege/about/index.aspx#Mission

Department of Health Sciences
The Department of Health Sciences mission emerges from and is congruent with the mission of the Marieb College of Health & Human Services (MCHHS) and Florida Gulf Coast University (FGCU). The Department of Health Sciences aims to meet community and market needs by providing future-oriented, accessible, student-focused undergraduate and graduate education programs that foster professional growth, career mobility, diversification, and advancement for health professionals. Faculty and administrators are committed to a philosophy of a holistic curriculum, which provides and supports integrated interdisciplinary education and practical experience for health professionals from a variety of disciplines within the department and across the Elaine Nicpon Marieb College of Health & Human Services. Faculty, administrators, students, and graduates will assume the responsibility of academic excellence, empathy, and professionalism within their scope of practice, and will be empowered to act as ambassadors for health care consumers, the health professions, the Marieb College of Health & Human Services, and Florida Gulf Coast University.

https://www.fgcu.edu/mariebcollege/healthsciences/#GuidedbyOurMission
I. MPAS Program Overview

Master of Physician Assistant Studies

Mission
The mission of the MPAS Program at Florida Gulf Coast University is to prepare competent and effective master’s level primary care physician assistant practitioners who will collaboratively practice with physicians and other members of the healthcare team.

As part of our continuous self-study process, our mission statement, goals, learning outcomes, and competencies will be routinely reevaluated with input and expertise from Faculty, Students, Alumni, Patients, Employers, and community members.

Vision
The vision of Florida Gulf Coast University Master in Physician Assistant Studies is to emerge as a leader producing graduate physician assistants, who serve their communities as professional evidence-based providers seeking to improve health care in Southwest Florida.
# Program Goals

<table>
<thead>
<tr>
<th>The goals of the Physician Assistant Program</th>
<th>Benchmark:</th>
<th>Outcome measure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recruit qualified applicants from diverse backgrounds.</td>
<td>Applicants will have similar backgrounds from the population of Southwest Florida and the University.</td>
<td>Student demographics</td>
</tr>
<tr>
<td>2. Prepare primary care physician assistants who demonstrate mastery of knowledge and skills necessary to evaluate and treat patients with various medical conditions.</td>
<td>80% score or greater on program summative evaluation&lt;br&gt;Graduates of the program will achieve the national average first-time taker pass rate on the PANCE.</td>
<td>Grades from summative evaluation. PANCE first-time pass rate</td>
</tr>
<tr>
<td>3. Apply principles of evidence-based medicine and patient centered care to clinical practice.</td>
<td>Average grading of 3 out of 5 on employer survey for graduates&lt;br&gt;Score 80% on preceptor evaluation&lt;br&gt;Students will complete an evidence based capstone research project.</td>
<td>Post-graduate survey evaluation&lt;br&gt;Preceptor evaluation&lt;br&gt;Successful completion of capstone research project</td>
</tr>
<tr>
<td>4. Exhibit professionalism, characterized by trustworthiness, ethical practice, integrity, empathy, cultural sensitivity, and effective interpersonal communication.</td>
<td>Scoring satisfactory or higher on the professionalism rubric&lt;br&gt;Demonstration during classroom exercises, preceptor evaluations, and employer surveys of professionalism among students and graduates.</td>
<td>Student professionalism rubric&lt;br&gt;Post graduate survey</td>
</tr>
<tr>
<td>5. Contribute effectively to inter-professional healthcare teams.</td>
<td>Score 80% on preceptor evaluation&lt;br&gt;Average grading of 3 out of 5 on employer survey for graduates</td>
<td>Preceptor evaluations&lt;br&gt;Post-graduate survey</td>
</tr>
<tr>
<td>6. Encourage students to become leaders committed to lifelong personal and professional development as a Physician Assistant.</td>
<td>Percentage of graduates take leadership roles within 3 years.</td>
<td>Post-graduate surveys</td>
</tr>
</tbody>
</table>
The program will publish the results of program goals and outcomes upon graduation of initial cohort.9

PANCE Pass Rates
The Physician Assistant National Certifying Examination (PANCE) is a computer-based, multiple-choice test comprised of questions that assess general medical and surgical knowledge. Graduates must successfully pass this examination in order to become eligible for licensure.

Data regarding our pass rates will be available and published on the website after graduation of the first cohort. The program will publish PANCE rates for the five most recent graduating classes.10

NCCPA Blueprint
MPAS program incorporates the NCCPA Content Blueprint into the curriculum content. The program curriculum may include additional content deemed pertinent and current for practice by the program faculty, medical director, and/or program advisory board.

Graduate Competencies/Program Learning Outcomes11
The MPAS program has adopted and integrated the learning outcomes into its curriculum representing the knowledge, interpersonal, clinical and technical skills, professionalism, clinical reasoning, and problem solving abilities.

Medical Knowledge
Physician assistant students must demonstrate core knowledge about establishing and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Upon completion of the program, graduates will be able to:

1. Demonstrate knowledge of basic sciences and clinical medicine and the ability to apply this knowledge in the diagnosis and treatment of diseases.
2. Differentiate between normal and abnormal signs, symptoms, and diagnostic studies results.
3. Identify the appropriate interventions for treatment and prevention of medical and mental health conditions as seen in emergent, acute and chronic presentations and various clinical practice settings.
4. Demonstrate the ability to make informed, evidence-based, culturally sensitive decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgement.
5. Identify and promote health prevention of diseases and healthy lifestyles through patient education and counselling.

Interpersonal and Communication Skills
Physician assistant students must demonstrate interpersonal and communication skills that results in effective information exchange with patients, patients’ families, physicians, professional associates and

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9 ARC-PA Standards Fourth edition A3.14b
10 ARC-PA Standards Fourth edition A3.14c
11 ARC-PA Standards Fourth edition A3.14d
other individuals within the healthcare system. Upon completion of the program, graduates will be able to:
1. Demonstrate the ability to communicate and collaborate effectively with patients, their families, and other health care providers.
2. Demonstrate interpersonal skills promoting ethically sound and therapeutic relationships with patients, families, and members of the healthcare team.

Patient Care
Patient care includes patient-specific and setting-specific assessment, evaluation and management. Physician assistant students must demonstrate care that is effective, safe, high quality, and equitable. Upon completion of the program, graduates will be able to:

1. Obtain and document a complete and detailed accurate patient history.
2. Perform a thorough physical examination, basic diagnostic procedures, and therapeutic clinical procedures on patients across the lifespan.
3. Demonstrate the need and ability to effectively order and interpret appropriate diagnostic studies resulting in the management of common medical and behavioral conditions.
4. Identify and propose initial therapy for acute life-threatening situations and management plans for chronic disease.
5. Demonstrate safe and effective medical and surgical procedures common to primary care and appropriate to a PA entering the profession.

Professionalism
Physician assistant students must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants must be reflective practitioners who place their patients’ needs above their own. Upon completion of the program, graduates will be able to:

1. Interact effectively as part of interprofessional teams to address health care needs of patients.
2. Describe the role of the PA including professional, ethical, legal, and regulatory standards regarding the PA profession.
3. Demonstrate sensitivity to a diverse patient population by identifying the cultural, familial, gender, psychological, economic, environmental, and spiritual factors impacting health care and health care delivery; and responding to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Practice-Based Learning and Improvement
Physician assistant students must engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purpose of self-improvement and enhancement of the practice. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Upon completion of the program, graduates will be able to:

1. Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of evidence-based medicine to patient care.
2. Demonstrate self-reflection to recognize and appropriately address personal biases, gaps in medical knowledge and limitations in themselves and others and its potential impact on patient care.
Systems-based Practice
Physician assistant students must demonstrate and awareness of and responsiveness to the larger system of health care and to provide patient care that balances the quality and cost, while maintaining the concern of the individual patient. Physician assistants should work to improve the healthcare system of which their practices are a part. Upon completion of the program, graduates will be able to:

1. Provide advocacy and support to assist patients in obtaining quality care and in dealing with the complexities of health care delivery systems.
2. Identify and abide by the systems-level processes that support continuous quality improvement and patient safety, and use standard precautions in the health care setting.
3. Provide appropriate patient-centered counseling techniques to improve utilization of health care resources, prevention, and patient satisfaction.

Technical Standards for Program Admission, Academic Progression, and Graduation

Applicants for and students enrolled in Physician Assistant programs must have abilities and skills in the areas of observation, communication, motor, intellectual/critical thinking, interpersonal, and behavioral/social attributes. The MPAS Program has determined technical standards that are essential for successful progression and completion of all aspects of the curriculum, as well as entry into the profession. These technical standards are required for admission and must be maintained throughout the student’s enrollment in the program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will be subject to dismissal.

Candidates for and students of the program must have somatic sensation and the functional use of the senses of vision and hearing. Candidates’ and students’ diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste. Additionally, they must have sufficient external sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. They must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Reasonable accommodation for persons with documented disabilities will be considered on an individual basis. Students wishing to request accommodations for disabilities should contact the Office of Adaptive Services, at 239-590-7956 (voice), 239-7975 (fax), 239-243-9453 (video phone) or by email at adaptive@fgcu.edu.

- Observation
  - Candidates and students 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, hearing, smell, and somatic sensation.
- Communication
  - Candidates and students must be able to speak, hear, and observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications.
  - Candidates and students must be able to communicate effectively and sensitively

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12 ARC-PA Standards Fourth edition  A3.15e
with patients.

- Candidates and students must be able to communicate (verbal, nonverbal, and written) effectively and efficiently in oral and written form with all members of the healthcare team.
- Candidates and students must possess reading skills at a level to be able to independently accomplish curricular requirements and provide clinical care for patients.

**Motor Coordination and Function**

- Candidates and students should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.
- Candidates and students should be able to do basic laboratory tests, carry out diagnostic procedures, and read EKGs and X-rays.
- Candidates and students should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.
  - Examples of emergency treatment reasonably required of Physician Assistants are cardiopulmonary resuscitation, the administration of intravenous medication, 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 senses of touch and vision.

**Intellectual, Conceptual, Integrative, and Quantitative Abilities**

- Candidates and students must exhibit the following intellectual abilities:
  - Measurement
  - Calculation
  - Reasoning
  - Analysis
  - Synthesis
  - Comprehend three-dimensional and spatial relationships
- The above listed abilities are necessary skills in order to perform problem solving tasks quickly and efficiently.

**Behavioral and Social Attributes**

- Candidates and students must possess the behavioral emotional health required for full use of their 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 and students must be able to tolerate physically taxing workloads and to function effectively when under stress.
- Candidates and students must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.
- Candidates and students must demonstrate empathy, integrity, concern for others, interpersonal skills, interest, motivation, and the ability to interact with people at all levels in a culturally diverse society.

**Professionalism**
The faculty and staff of the MPAS Program are committed to fostering a philosophy of continuous self-assessment and professional development as an integral part of the learning process within professional education. Professional behaviors, attitudes, and abilities are essential for success as physician assistants. Academic and clinical faculty serve as mentors and role models within the professional education environment.

Professional development and conduct will be assessed using student self-evaluation, faculty member evaluation, and course evaluation each semester. The purpose of this assessment is to facilitate an understanding of professional responsibility and to recognize opportunities for personal and program enrichment, development, and improvement.

Professional conduct is consistently expected of all students in all program-related activities. Students are expected to act as representatives and ambassadors of the MPAS Program and the University. Professional conduct will be assessed as part of all clinical experiences and in all practical exams.

**Ethical Conduct**

American Academy of Physician Assistants (AAPA) Guidelines for Ethical Conduct for the Physician Assistant Profession.

Professionalism is an essential part of the PA profession. The MPAS Program is committed to assisting the development of professional attitudes and values of all students enrolled in the program. FGCU supports and will adhere to the AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession. The full AAPA Guidelines may be found at the following address:

MPAS Program Curriculum\textsuperscript{13}

The MPAS program is a 27-month, full-time curriculum. The first 15 months are dedicated to didactic education; the final 12 months of the program are dedicated to supervised clinical rotations. Clinical rotations are 4 weeks in length and are located at health care sites primarily across Southwest Florida in Charlotte, Collier, Desoto, Glades, Hendry, Lee, and Sarasota counties.

Students take courses on the campus of Florida Gulf Coast University in Fort Myers, Florida. Courses include physiology, pharmacology, anatomy, clinical medicine, and clinical skills. Students should focus on their academic/didactic work during this phase and should not begin formal discussion regarding clinical rotations before the final semester of the didactic year.

The clinical phase of the program allows students to integrate their learned knowledge into health care practice. Students may not begin clinical rotations until successful completion of all didactic year course work; approval through background checks; documentation of immunization and titers; and successful completion of Basic Cardiac Life Support (BLS), and Advanced Cardiac Life Support (ACLS) trainings. Students may be required to submit to additional background checks and training required by individual rotation sites.

Failure to complete the curriculum requirements may delay the start of clinical rotations and may ultimately delay a student’s graduation.

Core clinical rotations are in primary care medicine, internal medicine, pediatrics, behavioral health, women’s health, general surgery, and emergency medicine. Three selective rotations will be arranged based upon the request and needs of the student and program. Rotation sites may vary in schedule, expectations, and assignments. During the last semester of the didactic year, students receive the MPAS Student Clinical Guidebook, which delineates policies and procedures required of students in the clinical year.

Faculty

Program principal full-time instructional faculty will be primary instructors and course coordinators for most of the MPAS didactic curriculum.\footnote{14 ARC-PA Standards Fourth edition A2.15}

The program will not rely on resident physicians for primary didactic or clinical instruction.\footnote{15 ARC-PA Standards Fourth edition A2.15}

All instructional faculty serving as supervised clinical practice experience preceptors must hold a valid State license that allows practical at the clinical site. The MPAS program will verify that instructional faculty hold valid licenses.\footnote{16 ARC-PA Standards Fourth edition A2.16}
Curriculum outline

Year 1 Didactic

Fall, (16 weeks)

- PAS 6036C  Physical Diagnosis I   2 credit hours
- PAS 6002  Medical Communications  2 credit hours
- PAS 6010  Clinical Medicine I   4 credit hours
- PAS 6025  Human Physiology    3 credit hours
- PAS 6022C Gross Anatomy       4 credit hours
- PAS 6050  Intro to PA Practice  2 credit hours

Total credit hours: 17

Spring, (16 weeks)

- PAS 6037C  Physical Diagnosis II  2 credit hours
- PAS 6020  Clinical Medicine II  5 credit hours
- PAS 6023  Pharmacology I       2 credit hours
- PAS 6030  Diagnostic & Laboratory Study 3 credit hours
- PAS 6051  Legal & Ethical Issues 2 credit hours

Total credit hours: 14

Summer C, (10 weeks)

- PAS 6012  Clinical Integration I  2 credit hours
- PAS 6031C Clinical Skills I 3 credit hours
- PAS 6033  Clinical Medicine III 2 credit hours
- PAS 6026  Pharmacology II 2 credit hours

Total credit hours: 9

Fall, (16 weeks)

- PAS 6005 Behavioral Medicine  2 credit hours
- PAS 6013 Evidence-based Medicine 2 credit hours
- PAS 6017 Clinical Integration II 2 credit hours
- PAS 6021 Public Health    1 credit hours
- PAS 6032C Clinical Skills II 1 credit hours
- PAS 6035 Medical Genetics 2 credit hours

Total credit hours: 10

Total Didactic Year credit hours: 50

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17 ARC-PA Standards Fourth edition A3.14d
Year 2 Clinical Rotations

Supervised Clinical Practice Experiences (SCPE) Clinical Rotations

The following clinical rotations will be scheduled as permitted during the spring, summer, and fall semesters (year 3).

PAS 6100 Internal Medicine I   3 credit hours
PAS 6101 Internal Medicine II   3 credit hours
PAS 6125 Behavioral Health   3 credit hours
PAS 6200 Surgery   3 credit hours
PAS 6300 Pediatrics   3 credit hours
PAS 6400 Primary Care I   3 credit hours
PAS 6401 Primary Care II   3 credit hours
PAS 6505 Womens’ Health   3 credit hours
PAS 6600 Emergency Medicine   3 credit hours
PAS 6940 Selective Rotation I   3 credit hours
PAS 6941 Selective Rotation II   3 credit hours
PAS 6942 Selective Rotation III   3 credit hours

The following course will take place at the end of each rotation and end of clinical year.

PAS 6935 Seminar   1 credit each semester (total 4 credits)

**Total Clinical year credit hours:** 40

**Total MPAS credit hours:** 90

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**Program Schedule**

During the clinical phase of the program, the course schedule/calendar may differ from that of the general FGCU schedule. Holiday and vacation times may differ, and students may only have vacation days in between rotations.
II. Admission Policies

Admission to the MPAS program is highly competitive. All applicants must complete their application to the FGCU PA program through the Central Application Service for Physician Assistants (CASPA). Admissions decisions are competitive. Meeting admission standards does not guarantee acceptance.

Applicants to the MPAS Program will also be required to complete the FGCU Graduate School application, which can be found at http://www.fgcu.edu/graduate/

Applications will not be reviewed until the applicant has submitted the CASPA application and FGCU supplemental Graduate School application.

MPAS Admission policy
The complete policy is located in Appendix D.

Preferential Placement
The MPAS program does not offer preferential consideration to any applicant for program interview or admission.

Advanced Placement
The MPAS program does not offer advance placement for students with prior graduate or doctoral level work. All incoming students will take all of the courses outlined in the program curriculum.

Experiential Learning
The MPAS program does not give credit for prior student experience working in the field.

Transfer Credit
The MPAS program does not accept transfer credit from other institutions.

Deferral
A student offered admission to the MPAS Program is expected to attend the cohort (class) for which the student was accepted. The program does not guarantee admission beyond the original cohort that is offered. A student who is unable to start in the cohort for which they are accepted will need to notify the Program Director in writing. The student’s request for deferral of admission will be considered on a case by case basis and is not guaranteed. Applicants not granted deferral may reapply for the following year’s class.

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18 ARC-PA Standards Fourth edition A3.16
19 ARC-PA Standards Fourth edition A3.15a
20 ARC-PA Standards Fourth edition A3.15b, A3.15c, A3.19a
21 ARC-PA Standards Fourth edition A3.15b
22 ARC-PA Standards Fourth edition A3.3.15b
III. Expenses and Finances

Financial Aid

MPAS students may apply for Federal Financial Aid. To qualify for federal student financial aid, the student must meet the following eligibility requirements:

- Be a US citizen of eligible non-citizen
- Be registered with the selective service system, if required.
- Not be in default on a federal student loan, or owe a repayment of a federal student grant receive at any institution.
- Be enrolled as a degree-seeking student in an eligible program of study, and
- Maintain satisfactory academic progress

Students are encouraged to contact the Financial Aid and Scholarships Department for further information. [https://www.fgcu.edu/admissionsandaid/graduateadmissions/index.aspx](https://www.fgcu.edu/admissionsandaid/graduateadmissions/index.aspx)

Tuition, Fees, and Medical Equipment Requirements

The most current cost of attendance estimates are posted on the MPAS website. [https://www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx](https://www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx)

Cost of Attendance

Estimated costs for attending the PA Program are the total of the tuition and fees, books and supplies, housing, commuting expenses and personal expenses such as food, clothing and insurance. “Cost of Attendance” only covers the months that a student is enrolled in classes. These are the expenses the Higher Education Amendments of 1965 require schools to construct, so students can budget accordingly during his/her enrollment and are used to assist in the determination of federal financial aid eligibility. Further, occasionally, there are other expenses a student may incur while enrolled which are not considered “allowable” in constructing a student’s federal financial aid eligibility.

Estimated Cost of Attending

Estimated costs for attending the PA Program are the total of the tuition and fees, books and supplies, housing, commuting expenses and personal expenses such as food, clothing and insurance. “Cost of Attendance” only covers the months that a student is enrolled in classes.

Direct costs - Tuition and Fees

1. Tuition and Fees
   a. Graduate tuition and fees*
      i. In-state students: $55,024.20 (90 credit program; 611.38/ credit hour)
      ii. Out-state students: $138,479.40 (90 credit program; 1,538.66/credit hour)
   b. ID card fee: $10.00
   c. Graduate admission application: $35.00
   d. Graduate Orientation Fee: $35.00
   e. Seat deposit upon acceptance $200.00 (applied to tuition)
   f. Background screening, fingerprinting, and drug screening: $200.00
   g. Gross Anatomy course fee: $450.00

   Additional information available: [http://www.fgcu.edu/Cashiers/tanfdetails.asp](http://www.fgcu.edu/Cashiers/tanfdetails.asp)

*Estimated Tuition and Fees subject to change based on University Board of Trustees/Board of Governors approval.

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23 ARC-PA Standards Fourth edition  A1.05
24 ARC-PA Standards Fourth edition  A3.14f
Indirect costs

1. Housing and utilities: $15,000
2. Textbooks
   a. Approximate cost for required textbooks $2,000
3. Medical Equipment $1,020
   Students must obtain their own medical equipment for use in the program. The complete product requirement and pricing is located on the MPAS website.
4. Professional Liability Insurance
   Available from CM & F Group. No charge as long as student AAPA member. 
   https://www.cmfgroup.com/pa-student/
5. Health Insurance – varying costs depending on type of policy
   **All students are required to carry health insurance as described in the student guidebook.**
   Further information and plan pricing may be found at the following webpage: 
   http://www.fgcu.edu/studenthealth/insurance-and-billing.html
6. FAPA Student Membership: $60 for 2 years as a student
7. AAPA Student Membership: $75; valid until graduation
8. Computer: $1,500
   Students are expected to have a laptop computer for classroom purposes. Further information on computing and available student discounts may be found at Business Technology Services (BTS): 
   http://www.fgcu.edu/BTS/index.html. Computer Recommendations can be found at: 
   http://www.fgcu.edu/BTS/personalrecommendations.html

Tuition and Fees

Students are assessed tuition and fees based on rates and policies established by the State Board of Education, the Florida Legislature, and the University Board of Trustees. Tuition, fees, and the terms and conditions relating to the payment of tuition and fees, including cancellation of classes and requests for refunds, are subject to change without notice.

Students are liable for tuition and fees associated with all courses in which they are registered at the end of the drop/add period. The fee payment deadline is published in the Academic Calendar. Any student who has not made any effort to pay their tuition and fees by the published deadline will have their courses cancelled. All students who make an effort to pay by the published deadline will not be cancelled from their courses and are considered fee liable.

Tuition and Fees must be received by the Cashier’s Office on or before the published due date. To avoid any possible late payment fees, the payment should be posted by the date on the Academic Calendar.

Further information is available at the Bursar’s Office. https://www2.fgcu.edu/bursar

Past due accounts

University policy prohibits registration or release of transcript or diploma for any student whose account with the University is delinquent. The University reserves the right to assign any past due accounts to an outside agency for collection. When an account has been assigned, the collection agency fee will be added to the University charges for collection at the current contract rate.
Refunds

Students due refunds are not required to submit refund requests; refunds are automatically calculated. If there is an amount due in the accounts receivable system, that amount will be deducted from any refund due.

Students shall be entitled to refunds in the following circumstances:

- 100% of tuition and course related fees will be refunded if notice of complete withdrawal or course withdrawal from the University occurs prior to the end of drop/add period.
- 25% of tuition and course related fees will be refunded if notice of withdrawal from ALL courses from the University occurs prior to the deadlines as designated by the University or in the Academic Calendar for each term.
- Students who receive financial aid and subsequently change their enrollment status and this action results in a refund, may have all or a portion of their refund returned to the University's Financial Aid Office in accordance with the terms of their financial aid agreement.
- 100% of tuition and course related fees if a student withdraws or drops a course due to circumstances which are exceptional and beyond the control of the student.

The University policy on Tuition and Fees:
https://www2.fgcu.edu/generalcounsel/files/regulations/FGCU_PR7_001_Tuition_and_Fees_072215.pdf

Financial Aid

Once Financial Aid has been disbursed, the Bursar’s Office will apply the payment(s) to any outstanding Account Balances and will process the refund. This process will begin the first day after drop/add and will typically take 7-10 business days from the date your funds have been disbursed.

Reclassification of Residency

Residency Reclassification criteria are established by Florida law and Florida Department of Education regulations. The Registrar’s Office CANNOT waive State/DOE criteria for ANY reason. To be considered a "Florida Resident for Tuition Purposes," you MUST prove through OFFICIAL and/or LEGAL DOCUMENTS that you have moved to Florida permanently and not merely living in Florida temporarily while you attend FGCU.

Reclassification is available at the Registrar’s Office.

www.fgcu.edu/admissionsandaid/graduateadmissions/prospectivegraduatestudents/residency.aspx

25 ARC-PA Standards Fourth edition A3.14g
University Policies and Regulations
Disability Accommodations
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodation to students with documented disabilities. If you need to request accommodation in any class due to a disability, or you suspect that your academic performance is affected by a disability, contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall, room 137. The phone number is 239-590-7956 or TTY 239-590-7930.

Students can seek support through the University Office of Adaptive Services that offers multiple services including the Adaptive Learning Lab. Additional information can be found on the Adaptive Services website at www2.fgcu.edu/adaptive/.26

Diversity
Florida Gulf Coast University is committed to building and maintaining a diverse, accessible, civil, and supportive learning community. It fosters respect and understanding among all cultures and all individuals who work, study, live, and teach within this community. Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the university's vision, mission and guiding principles. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the university community learn and profit from diverse cultures and perspectives. Florida Gulf Coast University will continue to pursue its aspirations by fostering a welcoming environment through diversity and inclusion.

Discrimination/Title IX
Florida Gulf Coast University does not discriminate in its admissions, educational programs, employment, or activities throughout all divisions, departments, and units of the University. Moreover, the University will not tolerate retaliation based on discrimination of any kind; neither will the University tolerate retaliation related to a claim of sexual harassment, which includes sexual assault and sexual violence. Such claims may be addressed under Title IX of the Education Amendments of 1972.27

Inquiries concerning compliance with Title IX and applicable laws may be directed to:
Office of Institutional Equity and Compliance
Edwards Hall 114
10501 University Blvd. S.
Fort Myers, FL 33965
Phone: (239) 745-4366

https://www2.fgcu.edu/generalcounsel/files/regulations/FGCU_PR_1_003_Non-DiscAntiHarr_Sexual_060716_ada.pdf 28

https://www2.fgcu.edu/equity/files/Updated_Non_DiscriminationStmt.pdf

26 ARC-PA Standards Fourth edition A1.03f
27 ARC-PA Standards Fourth edition A1.03f, A3.17g
Mistreatment or Allegation of Harassment by faculty or preceptors

Reporting of alleged faculty or preceptor abuse violations, as it relates to students, shall be made to the MPAS Program Director. An alternate method of reporting is through the Academic Director, Director of Clinical Education, or Chair of the Health Science Department.

Sexual Harassment

It is the policy of FGCU that sexual harassment will not be tolerated at the University and should not be ignored. It is a violation of federal and state laws and University rules and policy. Sexual harassment is the inappropriate introduction of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, where sex would otherwise be irrelevant.

A student with a complaint of sexual harassment, including sexual misconduct (see the Student Code of Conduct), against another University student, you may file a report electronically, or in person to the Dean of Students' Office in the Cohen Center, room 288i.

Please refer to: FGCU-PR1.003 (Non-Discrimination, Anti-Harassment and Sexual Misconduct Regulation)

https://www2.fgcu.edu/generalcounsel/files/regulations/FGCU_PR_1_003_Non-DiscAntiHarr_Sexual_060716_ada.pdf

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second part certification of the reason for the absence.

Student Immunizations

As a matter of personal safety, all admitted students must initiate or demonstrate completion of the following immunizations and provide documentation prior to enrollment in the program:

1. Up-to-date State University System immunization requirements
2. All students are required to have personal health insurance at the time of matriculation and maintain their health insurance throughout their training.

All students must provide documentation that the following immunizations and Tb testing has been completed prior to matriculation and maintain immunizations and complete annual Tb testing throughout their training.

29 ARC-PA Standards Fourth edition A3.17
30 ARC-PA Standards Fourth edition A3.17
<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hepatitis B</strong></td>
<td>Documented evidence from a medical practitioner of a complete HepB vaccine series or serologic proof of immunity, or evidence of contraindication*</td>
</tr>
<tr>
<td><strong>Flu (Influenza)</strong></td>
<td>Documented evidence from a medical practitioner of influenza vaccination for the year of matriculation and maintained annual vaccination throughout the program, or evidence of contraindication*</td>
</tr>
<tr>
<td><strong>MMR (Measles, Mumps, &amp; Rubella)</strong></td>
<td>Documented evidence from a medical practitioner of a complete MMR vaccine series, serologic proof of immunity, or evidence of contraindication*</td>
</tr>
<tr>
<td><strong>Varicella (Chickenpox)</strong></td>
<td>Documented evidence from a medical practitioner for history of having chickenpox, varicella vaccination, serologic proof of immunity, or evidence of contraindication*</td>
</tr>
<tr>
<td><strong>Tdap (Tetanus, Diphtheria, Pertussis)</strong></td>
<td>Documented evidence from a medical practitioner of TdaP vaccine within last 10 years or contraindication to vaccination*</td>
</tr>
<tr>
<td><strong>Tuberculosis Testing</strong></td>
<td>Documented evidence from a medical practitioner of negative two-step PPD testing and, if needed, negative Chest X-Ray results if PPD positive, or evidence of contraindication*</td>
</tr>
<tr>
<td><strong>Meningococcal (Meningitis)</strong></td>
<td>Documented evidence from a medical practitioner of one dose of Meningococcal/ MCV4 vaccine after 16th birthday OR a completed and signed FGCU Student Health Services Immunization Health History Form declining receipt of the Meningitis vaccine.</td>
</tr>
</tbody>
</table>

*Contraindications to the above will be considered on a case-by-case basis, only with documentation from a medical provider, and must be discussed prior to matriculation. Personal/Religious reasons for declining immunizations will be considered on a case by case basis and must be discussed prior to matriculation. It is important to understand that participating in some clinical experiences may be prohibited from some institutions/practices without completion of immunization requirements.

Most immunizations are available at cost from the Florida Gulf Coast University Student Health Services. For further information, view the Student Health Services immunization page: [http://www2.fgcu.edu/studenthealth/immunizations.html](http://www2.fgcu.edu/studenthealth/immunizations.html)

For immunizations, the Master of Physician Assistant Studies (MPAS) program follows the Centers for Disease Control and Prevention Recommended Vaccines for Healthcare Workers. [www.cdc.gov/vaccines/adults/rec-vac/hcw.html](http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html) 31

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31 ARC-PA Standards Fourth edition  A3.07
**Health Insurance**
Students enrolled in MPAS Program are required to have continuous Health Insurance coverage while enrolled in the MPAS Program. Proof of health insurance coverage must be uploaded to Castlebranch. Many of our clinical sites require that students carry their own health insurance and our contract with many clinical sites notes that students placed in that facility must have Health Insurance Coverage.

The cost of emergency and medical care or health insurance is always the responsibility of the student (or the student’s insurance provider). Failure to provide proof of health insurance coverage will result in students not being allowed to begin their clinical internships. Information regarding the FGCU Student Health Insurance is available at [www.fgcu.edu/studentlife/studenthealth/index.aspx](http://www.fgcu.edu/studentlife/studenthealth/index.aspx#InsuranceBilling).

Students who are injured at a clinical site are examined/treated per the policies/procedures for that facility. Students must report any injuries to the Director of Clinical Education and the Program Director within one business day. If treated at the facility, the hospital/clinic bills the student’s insurance carrier, or charges the student, for all care given. The University and/or MPAS program are not financially responsible for health care charges incurred by students.

**Human Immunodeficiency Virus Policy**
The MPAS Program adheres to the State University System AIDS policy, which includes:

No student will be required to cease attending the University solely on the basis of a diagnosis of infection. Such decisions will be made only after reasonable accommodations have been made and an examination of the facts demonstrate that the student can no longer perform as required, or that the student presents a health risk to himself/herself or the university community. Students are referred to the State University System AIDS Policy for guidelines on Students of the Health Occupations Doing Health Care Work (SUS AIDS Policy, 1988, p. 11-14).

**Student Criminal Background Checks**

**MPAS Criminal Background Check and Drug Screen policy**
The complete policy is located in Appendix F.

All Students admitted to the Physician Assistant Program are required to undergo a Level 2 criminal background check consisting of a CastleBranch.com criminal background check and a Level 2 (National-FBI) criminal background check through Live Scan Digital Fingerprint. Background checks are completed at the students’ expense. Students are required to undergo the background review prior to October 1 of the first fall semester.

Health professions students and health professionals often treat patients who are considered to be vulnerable. In order to protect these vulnerable patients, criminal background checks are being required by the University as well as many health care institutions. It is important for students to realize that a criminal record may prohibit them from sitting for the licensure exam if they have certain misdemeanors and felonies on their records. In addition, if it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program. Students who refuse to submit to a background check or do not pass the background check review may be dismissed from the program. Additionally, certain clinical sites may require additional specific background reviews and/or drug screens prior to the student commencing a clinical education experience.
Students have the right to review the information reported by CastleBranch for accuracy and completeness and to request that the agency verify that the background information provided is accurate. Prior to making a final determination that will adversely affect the student, Certified Background will provide the student with access to the background check report and inform the students of his/her rights via email. Students are responsible for providing accurate contact information to CastleBranch. Students are responsible for the consequences of CastleBranch being unable to contact the student.

Certain findings in a background check could preclude participation in clinical education at certain affiliated clinical sites, and may also preclude the acceptance of the individual as a candidate for licensure as a physician assistant in any state. If it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program.

**Drug Screening**

Required drug screening prior to matriculation as well as drug screens prior to clinical rotations are required for all students in the Physician Assistant Program. Admitted students will be required to work with Castlebranch.com for completing the drug screening for the program.

The potential to sit for the Physician Assistant National Certifying Exam (PANCE) may be impacted by a criminal record and/or illegal drug use. Many state regulatory boards and government organizations may not grant a license or other document if an applicant has a criminal record. Completion of the MPAS program does not guarantee a student will meet the licensing requirements of any particular state or agency.

**Falsification of Records**

FGCU is committed to a policy of honesty in academic activities. Conduct that breaches this policy includes but is not limited to cheating, plagiarism, falsification of university records, falsification of practicum/internship documents, evaluation forms and/or other documentation submitted by the student. Any conduct that breaches this policy shall result in academic and/or disciplinary action which may include dismissal from the program, college, and/or university. According to the FGCU Code of Conduct, cheating is a violation of student academic behavior standards. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
IV. Student Records

Academic Records
The Office of the Registrar is responsible for insuring the confidentiality of all student records and has been designated by the University as the official student records custodian. The Family Educational Rights and Privacy Act (FERPA) of 1974 guarantees students the right of protected information that is not classified as Directory Information as defined by University policy. 32

FGCU defines Directory Information as any item that can be released to the general public without the consent of the student.

Gulfline
FGCU’s web-based student information system is referred to as “Gulfline.” To use Gulfline, students must have a User ID, also known as a UIN (University Identification Number) and a PIN (Personal ID Number, password). Both are provided at the time of admission. Gulfline log-in information is recognized as an electronic signature; therefore, students are encouraged to protect and memorize this information as soon as possible without sharing or writing it down.

Grade Reporting
FGCU does not mail grade reports. However, grades are available to students through Gulfline. Grades are due from faculty within two days of the end of each semester. Grades will be available for viewing approximately one week after the term ends. For additional information concerning grades, refer to the University Catalog for FGCU’s grading system and policies.

Transcripts
Official copies of a student’s FGCU transcripts can be requested through the Office of the Registrar and Gulfline. There is a charge for each official transcript requested. Unofficial transcripts can be obtained through GULFLINE and the Office of the Registrar. A transcript request form is available on the website: https://www.fgcu.edu/recordsandregistration/forms.aspx

Gulfline provides students with the ability to print a personal web-copy of their transcript in addition to requesting official and unofficial copies. The official and unofficial copies are intended for use when providing grade or course information to a third party person or agency such as an employer, scholarship agency, transfer institution, etc. Students are also able to request official or unofficial transcripts from the Office of the Registrar.

Please note that official transcripts cannot be released when obligations to FGCU have not been satisfied.

Additional Forms
All Office of the Registrar forms can be found at: https://www.fgcu.edu/recordsandregistration/forms.aspx

Registration
Students are required to register for courses during registration periods. Registration ensures students are able to enroll in the classes needed to complete their degree in a timely manner. Refer to the Academic Calendar for specific registration dates.

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32 ARC-PA Standards Fourth edition A1.03d
Academic Calendars
For a complete listing of important dates/deadlines, refer to the FGCU Academic Calendar located at: https://www.fgcu.edu/academics/academiccalendar/

Catalog
To view our online catalog, please visit: http://www2.fgcu.edu/catalog/.

Office of the Registrar
McTarnaghan Hall, First Floor
(239) 590-7980

Graduation
Students must apply for graduation in the semester in which they expect to graduate. An Application to Graduate must be completed electronically on Gulfline. Students should refer to the academic calendar for specific deadline information. All students eligible to graduate must complete an Application to Graduate regardless of whether they choose to participate in commencement. The application is used to prepare the graduate’s diploma, initiates the process of verifying degree requirements, and ensures that commencement information is sent to the student. If an application for graduation is denied, a new application must be submitted by the deadline in the new term.

A graduation application, along with required signatures, must be submitted to the Registrar’s Office prior to the application deadline with any applicable fees. Commencement exercise for the program are held in December. For full information, please visit: http://www2.fgcu.edu/graduation/.

Upon successful of all program and graduation requirements, the University will award the Master of Physician Assistant Studies degree.33

33 ARC-PA Standards Fourth edition A1.01e, A3.17C
V. Program Policies

Class Attendance Policy
Teamwork, collaboration, integration of knowledge, and professionalism are all integrated into PA education and preparation for practice. Attendance during physician assistant training is extremely important given the amount of material covered in a short time. Because attendance and participation is very important to your development as a physician assistant, students are expected to adhere to the MPAS program attendance policy.

Responsibility and accountability for meeting course obligations is a fundamental component of professionalism. Students are required to adhere to the MPAS Attendance and Participation Policy.

MPAS Attendance and Participation policy
The complete policy is located in Appendix E.

Withdrawal Policies

Withdrawal from Classes
Students may not withdraw from individual courses without permission from the Program Director. For extenuating circumstances only, alternative plans for course work may be developed.

Withdrawal from the Program/College
Students withdrawing from the program must submit a withdrawal letter or email to both the Program Director and the Registrar’s Office, as well as complete any additional forms required for withdrawal.

Students who have withdrawn must reapply for admission with a new cohort. If the student is readmitted, the student may be required to meet new degree admission requirements outlined in the current catalog. All outstanding financial obligations must be paid in full before the student is considered for readmission.

Leave of Absence
A student must maintain continuous enrollment/matriculation in an approved academic Program of Study or receive written approval for a leave of absence from his/her faculty advisor and the Program Director in order to ensure consideration for readmission to the Program. A leave of absence is granted for no more than three consecutive semesters. If a student cannot resume coursework after three consecutive semesters, the student forfeits his or her place in the program and re-application is necessary. Failure to seek an approved leave of absence will result in dismissal from the program.

Promotion, Graduation, Deceleration, Dismissal, and Appeals

MPAS Academic Performance, Progression, and Remediation policy
The complete policy is located in Appendix C.

Academic and Scholarly Guidelines
Students admitted to the MPAS program have already demonstrated in their undergraduate or other graduate studies their capacity for superior academic work. Students should be familiar and comfortable with high academic and scholarly standards. Students are expected to attend classroom lectures and activities and laboratory course meetings. Regular attendance is the personal and professional responsibility of each MPAS student. Active participation in course activities is expected. In participating,

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34 ARC-PA Standards Fourth edition A3.17e
students are expected to display interest in and respect for their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.

Graduation Requirements

The University and MPAS program will review all student records prior to graduation. All University and MPAS program requirements must be met and any outstanding financial balances paid prior to awarding of a diploma. Students who do not graduate are ineligible to take the Physician Assistant National Certifying Examination (PANCE).

To be eligible for graduation, students must meet all of the following:

- Successful completion of all required coursework (didactic and clinical) with a grade of B or better in each course and a minimum cumulative GPA of 3.0.
- Successful completion of all components of the MPAS Comprehensive Summative Examination with a passing grade of B or better.
- Successful completion of all remediation activities (if applicable) and correction of any academic deficiencies or unsatisfactory performance as noted in an Academic Warning or Academic Probation. A student on Academic Probation is not eligible to graduate until all deficiencies have been corrected.
- Demonstration of achievement of all Program Learning Outcomes.
- Completion of the Physician Assistant Clinical Knowledge Rating and Assessment Test (PACKRAT).
- Successful completion of the MPAS Capstone project with a passing grade of B or better.
- Compliance with MPAS standards and guidelines for professional and ethical conduct.
- Submission of application for graduation per University guidelines and timeline.
- Compliance with all Florida Gulf Coast University Graduate Student requirements for graduation.

Academic Requirements

PACKRAT Exam

Students must complete the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) prior to and near the end of the academic and clinical phase of the program. The PACKRAT will not be assigned a grade, but will provide the student with feedback on areas of weakness prior to taking the PANCE. Students with weaknesses as identified by the PACKRAT may be required to work with their advisors on study plans and demonstrate improvement in their areas of weakness. The goal of the PACKRAT assessment is to prepare each student for success on the PANCE and preparation for clinical practice. The PACKRAT is not used as part of the program’s comprehensive examination.

Supervised Clinical Practice Experiences (SCPE)/ Clinical Rotations

Clinical rotations will be arranged by the Physician Assistant program and instructed primarily by licensed practicing physicians (MD or DO) or physician assistants (PA-C). The program does not rely primarily on resident physicians for clinical instruction. If a student has any questions or concerns regarding a clinical site or rotation, he or she should address concerns to the Director of Clinical Education. Students’ achievement of competency and grades for clinical rotations will be assessed by the rotation preceptor(s) using performance evaluation rubrics, checklists and narrative evaluations. Each clinical rotation will be

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36 ARC-PA Standards Fourth edition A3.14d; A3.17a,b,c
assessed by an End-of-Rotation Exam. A minimum grade of B must be demonstrated in the SCPE as a whole AND on the End-of-Rotation Exam to pass the rotation.

**Capstone Project**
Each MPAS student will complete an independent research project as part of the required capstone project. The student will select the topic, develop the research question(s), carry out the methods, draw conclusions and present his or her findings. Each student will be assigned an advisor who will assist the student on the progression of the project. Opportunities to develop the capstone project will be incorporated into the Evidence Based Medicine and Seminar courses. Students will present their projects during the PAS 6935 Seminar course at the end of the clinical year. Successful presentation and a passing score on the project is required to graduate from the Physician Assistant program.

**Comprehensive/Summative Exam**
Within the last four months of the program prior to graduation, students will take a summative evaluation. This evaluation includes a cumulative written exam and OSCE. The OSCE will evaluate the following: history taking, patient communication, physical examination techniques, and recognition and interpretation of diagnostic and laboratory studies, and professionalism. The purpose of the evaluation is to demonstrate competence to enter clinical practice. Students must obtain a score of 80% on the written and OSCE of the summative exam to successfully complete the requirement. Failure to meet these requirements will result in a remediation plan as agreed upon by the faculty and developed in consultation with the student.

**Student Advancement and Professionalism Committee (SAPC).**

**Committee Members**
The committee is composed of all MPAS program faculty members, the medical director, and other individuals selected as needed by the program director.

The program director will appoint a chair of the SAPC. A quorum for any regular or called meetings of the SAPC shall be defined as more than half of the voting members.

All actions of the SAPC will require a simple majority of those in attendance. In case of a tie vote, the committee chair will cast the deciding vote.

**Purpose**
The SAPC shall review the academic and clinical performance of each student at least once per year during the didactic and clinical year of the program. The Committee will also evaluate and recommend action for students with academic difficulties, professional issues, or other reasons that may disrupt the student’s satisfactory progression through the program.

A faculty member, the medical director, or the program director may bring forward a concern to the Committee.

**Committee Responsibilities**
The Committee will evaluate each student with emphasis on the quality of his or her performance in the MPAS program. The Committee will recommend continuing studies for any student who they believe is capable of completing the PA Program requirements within the program time limits.

The Committee shall evaluate and recommend the appropriate action for each student:
• Promotion of a student from the completion of the didactic year to clinical year.
• Certification of a student as qualified to graduate having satisfactorily completed all program requirements.
• Remediation plan as required during the course of the educational program.
• Course failure after an unsuccessful remediation.
• Deceleration or dismissal of a student from the program for academic or other reasons.
• Students who are performing at less than satisfactory levels after an interim evaluation (semester mid-term) and those who have received a near or failing grade.
• Disciplinary action for unethical and/or non-professional behavior or other misconduct.
• Readmission to the PA Program after a leave of absence.
• An attempt will be made to identify students with difficulty (academic or professional) with the goal of providing help for those in need in insure academic success.

The committee may recommend action, to include but not limited to, the following areas:
  • The formulation of a remediation plan.
  • Requiring a student to be re-examined or re-evaluated in a course, with or without a period of remediation
  • Requiring a student to receive academic tutoring or other assistance.
  • Require a student to repeat a failed course.
  • Placing a student on academic warning and probation
  • Recommend or decline readmission following a leave of absence or dismissal from the program.
  • Review and making recommendations concerning a suitable course of study following a committee recommended leave of absence.
  • Other actions referred to the committee for an individual student.

Appeals/Grievance Policy and Procedures\(^{37}\)

\textbf{MPAS Student Grievance and Harassment policy}

The complete policy is located in Appendix N.

\textbf{Program Dismissal Appeals Process}\(^{38}\)

The student appeals, in writing, to the Program Director for reconsideration of program dismissal by a deadline date specified in the student's dismissal letter. The student is given a deadline date of twenty-one days from the date of the dismissal letter to appeal the decision. Failure to follow this timeline forfeits the student's right to appeal.

Students are also referred to the following university policy for information regarding the right to grieve decision related to access to courses and credit granted toward degree through the Student Ombudsman.

\textbf{Policy 1.010 – Student Course and Credits Grievance Policy}

\url{https://www2.fgcu.edu/generalcounsel/files/policies/Policy_1_010_Student_Disputes_Resolution_09272016_ada.pdf}

\(^{37}\) ARC-PA Standards Fourth edition A3.17d
\(^{38}\) ARC-PA Standards Fourth edition A3.11, A3.17e
**Student Grievance Procedure**

**General** – The intent of this rule is to provide a procedure whereby student grievances are processed promptly and resolved fairly. Students shall be given adequate opportunity to bring complaints to the attention of the University with the assurance that the proper University officials will promptly investigate the facts of the case and evaluate these facts in an objective manner.

**Student Grievance per University Guidebook**

Student Grievances are addressed in accordance with the University Guidelines available in the University Student Guidebook. Please visit link for guidelines. [https://www2.fgcu.edu/studentservices/studentconduct/index.html](https://www2.fgcu.edu/studentservices/studentconduct/index.html)

**Academic Advisement**

**MPAS Student Advising Policy**

The complete policy is located in Appendix K.

Each student admitted to the Physician Assistant Program is appointed a faculty advisor to serve as the student's advisor. These appointments are for the duration of the student's tenure in the program and are assigned by the program director. The purpose of the student advisee/faculty advisor relationship is to foster the student's professional growth and development in the MPAS Program. Student advisees and faculty advisors are encouraged to meet at both the beginning and end of each semester to assist with planning, registration and development needs of students in the program. Any request for change in the student advisee/faculty advisor relationship is made through the program director. The student or advisor may address a formal written request to the program director for consideration. Changes in the student advisee/faculty advisor assignment are highly discouraged and should be carefully considered before request.

Academic advising is an integral part of the FGCU learning experience. Advising is a developmental process that reinforces student growth and development through clarification of life, educational and career goals. The following goals for academic advising practices within the Marieb College of Health & Human Services are adopted from the National Academic Advising Association (NACADA) document on advising goals:

- Provide general information regarding University policies, procedures, and campus resources
- Assist students in establishing and completing educational and career goals

**Advisor Responsibilities**

Upon admission and acceptance into an academic program in the Marieb College of Health & Human Services, students are assigned a faculty advisor from their academic department. Faculty advisor responsibilities include:

- Interact with openness in communication, confidence and trust
- Assist students in establishing realistic educational and career goals
- Consult with students in program course planning
- Refer students to other campus resources as needs are identified
- Review the University policies and procedures

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39 ARC-PA Standards Fourth edition A3.17d
40 Arc-PA Standards Fourth edition A3.17d
41 ARC-PA Standards Fourth edition A1.05, A3.10
• Assist students in identifying career opportunities

**Advisee Responsibilities**
An important factor for successful progression is for students to seek advisement within their academic department. Advisee responsibilities include:

- Initiate advisement process by contacting your faculty advisor to schedule an appointment when required or when in need of assistance. If you cannot attend the scheduled meeting, as a courtesy, notify your advisor in advance.
- Prepare for the advising session and bring all necessary materials to the meeting
- Familiarize yourself with and understand the requirements of the program
- Become knowledgeable and understand University policies and procedures
- Understand and know your abilities, interests, and values as they relate to your educational and career goals
- Be flexible in accommodating time for advisement
- Adhere to policies and procedures within the College and the academic program standards
- Follow through on the recommendations made by your faculty advisor during your advising session
- Students must meet with their program faculty advisor at least once per semester; however, more frequent meetings are encouraged to maximize the benefits that the faculty can provide.
- Students who do not meet with their program advisors each semester are responsible for any missed information and guidance. The program faculty advisor will monitor the student’s progress toward degree completion including overseeing the student’s progress in his/her Program of Study, and support the student’s efforts toward completion of all graduation requirements. Students are ultimately responsible for meeting these graduation requirements.

**Grading Policies**

**MPAS Student Assessment & Grading policy**
The complete policy is located in Appendix N.

**Philosophy**
The MPAS grading philosophy is consistent with and builds upon the Program’s mission, goals, and student learning outcomes. Assessment of student performance is frequent and ongoing, employing multiple and varied methods of assessment. Employing multiple methods of assessment allows students to demonstrate knowledge and competency in a variety of ways. Written examinations, lab examinations and skill competency assessments are considered satisfactory at the specific mastery level. Refer to individual course syllabi for specific course examination and grading requirements. Expectations for professional behaviors and attitudes are included in assessment of student performance in all coursework and clinical experiences.

**Grading Scale**
The following grading scale will be used unless otherwise specified in the course syllabus:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
</tbody>
</table>

**Notes:**
ARC-PA Standards Fourth edition A3.17a, A3.17b, A3.17c
F = Below 70%

Change of Grade
A request for change of grade will be considered only during the term immediately following the term in which the grade was assigned. The Dean (or designee) of the College offering the course must approve the grade changes. Exceptions to the time limitations may be approved by the Dean (or designee) with supporting justification attached to the Change of Grade Form. Grades will not be changed after a degree or certificate has been awarded.

Grade Forgiveness
MPAS courses are not subject to grade forgiveness.

Grade of Incomplete
A student who completes most (75% or more) of the work in a course at a passing level, but is unable to complete the work on time due to extenuating circumstances, may speak with the course director to determine if receiving an incomplete “I” mark is warranted. When a course director grants an incomplete, one semester or summer session is allowed to complete the coursework, unless the course director sets an earlier deadline. If unusual circumstances indicate the need, the course director may grant additional time to complete the course.

Student Grade Appeal
A student may appeal a grade in a course to address one of the following alleged conditions:
- Academic action including grading by the instructor that deviated from the established and announced grading policy;
- Errors in grading procedures;
- Lowering of grades for non-academic reasons

Note that the professional judgment exercised by the instructor in assigning a grade or in conducting a class is excluded from the provisions of the Grade Appeal process except as noted above.

The Student Grade Appeal Policy is published in the FGCU Student Guidebook provided online by Judicial Affairs. Student should read the policy before beginning the grade appeal process. Failure to follow the correct procedures may result in a delay of the resolution of a grade appeal. The process for Student Grade Appeals can be found at [https://www2.fgcu.edu/studentguidebook/grade-appeals.html](https://www2.fgcu.edu/studentguidebook/grade-appeals.html)

Academic Honesty and Integrity
MPAS Student Assessment & Grading policy
The complete policy is located in Appendix N.

Students at Florida Gulf Coast University have the responsibility to practice academic honesty. To engage in activities such as cheating, plagiarism, knowingly furnishing false research data, and being in unauthorized areas after hours will subject a student to penalties as outlined in the University Student Guidebook and could result in dismissal from the Physician Assistant Program.

Faculty reserve the right to use anti-plagiarism software to analyze papers and other written works.

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43 ARC-PA Standards Fourth edition A3.17d
Academic Behavior Standards

FGCU is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy shall result in academic and/or disciplinary action. Academic action affects student assignments, examinations, or grades. Disciplinary action affects student enrollment status. Academic dishonesty will not be tolerated in the Physician Assistant Program and consequences for any offense is up to and including dismissal from the program.

Definition of Academic Misconduct

Academic Misconduct is defined as the intentional acts or omissions committed by any student. Violations of student academic behavior standards include:

- Cheating whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects. The unauthorized possession or use of examination or course-related material shall also constitute cheating.
- Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another has plagiarized.
- Submitting work that has been purchased or borrows generously from work submitted in a previous or concurrent class, except where expressly permitted by the instructor; or
- Communication to another through written, visual, electronic, or oral means.
- Selling notes, handouts, or other materials without authorization or using them for any commercial purpose without the express written permission of the University and the instructor.
- Knowingly helping another student violate academic behavior standards.


• NOTE: A student who has assisted another in any of the afore-mentioned breach of standards shall be considered equally culpable.

Procedures addressing academic dishonesty

When a violation of student academic behavior standards becomes known, the instructor shall take appropriate measures ranging from counseling, to an academic action (loss of credit for a specific assignment, examination or project, or removal of the offender from the course with a grade of "F") to recommendation of disciplinary action. The instructor will inform the program director who may refer the violation to student academic behavior standards to the Student Advancement and Professionalism Committee for review and recommendation.

www2.fgcu.edu/studentservices/studentconduct/files/Final_Flow_Chart_for_Academic_Dishonesty_Process_7-31-17.pdf

Student Conduct

Student Limitations

It is expected that faculty and students are responsible for preserving the privacy, dignity and safety of all people, including patients, patients' families or caregivers, students, faculty, and support staff who are involved in the classroom, laboratory, clinical, research, and administrative activities of the program.
In an effort to preserve the safety of students and the community-at-large, students are not permitted to independently render intervention for any diagnosed or undiagnosed pathological condition or dysfunction.

Independent laboratory practice is designed for the practicing of psychomotor skills and reinforcement of didactic material using only enrolled physician assistant students.

**Dress Code**

**MPAS Student Dress Code Policy**
The complete policy is located in Appendix G.

As representatives of the medical profession, all MPAS students are expected to convey a professional demeanor in behavior, dress, and appearance. A professional image conveys credibility, trust, respect, and confidence to one’s colleagues and patients. In all educational settings—classroom, laboratory, and clinical environments—students are expected to be clean, well groomed, and appropriately dressed. The dress code applies at all times when the student is on campus and to any situation in which patient-care activities occur or the occurrence of direct patient or health care professional contact can be reasonably assumed.

**Social Media Policy**

**MPAS Social Media Policy**
The complete policy is located in Appendix J.

The MPAS Program has adopted the guidelines for students utilizing social media. These guidelines refer not only to your social media activities related to formal academic functions, but also as an individual when interacting with other students, faculty, staff, and others connected to the program and university. Any social media postings that can be considered discriminatory, harassment, or sexual misconduct will be reported to the OIEC office per university policy, and may be grounds for professional behaviors probation or dismissal from the program.

**MPAS Recording Policy**
The complete policy is located in Appendix I.

**Recording Permission**

Students must have a faculty member’s permission to audiotape, videotape, photograph, or otherwise record any portion of a class, lab, or clinical education experience. Students must obtain permission before each class session. Classes and laboratory experiences may include material that is restricted in its use to those specific educational settings and conditions. There may also be intellectual property or copyright issues with faculty-developed materials.

It is a program requirement that such permission will be given by the faculty member before any recording occurs. Once such a recording has been permitted by the faculty member, it is intended solely for that specific educational purpose. Unless you have secured additional permission, sharing the recordings outside of the classroom or posting these recordings on internet sites is not permitted. Media recording in the Gross Anatomy Lab is prohibited in all circumstances. Failure to comply with these expectations will be considered a violation of professional behaviors expectations, and may result in a SAPC referral.

**Confidentiality**
Students are expected to protect the right to confidentiality of the patients that they had contact with during clinical rotations. Therefore, ALL identifiers must be removed when presenting case studies for class assignments. This includes names, addresses and any other demographic information that may disclose the identity of the client. Under NO circumstances may a student remove a record from an agency setting, photocopy a record or transcribe any identifying information from a record. Violations of confidentiality are grounds for immediate dismissal from the MPAS program.

Student Employment
MPAS Student Employment Policy
The complete policy is located in Appendix M.

The program acknowledges that living expenses and costs associated with graduate school are considerable. However, physician assistant education is a rigorous program of full-time study. Time commitment to class, laboratory, discussion, clinical demonstration, and clinical internships are significant. Additionally, because of the academic rigor of the program, your time commitment to out-of-class study time is also significant. Expectations, assignments, and due dates are not changed for students who are employed.

Student Employment While Enrolled in the MPAS program
The program faculty strongly advise and discourage students from obtaining any type of employment while enrolled in the program.44

Student Employment for the MPAS program
Students enrolled in the MPAS program may not work for the program. Students are not allowed to substitute for or function as instructional faculty in any component of the curriculum. Students with specific prior knowledge, experience and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. 45

Student Work to Benefit the MPAS Program
MPAS students are not required to work on behalf of the program in any clerical, administrative, or instructional capacity. While students may be asked to volunteer for a particular task or activity, students are not obligated to do so. Students who choose to volunteer do not receive remuneration for the task completed.46

Student Responsibilities in Clinical Rotations
During the clinical year of the program, MPAS students rotate at various clinical sites. While rotating, students are not allowed to substitute for or function as clinical or administrative staff.47

Students Obtaining Clinical Rotations or Preceptors
Students are not required to provide or solicit clinical sites or preceptors. The director of clinical education will coordinate program clinical sites and preceptors for the required and elective rotations. Students may make suggestions regarding sites and preceptors, but are not required to do so. Student recommended

44 ARC-PA Standards Fourth edition A3.14h
45 ARC-PA Standards Fourth edition A3.04, A3.05
46 ARC-PA Standards Fourth edition A3.04
47 ARC-PA Standards Fourth edition A3.06
clinical sites and preceptors will be reviewed, evaluated, and approved for educational suitability by the program.48

**Drug/Alcohol Policy**
No student is to report to class or any University or MPAS activity while under the influence of illegal drugs or alcohol. Violation of these policies by a student will be reason for evaluation/treatment for drug/alcohol use disorder and/or for disciplinary action up to and including expulsion, and/or referral for prosecution consistent with local, state, and federal law. Refer to the FGCU Student Code of Conduct found in the FGCU Student Guidebook for university policies.

Students are responsible for reviewing and complying with the individual drug/alcohol policies of the affiliate site to which they are assigned.

**Student E-mail**
It is FGCU policy that the EagleMail address is the only designated primary e-mail address for all university communications after registration has occurred. If you need assistance with Eagle Mail, contact the Help Desk via e-mail or call (239) 590-1188.

The FGCU assigned eagle e-mail address is the only address used by MPAS faculty to communicate with students via e-mail. Students are responsible and accountable for information sent via this e-mail address and are required to check emails at least once per day. Faculty and staff may use email to communicate information, announcements, and memoranda. Course information such as assignments, handouts, and schedule changes may also be communicated through the email function in the Learning Management System (Canvas).

Students should communicate any problems with e-mail to faculty and/or Student Services Department of Student Information Systems and Technology. The ability to receive and read e-mail, open attachments, and access online information is vital to success in the MPAS Program.

Students should be aware that written and electronic communications and voice mails in the FGCU system are public record and may be subject to disclosure to the public upon request, unless exempt.

**Bloodborne Pathogen Exposure and Needlestick Injury Policies**

**MPAS Infection Control and Personal Safety Policy**
The complete policy is located in Appendix J.

FGCU and affiliated clinical sites have procedures and policies for exposure to bloodborne pathogens and accidental needlestick injuries. All MPAS students receive proper training to policies and procedures in the event that they are injured or potentially exposed to bloodborne pathogens or other communicable diseases. Students will also receive an orientation of the bloodborne pathogen policy of the affiliated clinical site and hospital. Students should follow the established protocols for each facility for immediate care and treatment after exposure.

- Immediate antiseptic procedures, including washing with soap and water, shall be initiated after possible exposure.
- The student shall immediately report to their instructor or clinical preceptor any incident that

48 ARC-PA Standards Fourth edition A3.03  
49 ARC-PA Standards Fourth edition A3.08
exposes him/herself or a patient to a risk of transmission of a blood borne disease.

- An incident report from the facility where incident occurred must be completed according to agency policy.
- The MPAS program must be notified on the day of the exposure occurrence.
- A FGCU exposure incident report must be completed within 48 hours of knowledge of the incident.
- The student will be referred to the FGCU Student Health Services for testing and for counseling. Student Health Services will provide medical intervention at low cost and/or for insurance coverage. Student will be referred to his/her private physician if extended care is needed.
- Centers for Disease Control Guidelines for Prevention of Transmission of Human Immunodeficiency Virus and Hepatitis B Virus should be followed.

A "significant occupational exposure" is defined as:

- A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.
- A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluids.
- A cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

**Injury Prevention and Reporting**

Students are routinely involved in practicing the performance of examination, evaluation and intervention skill/techniques in order to gain proficiency. Faculty may demonstrate skills/techniques by using students as demonstration models. In order to prevent injury resulting from these activities, students shall disclose any health conditions that potentially could interfere with or be aggravated by the participation in these activities. It is the student’s responsibility to provide this disclosure to the course faculty prior to the participation in these activities.

In the unlikely event that an adverse response or an injury occurs, the student will immediately notify the faculty prior to the end of the class and submit the University Incident Report for Non-Employees to the program director within 24 hours of the occurrence. It is the student’s responsibility to complete this Incident Report.

[http://www2.fgcu.edu/EHS/Files/Nonemployeeincidentrpt2014.pdf](http://www2.fgcu.edu/EHS/Files/Nonemployeeincidentrpt2014.pdf)

**Identification as a Physician Assistant Student**

Students will purchase a program approved short white coat and FGCU name tag with their names and "Physician Assistant Student" to distinguish them from physicians or other health professional students or graduates. Students are required to wear the white coat or name tag any time they are in contact with patients or in a medical facility for training purposes, unless conditions prohibit this practice. If students are unable to wear the white coat or name tag, for example, wearing scrubs in a surgical setting, they must verbally identify themselves as physician assistant students.

MPAS Name Tags are to be worn at all times by students who are in clinical rotations and simulation training. If photo ID tags are provided by the clinical sites, they must be worn with name and picture facing outward.

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50 ARC-PA Standards Fourth edition B3.01
Students while in simulation exercises and clinical rotations must introduce themselves to their patients using their first and last name and identifying themselves as a FGCU PA student.

Example: “Good morning, Mr. Doe, my name is Jane Smith. I am a student of the Physician Assistant program at Florida Gulf Coast University.”

**Liability Insurance Information**

All students must obtain professional liability insurance prior to October 1 of the year students enter the program. Proof of policy renewal is required annually and professional liability insurance must be maintained until graduation. Failure to comply with liability insurance requirement may lead to dismissal from the MPAS program. Students must provide proof insurance to the Program. A minimum of 1 million/3 million coverage is required.

A student should communicate to the course faculty, program director or director of clinical education any incident or situation in which a student is involved that potentially holds the student or university liable or at risk.

The CM&F Group has partnered with the AAPA to provide liability insurance to PA Students at **NO COST**. You must be a student member of AAPA to participate in the program. The policy will cover you during your matriculation as a PA student. Use the following link to obtain the policy and more information: [https://www.cmfgroup.com/pa-student/](https://www.cmfgroup.com/pa-student/)

**Program Committees**

The following Meetings and Committees in the MPAS Program may be comprised of principal faculty members, associate medical director, and the medical director. The program director will make Chair and committee appointments for one year.

- Admissions Committee. Reviews applications and issues pertaining to the admission into the program.
- Curriculum Committee. Reviews issues pertaining to the curriculum and practicum of the program.
- Clinical Affairs Committee. Reviews issues pertaining to clinical rotations (SCPEs) of the program.
- Student Advancement and Professionalism Committee (SAPC). Makes formal recommendation after consultation regarding the academic status of students in class and clinical rotations. Reviews professionalism and students conduct issues. Reviews requests for grade appeal/change.
- Program Faculty/Staff Meetings. Comprised of faculty, medical director, and staff. Primary governing body for policy changes within the Program.
- Faculty Search Committees. Committee screens candidates for faculty positions and makes formal recommendations to the Chairperson regarding hiring.

The program director may invite student participation on committees as deemed appropriate. Students will not serve on the Student Advancement and Professionalism Committee. Students will be excused from meetings if confidential student information is discussed to avoid FERPA violations. Students interested in serving on committees may also communicate their interest to the academic director or program director.

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51 ARC-PA Standards Fourth edition A2.12
Faculty Responsibilities

Course Syllabi
The course syllabus represents a “contract with students.” Therefore, learning activities, experiences, assignments, and evaluation procedures are expected to relate logically to the course objectives described in the syllabus. Significant variations in course content from what is described in the course syllabus would necessarily occur only with full understanding and consent of the students enrolled in the course.

Course and Instructor Evaluations
Faculty members and instructors regularly seek evaluative feedback from students concerning classroom or field instructional learning activities. Toward the end of the semester, formal course/instructor evaluations are distributed to all students. These evaluations are forwarded to the academic director and program director for aggregation, review, and analysis before being forwarded to each instructor. These course and instructor evaluations are used for program and faculty self-assessment.

Confidentiality
The faculty of the Physician Assistant Program recognizes the value and importance of each student's right to confidentiality. Students may request that specific information shared with individual members of the faculty, faculty advisors, and/or academic administrators be kept confidential. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law and FGCU policies. Information shared confidentially by a student will be shared with their team members only when a team member deems it necessary to address a student's educational needs.

The MPAS faculty acknowledge the value and importance of free and open classroom discussion. Students are encouraged to express opinions relevant to course content. In sharing information about others (e.g., patients seen in clinical rotations), students are expected to protect the confidentiality to the extent possible under the law and college/department policy. Students are expected to refrain from divulging to others outside of the classroom confidential information shared within the classroom. The confidentiality of classroom discussion cannot be guaranteed because of “duty to protect” and “mandatory reporting” laws and/or policies which may require disclosure.

Program Faculty as health care providers
Except in emergency situations, the program faculty, program director, and the medical director will not participate as health care providers in the program.

If the MPAS medical director, program director or faculty are providing health care services at FGCU Student Health Center, they are not to treat MPAS students unless in emergency situations.

52 ARC-PA Standards Fourth edition A3.09
VI. Student Services

Safety and Security

Florida Gulf Coast University Police Department

The Florida Gulf Coast University Police Department provides safety and security for the campus. The UPD mission is to serve and safeguard all students, faculty, staff and visitors on the campus of Florida Gulf Coast University through the effective and efficient delivery of law enforcement services. Further information and services offered may be found at the website http://www.fgcu.edu/UPD/index.html.

University Police Contact Number:
On-Campus Phone Ext. 1900
Off-Campus Phone (239) 590-1900

EMERGENCY (On or Off-Campus Phone) Dial 911

Escort
An escort by UPD staff is available during the evening hours or night-time hours on campus. By calling 590-1900 an officer or Police Service Aide will be sent to your car, housing, or other academic building.

Code Blue Poles
These emergency telephones are mounted on 9-foot steel columns, are wheelchair accessible, include instructions in Braille and have a highly visible push button on an illuminated telephone faceplate. A single touch on the push button summons campus officers, allows dispatchers to hear what is going on, pinpoints the exact location of the trouble, and triggers the bright blue police-type strobe light on top of the phone.

Code Blue Poles are located in all parking lots, Student Housing, and in the Academic Core areas. If you experience an emergency, this is a way to call for assistance. When activated, you are immediately connected with the FGCU Police Department dispatcher.

Off-campus security
Students at off campus sites will follow standard security procedures of their respective clinical rotation site.

Library
FGCU Library is open to the general public and you need not be a student to use services offered on site. However, only currently enrolled FGCU students, active faculty and staff are allowed remote access to electronic resources (databases, ejournals, ebooks, etc.) because these are services contracted and licensed for FGCU affiliates only.

Current library hours can be found on the website http://library.fgcu.edu

Center for Academic Achievement

The Center for Academic Achievement (CAA) promotes student academic success and retention by providing programs and services that facilitate the development of skills necessary for FGCU students to achieve their academic goals and develop into successful, independent, life-long learners.

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53 ARC-PA Standards Fourth edition A1.03g
54 ARC-PA Standards Fourth edition A3.10
The SAPC may recommend that students with academic difficulties seek assistance from the Center for Academic Achievement. [http://www2.fgcu.edu/caa/](http://www2.fgcu.edu/caa/)

**Writing Center**

The FGCU Writing Center provides students with assistance through one-on-one meetings with qualified consultants, offers workshops designed to assist students with topics related to effective grammar and writing, and provides online resources designed to help with items relating to citations, grammar, the writing process, and construction of an essay to include other related writing topics.

The FGCU Writing Center assists student writers through free, accessible, learning-based writing consultations. The primary goals of the Center are to help students improve their abilities to think independently, to write critically, and to learn and implement strategies that will assist them in producing effective writing assignments. [http://www2.fgcu.edu/writingcenter/](http://www2.fgcu.edu/writingcenter/)

**Bookstore**

The University bookstore is located on the first floor of the Cohen Center. The store carries all required and recommended texts for the PA Program. Further information and current hours can be found at [www.fgcustore.com](http://www.fgcustore.com)

**Food Service**

Several different food service options are available throughout the campus from quick snack food to full dining options. For location and hours visit [www.dineoncampus.com/fgcu](http://www.dineoncampus.com/fgcu)

**Campus Recreation**

The Department of Campus Recreation offers quality programs, services, and facilities that contribute to the overall educational experience at Florida Gulf Coast University.

Department of Campus Recreation provides opportunities that encourage and develop healthy lifestyles, sportsmanship, leadership, teamwork, and responsibility. Campus Recreation is dedicated to the promotion and support of diverse ideas, beliefs, cultures, and abilities.

For further information [www2.fgcu.edu/CampusRec/index.asp](http://www2.fgcu.edu/CampusRec/index.asp)

**Student Health Center**

The FGCU Student Health Services provides efficient, professional, and compassionate primary health care and by promoting individual and community health and wellness on campus. Student Health Services will serve FGCU students by providing low cost, evidence based evaluation and treatment. We will promote healthy lifestyle choices through education and consultation, and we will emphasize customer service and the provision of high quality health care. Further information may be found on the Student Health Center website [http://www2.fgcu.edu/studenthealth/index.html](http://www2.fgcu.edu/studenthealth/index.html).

**Counseling and Psychological Services (CAPS)**

Counseling and Psychological Services (CAPS) provides counseling for students in times of stress, and encourages them to ask for help with their most immediate concerns. Our staff is experienced in dealing with deeper developmental and psychological issues ranging from stress and depression to substance

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55 ARC-PA Standards Fourth edition A3.10
56 ARC-PA Standards Fourth edition A1.05, A3.10
57 ARC-PA Standards Fourth edition A3.10
abuse and eating disorders. All concerns are addressed with sensitivity to and respect for diversity and individuality. We maintain the strictest standards of privacy and confidentiality, and serve as a resource to the entire FGCU community.

Students in immediate distress outside of normal business hours (evenings, weekends, and holidays) who would like to speak with a mental health professional can call the CAPS help line: (239) 745-EARS (3277).

If a student is in imminent danger of harm to self or others, call 911 (if off campus), 590-1900 (if on campus), or go to the nearest hospital.

**Multicultural Student Services**

In the spirit of inclusive educational excellence, Multicultural Student Services promotes a supportive and friendly environment that is welcoming and attractive to all persons. A wide variety of activities, organizations, and services promote a sense of campus culture and social engagement. Programs include Hispanic Heritage celebrations, Black History Month, Asian cultural celebrations, disability awareness, holiday celebrations, Pride Day, and AIDS awareness. [http://www.fgcu.edu/mls/](http://www.fgcu.edu/mls/)

**Parking**

Any motor vehicle on University property must be registered and display a valid University parking decal or permit. All students, faculty, and staff must register their vehicle and obtain permit from Parking Services.

- Parking permit or passes must be displayed from the rearview mirror or on the driver side dash while parked on campus.
- Obtaining a parking permit authorizes you to park on campus, but does not guarantee a parking space, or guarantee a parking space in a desired location.
- Student and faculty/staff permits are issued from Parking Services. Register on Gulfline and print out a permit request form to obtain permit.

**Campus Shuttles**

Shuttles operate 7:00am-10:00pm during the Fall and Spring Terms on days classes are in session.

See the routes and exact location of a shuttle in real-time and download APP on [Double Map](https://www.dblmap.com). DoubleMap allows riders to track the exact location of the campus shuttle buses in real time.

**Transportation Off Campus**

Throughout any off-campus experience, it is the student’s responsibility to provide transportation to and from the facility. University transportation is not available for this purpose. Students are also responsible for their own living accommodations and other expenses during the off-campus portion of the program.

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Appendix A – Competencies for the Physician Assistant Profession

Preamble

In 2006, the National Commission on Certification of Physician Assistants (NCCPA) initiated an effort to define PA competencies in response to similar efforts being conducted within other health care professions and growing demand for accountability and assessment in clinical practice. The following year, representatives from three other national PA organizations, each bringing a unique perspective and valuable insights, joined NCCPA in that effort. Those organizations were the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the body that accredits PA educational programs; the Association of Physician Assistant Programs (APAP), the membership association for PA educators and program directors; and the American Academy of Physician Assistants (AAPA), the only national membership association representing all PAs.

The resultant document, Competencies for the Physician Assistant Profession, is a foundation from which each of those four organizations, other physician assistant organizations, and individual physician assistants themselves can chart a course for advancing the competencies of the PA profession. This documents was updated in 2012 and then approved in its current form by the same four organizations.

Introduction

The document, Competencies for the Physician Assistant Profession, serves as a map for the individual PA, the physician-PA team, and organizations committed to promoting the development and maintenance of professional competencies among physician assistants. While some competencies will be acquired during formal PA education, others will be developed and mastered as physician assistants progress through their careers. The PA profession defines the specific knowledge, skills, attitudes, and educational experiences requisite for physician assistants to acquire and demonstrate these competencies.

The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. Professional competencies for physician assistants include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice.

Patient-centered, physician assistant practice reflects a number of overarching themes. These include an unwavering commitment to patient safety, cultural competence, quality health care, lifelong learning, and professional growth. Furthermore, the profession’s dedication to the physician-physician assistant team benefits patients and the larger community.

Physician Assistant Competencies

The MPAS program has adopted and integrated into its curriculum the National Commission on Certification for Physician Assistants (NCCPA) 2012 revised guidelines defining physician assistant competencies. These competencies encompass the skills, knowledge, education, and attitudes that PAs should acquire through training and subsequent careers.

The following listing and description of competencies is taken in full from the NCCPA “Competencies for the Physician Assistant Profession,” which can be found at https://www.nccpa.net/Uploads/docs/PACOMPetencies.pdf
Medical Knowledge. Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

Interpersonal & Communication Skills. Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective communication skills to elicit and provide information
- adapt communication style and messages to the context of the interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

Patient Care. Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
• develop and implement patient management plans
• counsel and educate patients and their families
• perform medical and surgical procedures essential to their area of practice
• provide health care services and education aimed at disease prevention and health maintenance
• use information technology to support patient care decisions and patient education

**Professionalism.** Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one’s own interests. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

• understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
• professional relationships with physician supervisors and other health care providers
• respect, compassion, and integrity
• accountability to patients, society, and the profession
• commitment to excellence and on-going professional development
• commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
• sensitivity and responsiveness to patients’ culture, age, gender, and abilities
• self-reflection, critical curiosity, and initiative
• healthy behaviors and life balance
• commitment to the education of students and other health care professionals

**Practice-based Learning & Improvement.** Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

• analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
• locate, appraise, and integrate evidence from scientific studies related to their patients’ health
• apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
• utilize information technology to manage information, access medical information, and support their own education
• recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

**Systems-based Practice.** Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of
and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities
- apply the concepts of population health to patient care information resources for the purposes of self- and practice-improvement.
Appendix B – Functions and Task Proficiencies

Physician Assistant Functions and Task Proficiencies

Professional Proficiencies of the PA

1. Obtain and maintain certification by the NCCPA.
2. Practice within the professional and legal boundaries of the role of the physician assistant, as interdependent with the supervising physician and in the context of team-delivered care.
3. Participate in continuing medical education (CME).
4. Be an active member in professional organizations.
5. Participate in community service.
6. Engage in scholarly work, which may include presentations, research and teaching.
7. Maintain a current knowledge of the medical literature and apply principles of evidence-based medicine in clinical practice.
8. Represent and advocate for the role of physician assistants in the health professions and public realm.

Patient Evaluation, History Taking and Physical Examination

1. Conduct a thorough patient history.
2. Conduct a patient history by problems.
3. Conduct patient history by systems.
4. Identify patient needs and triage patients in an emergency department setting.
5. Conduct a thorough screening exam.
6. Assess developmental milestones for well child check.
7. Conduct specialized histories and including sexual, substance abuse and domestic violence.
8. Conduct patient histories from additional sources for uncooperative or compromised patients.
9. Perform a mental status exam.
10. Perform physical examinations to gather data with respect to
   a. Vital signs
   b. Skin
   c. HEENT/Thyroid
   d. Pulmonary system
   e. Cardiovascular system
   f. Abdomen
   g. Female reproductive system
      i. Pelvic
      ii. Breast
   h. Male reproductive system
      i. Rectal/prostate
      ii. Testicles
   i. Musculoskeletal system
      i. General
      ii. Specific anatomical regions
   j. Neurological/Cognitive
   k. Lymphatic system

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11. Perform physical examinations specific to the following patient populations:
   a. Pediatric patients
      i. Newborns
      ii. Infants
      iii. Children
      iv. Adolescents
   b. Geriatric patients
   c. Trauma patients (with life-threatening injuries)
   d. Patients with psychiatric or behavioral health issues

Medical Problem Solving

1. Interpret, synthesize and prioritize data from the history and physical examination.
2. Develop a problem list from patient history and available data.
3. Communicate findings from patient data in concise statements.
4. Utilize data from the history and physical examination, including biological, psychological and social etiologies, to accurately formulate a differential diagnosis.
5. Apply understanding of biological and pathophysiological mechanisms to interpret patient data.
6. Generate a working diagnosis.
7. Acquire and critically evaluate information accessed from databases, medical journals and other reliable sources of current medical information.

Diagnosis

1. Apply knowledge of sensitivity, specificity and positive and negative predictive value to determine appropriate diagnostic tests.
2. Interpret the results of diagnostic tests and procedures.
4. Perform diagnostic procedures.
5. Perform and interpret diagnostic tests.
   a. Glucose finger stick test
   b. Urine dip-stick test
   c. Guaiac test
6. Interpret basic rhythm strip and 12-lead EKG.
7. Interpret diagnostic radiologic results including
   a. X-ray (long bone, skull, chest, abdominal)
   b. CT
   c. Ultrasound Patient Assessment
8. Assess patient in terms of:
   a. Appropriate level of care
   b. Length of hospital stay if admitted

Prognosis

1. Develop outpatient treatment plans.
2. Develop discharge plans.
Patient Management

1. Develop an appropriate management plan incorporating medical assessment, the patient’s expectations and any psychosocial or cultural barriers.
2. Write admission orders.
3. Identify and communicate basic nutritional needs of patients, both in health and illness.
5. Practice universal precautions.
6. Practice aseptic technique.
7. Manage cardiac arrest with ACLS protocol.
8. Perform therapeutic procedures.
9. Assess drugs, dosage, and side effects for a specific patient.

Diagnostic and Therapeutic Procedures

1. Perform Pap smear.
2. Collect cervical culture.
3. Collect blood cultures.
4. Collect laboratory specimens for wounds.
5. Collect laboratory specimen for throat and nasal passage.
6. Perform venipuncture (phlebotomy).
7. Perform intravenous catheterization and solution setup
8. Perform lumbar puncture.
9. Place central venous catheter.
10. Place arterial line.
11. Perform thoracentesis.
13. Perform excision of skin lesion.
15. Perform urethral catheterization.
16. Insert nasogastric tube or oral pharyngeal tube.
17. Apply casts, splints, and stabilization devices.
18. Incise, drain, pack and dress an abscess.
19. Debride wounds and perform dressing changes.
20. Infiltrate local anesthesia.
21. Administer parenteral medications or therapeutic injections.
22. Perform airway management
   a. Basic airway management
   b. Endotracheal intubation
   c. Supraglottic airway
23. Perform electrical therapy
   a. Defibrillation
   b. Cardioversion
   c. Transcutaneous pacing
Communication with Healthcare Professionals

1. Compose organized and concise written or electronic reports including important patient information, status of identified problems, new findings and current state of patient management.
2. Give organized, professional presentations using effective verbal and nonverbal communication.
3. Identify need for and carry out consultations with other health professionals.
4. Understand, assess and appropriately address patients’ expectations about their condition and care.
5. Communicate respectfully with other members of the healthcare team to provide optimal care for patients; recognize and appreciate the roles of practitioners of various professions.

Communication with Patients and Families

1. Communicate effectively with patients and their families about the patient’s condition and elicit their understanding for clarification.
2. Explain a procedure to a patient.
3. Listen to and address the questions and concerns of patients and their families.
4. Obtain proper informed consent from a patient or family member prior to diagnostic or therapeutic procedures.
5. Communicate with the patient and the family about treatment options, advantages versus disadvantages, risks versus benefits and cost.
6. Educate patients and their families about the importance of self-care in the healing and recovery process.
7. Incorporate an understanding of how social determinants of health impact health outcomes into their patient interactions.
8. Help patients develop health literacy; recognize how health literacy impacts patients’ motivation and compliance with treatment plans.
9. Develop strategies for effectively communicating with patients who have communication problems.

Legal, Ethical and Compassionate Care

1. Treat patients with empathy and compassion, recognizing their values and goals.
2. Respect patients’ rights and privacy, applying principles of patient autonomy, justice, beneficence and non-maleficence.
3. Recognize patients’ rights to refuse treatment and to execute advanced directives.
4. Be aware of and abide by legal reporting requirements related to medical practice.
5. Strive to become aware of personal perceptions and biases that may influence treatment of patients.
6. Recognize and develop strategies to solve problems that involve conflicts of values that arise in clinical practice.
7. Be aware and sensitive toward religious practices or values that impact patients’ approach to their medical care.
8. Show sensitivity and provide support in situations that involve death and dying.
9. Develop strategies to work effectively with uncooperative patients.
10. Be aware of alternative healing approaches and the meanings of those approaches to patients.

Health Promotion, Disease Prevention and Patient Education

1. Teach self-examination techniques to patients for cancer screening (e.g., breast, testicles, and skin).
2. Identify health risks for particular patients, families, and communities.
3. Identify persons at risk for genetic conditions and refer them to appropriate professionals when appropriate.
4. Apply disease prevention screening protocols appropriate to age, sex, and patient risk factors.
5. Evaluate immunization records based on the current practice guidelines.
6. Counsel patients on family planning/contraception.
7. Provide health education for communicable disease (e.g. STIs, HBV, HCV, HIV/AIDS, Syphilis, and GC).
8. Provide counseling on modification of lifestyle behaviors that will positively impact health outcomes as they relate to each of the following:
   a. Safe sex practices
   b. Use of tobacco products
   c. Substance abuse/miss use
   d. Suicide/homicide prevention
   e. Weight management
   f. Exercise
   g. Stress management
   h. Dietary counseling
   i. Oral health
Appendix C – Academic Performance, Progression, & Remediation Policy

Academic Performance, Progression, & Remediation Policy

- **Origin Date:** 2/15/17
- **Last Evaluated:** August 2018
- **Minimum Review Frequency:** Annual
- **Responsible Party:** Academic Director
- **Approving Body:** Student Advancement & Professionalism Committee

Background and Purpose
The purpose of this policy is to provide clear expectations on requirements and procedures related to academic performance, student progression, and remediation.

Table of Contents
- Academic Performance Overview
- Requirements for Progression
- Requirements for Graduation
- Remediation
- Adverse Actions
- Deceleration and Leave of Absence
- Dismissal
- Withdrawal
- ARC-PA Associated Standards

Policy Statement

Academic Performance Overview

1. Students are expected to attend classroom lectures, course activities, and laboratory sessions as outlined in the Student Attendance and Participation Policy.
2. Students must earn a grade of 80% (B) or better on each course examination and skills assessment. A grade of < 80% is considered failure of that assessment.
3. The failure of any course examination or skills assessment requires that the student meet with his or her faculty advisor as soon as possible to discuss academic concerns and any other issue(s) that could have contributed to the failure.
4. Students must earn a final course grade of B or better in each didactic and clinical course. A final course grade of < 80% is considered a course failure.
5. Students must maintain a 3.0 cumulative GPA.
6. Failure to comply with any of the above requirements results in remediation and/or adverse action (See Adverse Actions section).

Requirements for Progression

Didactic Phase

1. Students must follow the MPAS curriculum outline. Due to the sequential nature of the didactic curriculum, students must successfully pass all courses with a 80% (B) or better before becoming eligible to take courses in the subsequent semester.
2. At the conclusion of each semester, students must be recommended for progression to the next semester by the Student Advancement and Professionalism Committee (SAPC). The following criteria are used by the SAPC as the basis for promotion:
   a. Achievement of a passing grade of 80% (B) or better in all courses.
   b. Successful completion of course remediation activities (if applicable).
   c. Fulfillment of all requirements for each didactic course as established in course syllabi.
   d. Demonstration of program defined professionalism expectations (see Professional Standards policy).
3. Promotion from the didactic to the clinical phase requires the student’s mastery of essential competencies, academic performance, as well as readiness to assume a professional role.
4. The SAPC makes recommendations on the promotion of each student to the clinical phase based upon academic performance as well as professional growth and development. If a student fails to demonstrate an attitude of professionalism, then the SAPC may recommend the student for remediation, professionalism probation, or dismissal from the program (See Professional Standards Policy).

Clinical Phase

1. Students must complete the 12 required clinical rotation courses as scheduled by the Director of Clinical Education (DCE). Students must pass all clinical rotation courses with a grade of 80% (B) or better.
2. Students must complete the Seminar course and all the components therein, including the Capstone Project and Comprehensive Summative examination with a passing grade of 80% (B) or better.
3. At the conclusion of each semester, students must be recommended for progression to the next semester by the Student Advancement and Professionalism Committee (SAPC). The following criteria are used by the SAPC as the basis for promotion:
   a. Achievement of a passing grade of 80% (B) or better in all clinical courses.
   b. Successful completion of course remediation activities (if applicable).
   c. Fulfillment of all requirements for each clinical rotation course as established in course syllabi.
   d. Demonstration of program defined professionalism expectations (see Professional Standards policy).
4. The SAPC makes a recommendation on the promotion of each student from the clinical phase to graduation based upon academic performance in clinical rotation courses and the comprehensive evaluation of each student. This comprehensive evaluation includes
but is not limited to: student performance on the Comprehensive Summative Examination, Preceptor Evaluations, and Professionalism Evaluations. If the student fails to demonstrate an attitude of professionalism (see Professional Standards policy) or competence in assuming patient care responsibilities, then the SAPC may recommend the student for remediation, deceleration, or dismissal from the program.

Requirements for Graduation

The University and MPAS program reviews all student records prior to graduation. All University and MPAS program requirements must be met and any outstanding financial balances paid prior to awarding of a diploma. The SAPC certifies that students have satisfactorily completed all program requirements and makes the recommendation for graduation. Students who do not graduate are ineligible to take the Physician Assistant National Certifying Examination (PANCE).

To be eligible for graduation, students must meet all of the following:

- Successful completion of all required coursework (didactic and clinical) with a grade of 80% (B) or better in each course and a minimum cumulative GPA of 3.0.
- Successful completion of all components of the MPAS Comprehensive Summative Examination with a passing grade of 80% (B) or better.
- Successful completion of all remediation activities (if applicable) and correction of any academic deficiencies or unsatisfactory performance as noted in an Academic Warning or Academic Probation. A student on Academic Probation is not eligible to graduate until all deficiencies have been corrected.
- Demonstration of achievement of all Program Learning Outcomes.
- Successful completion of the MPAS Capstone project with a passing grade of 80% (B) or better.
- Compliance with MPAS standards and guidelines for professional and ethical conduct (see Professional Standards policy).
- Submission of application for graduation per University guidelines and timeline.
- Compliance with all Florida Gulf Coast University Graduate Student requirements for graduation.

Applying to Graduate

Students must apply for graduation with the University.

1. An application to graduate must be completed electronically on Gulfline. Students should refer to the academic calendar for specific deadline information. **All students eligible to graduate must complete an Application to Graduate regardless of whether they choose to participate in commencement.**
2. The application is used to prepare the graduate’s diploma, initiates the process of verifying degree requirements, and ensures that commencement information is sent to the student.
3. All applicable fees for graduation must be paid at the time of application.
4. Commencement exercise for the program are held in December.
5. For full information, please visit: [http://www.fgcu.edu/graduation/](http://www.fgcu.edu/graduation/).

Upon successful completion of all program and graduation requirements, the University will award the Master of Physician Assistant Studies degree.
Remediation

Exam Remediation

1. Didactic Phase Exam Remediation
   a. Students who receive a grade of less than 80% on a didactic examination are required to complete exam remediation.
   b. Students who receive a grade of 70% to 79% on a didactic exam are required to review the exam with the course director and identify areas of weakness in content knowledge, test taking skills, and/or study approach and develop a remediation plan.
      i. Remediation is focused and based on the student's areas of weakness. Students are given a timeline for completion of remediation.
      ii. Once remediation is successfully completed, the original score will be replaced with the remediated score up to a maximum of 80%.
   c. Students who receive a grade of less than 70% on a didactic exam are required to meet with the course director to review the exam and develop a remediation plan that includes comprehensive reassessment. Students who fail to achieve a 70% on an examination lack the general content knowledge required to demonstrate competency of that subject matter.
      i. Remediation is comprehensive of the subject matter covered for that examination. After a period of study agreed upon by the student and course director, the student will take an exam similar to the original failed assessment.
      ii. Upon successful completion of remediation examination, with a score ≥ 80%, the original score will be replaced with the remediated score of 70%.
   d. Students are allowed a maximum of 2 attempts to remediate an individual exam.
   e. Failure to successfully remediate an examination after 2 attempts results in the following:
      i. The original failed exam score calculated as part of the final course grade
      ii. Referral to the SAPC for review and recommendation that includes at a minimum Academic Probation with further remediation and/or course failure.
      iii. SAPC recommendations are based on the student's overall course performance, number of other failed assessments in that semester, and prior adverse actions (ie-previous Academic Warning and Probations).
      iv. Students who are required to complete further remediation must do so outside of the regular course schedule and must successfully complete remediation prior to progression to the next semester.
      v. Students requiring additional remediation should expect to forfeit the scheduled break time between semesters and remain on campus to complete remediation.

2. Clinical Phase Exam Remediation
   a. Students who receive a grade less than 80% on a clinical end of rotation (EOR) examination are required to meet with the DCE to review the exam and develop a remediation plan that includes comprehensive reassessment. After a period of study agreed upon by the student and DCE, the student will take an exam similar
Skills Assessment Remediation

1. Students who receive a grade lower than 80% or fail to demonstrate competence in any required skill or procedure are required to remediate that skill or procedure.

2. Students who receive a grade of 70% to 79% on a skill or procedure assessment are required to review the assessment with the course director and identify areas of weakness in content knowledge and develop a remediation plan.
   a. Remediation is focused and based on the student’s areas of weakness.
   b. Students are given a timeline for completion of remediation.
   c. Successful completion of remediation is required, but the original earned assessment exam grade will stand.

3. Students who receive a grade of less than 70% on a skill or procedure assessment are required to meet with the course director to review the assessment and develop a remediation plan that includes comprehensive reassessment. Students who fail to achieve a 70% on an examination lack the general content knowledge required to demonstrate competency of that subject matter.
   a. Remediation is comprehensive of the subject matter covered for that examination. After a period of study agreed upon by the student and course director, the student will take an exam similar to the original failed assessment.
   b. Once remediation is successfully completed, the original score will be replaced with the remediated score of 70%.

4. A maximum of 2 attempts at remediation can occur. If a student is still unable to achieve a passing score, then the student will be referred to the SAPC for review and further recommendation that includes academic probation, further remediation, and/or course failure.
Course Remediation

1. Students who receive a final course grade of less than 80% in a didactic course are required to undergo formal course remediation.
   a. Students requiring course remediation will be referred to the SAPC for recommendation of a formal remediation plan.
   b. The plan will be developed in collaboration with the course director and student and carried out with the supervision of the course director and/or faculty with the appropriate content expertise.

2. Course remediation will occur after the regular course schedule. Students must successfully complete remediation prior to progression to the next semester.
   a. Students should expect to forfeit the scheduled break time between semesters and remain on campus to complete course remediation.

3. For remediation to be considered complete, students must demonstrate competence by achieving a grade of 80% or better on a final course comprehensive exam, Objective Standardized Clinical Examination (OSCE), and/or assignments similar to those that were used to evaluate the course.

4. The maximum grade allowed in the course is 80% if remediation is necessary.

5. Student requiring course remediation will be placed on Academic Probation.

6. Students are allowed a maximum of 2 attempts to successfully remediate an individual course.

7. If a student does not successfully complete course remediation, they will receive a course grade of F, and will be dismissed from the program.

8. Students are allowed to remediate up to 2 courses throughout the duration of the program.
   a. Students requiring a third attempt at course remediation will be dismissed from the program.

9. Course remediation is not allowed during the clinical phase.
   a. Failure to obtain a final course grade of > 80% or failure to successfully remediate any rotation assessment results in course failure and referral to the SAPC.
   b. SAPC will evaluate for further review and recommendation that includes, at a minimum, Academic Probation with deceleration and repeat of the rotation, and possible dismissal from the program

Other Areas of Concern

Although a student may have passing grades in all courses, their record shows a pattern of concern. The SAPC may recommend that student be given a written academic warning, placed on a remediation plan, or placed on academic probation.

Student conduct that may indicate a pattern of concern includes:

- Consistent marginal passing scores/grades
- Marginal performance on skills assessments
- Receiving a grade of <80% on any section of the Preceptor Evaluation of Student
- Failure to adhere to professional standards
Corrective Action Contract
When a student is required to complete exam or course remediation, or when a student’s performance is evaluated as deficient and a remediation plan is recommended, the student will be provided with a Corrective Action Contract.

- The contract sets forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance.
- Consequences for non-performance also will be included in the contract.
- If a student fails to fulfill the contract, or while working on the contract some serious impropriety or failing academic performance occurs, the student will be referred to the SAPC for further review and recommendation that may include deceleration and/or dismissal.

Adverse Actions

Academic Warning
An academic warning is a written notification provided to students as a result of unsatisfactory academic performance. Students who receive an academic warning are encouraged to meet with their faculty advisor and develop a plan for improvement. The academic warning is not part of the student’s permanent University transcript.

Academic Warnings occur in, but are not limited to, the following:

- Failure of 2 examinations, to include original and remediated exam attempts, in a single semester.
- Receiving a skills assessment grade of <80% in a course resulting in skills remediation.
- Consistent marginal passing scores/grades.

Students who repeat or fail to correct the deficiency noted in the Academic Warning or continue a pattern of unsatisfactory academic performance will be referred to the SAPC for review and recommendation to include further remediation and/or academic probation.

Academic Probation
Academic Probation is a designation for students who fail to demonstrate satisfactory academic improvement after an academic warning. Students receiving Academic Probation will meet with the SAPC to develop a plan for improvement. Academic Probation is recorded on the student’s permanent University transcript.

Academic Probation occurs in, but is not limited to, the following:

- Receiving a final course grade of <80% requiring course remediation.
- Failure of 3 examinations, to include original and remediated exam attempts, in a single semester Failure to successfully remediate any course examination
- Failure to successfully remediate any skills assessment
- Failure to correct any academic deficiencies identified on a previous Academic Warning.

In order to return to good standing following placement on Academic Probation, students must refrain from further demonstration of any of the above academic deficiencies during the probationary semester and prove competence in the deficiency triggering Academic Probation by successful completion of the improvement plan recommended by the SAPC. Students on
Academic Probation will not be granted promotion from the didactic to the clinical phase or from the clinical phase to graduation until all the conditions of academic probation have been met and all deficiencies identified on the improvement plan have been corrected.

Students who repeat or fail to correct the deficiency that resulted in Academic Probation or continue a pattern of unsatisfactory academic performance will be referred to the SAPC for review and recommendation up to and including dismissal from the program.

Academic Probation is permitted a maximum of two occurrences during enrollment in the program. Exceeding the allowed maximum for Academic Probation results in dismissal from the program.

**Professionalism Probation**
See Professional Standards Policy

**Deceleration**
Deceleration is the loss of a student from the entering cohort, who remains matriculated in the program.

1. The MPAS program does not permit deceleration during the didactic phase of the program.
   a. A student who fails a course(s) during the didactic phase will be dismissed and not subject to program deceleration.
2. A student who fails a clinical rotation will be placed on Academic Probation and, if recommended by the SAPC, may be allowed to decelerate and repeat the rotation.
   a. The student would make up the failed clinical rotation at a time convenient for the program and preceptor(s) as determined by the DCE and Program Director.
   b. Students are responsible for any additional tuition and fees caused by the failure and repeating of a clinical rotation.
   c. Deceleration during the clinical phase of the program will delay student graduation.

**Leave of Absence**
A student must maintain continuous enrollment/matriculation in an approved academic Program of Study or receive written approval for a leave of absence from his/her faculty advisor and the Program Director in order to ensure consideration for readmission to the Program.

1. Under extenuating personal/family circumstances, a student may petition their faculty advisor and Program Director with a leave of absence.
2. A leave of absence is granted for no more than three consecutive semesters.
   a. Students receiving a leave of absence will not be able to graduate with their cohort.
3. If a student cannot resume coursework after three consecutive semesters, the student forfeits his or her place in the program and re-application is necessary.
4. Failure to seek an approved leave of absence will result in dismissal from the program.
5. Students must be in good academic and professional standing to be granted a leave of absence. Students currently failing a course or on Academic Probation are not eligible for a leave of absence.

**Dismissal**
Academic violations that warrant immediate dismissal from the program include, but are not limited to:

- Failure to pass a repeat course
- A third course remediation (including original and repeat course attempts)
- A second need for deceleration
- Failure to correct and/or continue to repeat deficiencies that resulted in previous placement on Academic Probation
- Academic dishonesty

Professional and Ethical violations that warrant immediate dismissal from the program include, but are not limited to:

- Positive drug test
- Alcohol intoxication and/or being under the influence of alcohol or drugs during program-related sessions
- Endangering a patient
- Inappropriate conduct with a patient
- Endangering self or others in the learning environment
- Multiple and/or significant unprofessional behaviors
- Harassment of any type, including sexual harassment
- Sexual violence
- Falsification of records
- Gross conflict of interest
- Any gross violation of the Code of Professional Conduct

In the event of a student offense for which dismissal is warranted, the Program Director will be notified. The Program Director will call a meeting of the SAPC who are tasked with reviewing the case. The SAPC may make a recommendation for the student’s dismissal. Students who are dismissed from the program are eligible to submit a new application if they wish to re-enroll. Within the application, the student may submit evidence that he or she has addressed the situation for which they were dismissed. Students may also appeal the program dismissal (See Student Grievance Policy).

**Withdrawal**

**Withdrawal from Classes**

Students may not withdraw from individual courses without permission from the Program Director. For extenuating circumstances only, alternative plans for course work may be developed.

**Withdrawal from Program/College**

Students withdrawing from the program must submit a withdrawal letter or email to both the Program Director and the Registrar’s Office, as well as complete any additional forms required for withdrawal.

Students who have withdrawn must reapply for admission with a new cohort. If the student is readmitted, the student may be required to meet new degree admission requirements outlined in the current catalog. All outstanding financial obligations must be paid in full before the student is considered for readmission.

**ARC-PA Associated Standards:**
**A1.03e** The sponsoring institution is responsible for: conferring the credential and/or academic degree which documents satisfactory completion of the educational program.

**A3.17** The program must define, publish and make readily available to students upon admission academic performance and progression information to include:

a. any required academic standards  
b. completion deadlines/requirements related to curricular components  
c. requirements for progression in and completion of the program  
e. policies and procedures for withdrawal and dismissal  
f. policies and procedures for remediation and deceleration

**Next Scheduled Review Date:** 4/2019  
**Last Modified:** 8/2018
Appendix D – Admission Policy

Master of Physician Assistant Studies

Admission Policy

- **Origin Date:** August 29, 2016
- **Last Evaluated:** July 11, 2018
- **Minimum Review Frequency:** Annually
- **Responsible Party:** Chair, Admission Committee
- **Approving Body:** Admission Committee

Background and Purpose

The purpose of this policy is to define policies and procedures in regards to publishing and disseminating admission information to prospective students and to clearly define the application, interview, and selection process for Florida Gulf Coast University Master of Physician Assistant Studies (FGCU MPAS) program applicants.

Table of Contents:

- Policy Statement
- Application Process
- In-Progress Prerequisites
- Interview Process
- Selection Process
- Non-refundable Deposit
- Post-Acceptance Requirements
- Late Acceptance
- Admission Deferral
- Conflict of Interest
- ARC-PA Standards Addressed with this Policy
Policy Statement

General Information:

1. FGCU MPAS defines and publishes information regarding admissions on its official website [www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx](www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx)#AdmissionsInformation

2. Information on this site includes details pertaining to the program’s ARC-PA accreditation status, success of the program achieving its goals, first time PANCE rates for the five most recent graduating classes, all required curricular components, academic credit offered by the program, estimates of all costs related to the program, policies and procedures for refunds of tuition and fees, and policies about student employment while enrolled in the program.

   [www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx](www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx)

3. FGCU MPAS does not grant advanced placement under any circumstances. All students who matriculate into the Physician Assistant program must complete all program requirements. This information is published in the admissions and FAQ sections of its official website [www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx](www.fgcu.edu/mariebcollege/healthsciences/physicianassistantstudies-mpas.aspx)

4. The FGCU MPAS adheres to published fair admissions practice and addresses preferential admission, advanced placement, experiential learning, and transfer credit in our policy.

   - Preferential admission: The FGCU MPAS program does not favor any specified individuals or groups for program admission.
   - Academic Standards: All incoming students are required to meet all prerequisite requirements with the posted minimum GPA and within the posted time frame if indicated.
   - GPA calculations will follow the CASPA guidelines which can be found at: [https://portal.caspaonline.org/caspaHelpPages/frequently-asked-questions/processing-your-application/grade-point-average-gpa-calculations/index.html](https://portal.caspaonline.org/caspaHelpPages/frequently-asked-questions/processing-your-application/grade-point-average-gpa-calculations/index.html)
     - CASPA does not recognize individual school’s forgiveness, academic renewal, or grade replacement policies in regards to repeated courses. All grades earned for repeated courses will factor into the CASPA GPA.
     - CASPA’s numeric scale for letter grades may be different than the one used at a home institution. Please note that a grade of “WF” or “Withdrawn Failing” is calculated into the CASPA system as an “F.”
     - CASPA calculates all GPAs in semester hours. If any courses were completed in quarter hours, CASPA converts these to semester hours on GPA charts. The conversion ratio is 1.0 quarter hour = 0.667 semester hours.
     - CASPA breaks down the GPA by college level, not by college. Therefore, if multiple schools were attended with terms labeled as “freshman,” “sophomore, etc, CASPA will combine all of these classes into your freshman or sophomore GPA.
- Advanced Placement: The FGCU MPAS program does not offer advanced placement for students with prior graduate or doctoral level work. All incoming students will take all of the courses outlined in the program.
- Experiential Learning: The FGCU MPAS program does not give credit for prior student experience working in the field.
- Transfer Credit: The FGCU MPAS program does not accept transfer credit from other institutions.
- Technical Standards: Applicants for and students enrolled in Physician Assistant programs must have abilities and skills in the areas of observation, communication, motor, intellectual/critical thinking, interpersonal, and behavioral/social attributes. The MPAS Program has determined technical standards that are essential for successful progression and completion of all aspects of the curriculum, as well as entry into the profession. These technical standards are required for admission and must be maintained throughout the student's enrollment in the program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will be subject to dismissal.

Candidates for and students of the program must have somatic sensation and the functional use of the senses of vision and hearing. Candidates’ and students’ diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste. Additionally, they must have sufficient external sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. They must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Reasonable accommodation for persons with documented disabilities will be considered on an individual basis. Students wishing to request accommodations for disabilities should contact the Office of Adaptive Services, at 239-590-7956 (voice), 239-7975 (fax), 239-243-9453 (video phone) or by email at adaptive@fgcu.edu.

Specific requirements in regards to these technical standards is located on our program website

Application Process

Online Application
Applications will be submitted to CASPA (Central Application Service for Physician Assistants). https://portal.caspaonline.org/caspaHelpPages/about-caspaoverview/index.html

Screening
All CASPA-verified applicants will undergo initial screening to determine if they meet minimum requirements for admission to the program. Minimum requirements are published and made readily available to all prospective applicants on the website and on the CASPA FGCU MPAS home page. This screening is performed by member(s) of the admissions committee and/or
admissions administrative assistant.

Scoring
All qualified applications will proceed through a scoring process as follows:

**Step 1:** Academic Strength Scoring: A scoring point table is included in CASPA and calculates a score based on the Upper Division 60 GPA (UD 60) OR Graduate Degree GPA and the Biology/Chemistry/Physics GPA (B/C/P). Additionally, members of the program faculty and program admissions committee use a predefined rubric to score each component of the GRE. The UD60 OR Graduate Degree GPA and B/C/P GPA's and GRE score make up the academic strength component of the scoring. Academic strength accounts for 45% of the total score.

**Step 2:** Non-Academic Strength Scoring: Members of the program faculty and program admissions committee use a predefined rubric to independently score the non-academic components of the application that include patient care experience, community service, personal narrative, and letters of recommendation. Non-academic strength accounts for 55% of the total score.

**Step 3:** Scoring results from steps 2 are averaged and then added to the score from step 1 to determine a final score. A minimum of 2 scores are generated. If disparity > 10% exists among lowest and highest scores, then an additional scorer will be utilized. Applicants will be invited for interviews based upon their overall standing in the overall scoring.

In-Progress Prerequisites
**Prerequisite coursework:** The FGCU MPAS will allow for completion of the prerequisite courses to be completed by the end of the fall term preceding fall matriculation for the incoming cohort. The GPA reported on the CASPA application will be used to score an applicant and pending prerequisite coursework will not be calculated in the GPA. All prerequisites must be completed with a grade “B” or higher. Official transcripts will be required to confirm completion of the prerequisites prior to matriculation into the program.

Interview Process
Interviews will be conducted by FGCU MPAS faculty, FGCU Faculty, and community health practitioners. Candidates will be assessed using a written essay at the time of the interview on a topic selected by the interview team. Each candidate will also sit for two individual interviews. Each interview session will be conducted by at least one FGCU faculty member. Once an individual interview is complete, each interviewer will use a predefined scoring rubric to assign a score for the interview. The interview scores and admission screening scores will be averaged. Candidates will then be ranked by overall score.

Interviews will be held during the spring term. Once a session of interviews is complete, the admissions committee will meet to review the candidates and will take into account the interview score, interview comments, complete application, and any additional information provided by the admissions committee chair.

Interview candidates will participate in a department and campus tour, will be provided financial aid information, and will participate in a question and answer session with program faculty.
Selection Process
Once a round of interviews is complete, the admissions committee will meet and candidates will be classified into one of two categories based on the interview score and committee review.

1. **Accept:** These candidates will be formally offered a seat in the upcoming MPAS program within 14 days of the committee meeting and will be given 14 days to respond and pay a seat deposit. Candidates will be provided a Statement of Intent Form and a Statement of Understanding Form to fill out and return with the seat deposit.

2. **Wait List:** Candidates not offered admission will be wait listed. Candidates will be ranked on this list depending on the overall admission and interview score and committee review. These candidates will be formally notified of their status by email within 14 days of the committee meeting. Once all admission offers have been sent and responses received, any unfilled seats would then be offered to candidates on the wait list in order of their rank on the list.

*Letters of acceptance are provisional and based upon completion of the Graduate Application, which includes receipt of final transcripts, residency documentation, and GRE score verification. Other items include immunization documentation sent to FGCU Student Health and a seat deposit submitted to the PA Program.

Non-Refundable Deposit
Candidates who accept a seat are required to pay a seat deposit. This deposit must be made within 2 weeks of the offer. The deposit is non-refundable but will be applied toward the cost of tuition for the first semester of the program. Candidates that pay the seat deposit and then rescind their acceptance will not receive a refund.

Post-Acceptance Requirements
All accepted students receive a list of post acceptance requirements, which must be fulfilled no later than August 1 of the matriculation year. Post acceptance requirements may include but are not limited to:

- Immunization documentation submitted to Castle Branch [https://www.castlebranch.com/](https://www.castlebranch.com/)
- Immunization documentation submitted to FGCU Student Health Services to include:
  - Two MMR vaccines or a positive Rubella/Rubeola titers (must submit laboratory results indicating immunity)
  - Hepatitis B series of 3 vaccinations
  - Meningococcal/ MCV4 (booster needed if 1st dose given before age 16) [www.fgcu.edu/studentlife/studenthealth/index.aspx](http://www.fgcu.edu/studentlife/studenthealth/index.aspx)
- Background check - Background check will be completed through Castle Branch. [https://www.castlebranch.com/](https://www.castlebranch.com/)
- Final transcripts of all coursework completed [http://www.fgcu.edu/Graduate/transcripts.html](http://www.fgcu.edu/Graduate/transcripts.html)
- Verification of baccalaureate degree [http://www.fgcu.edu/Graduate/transcripts.html](http://www.fgcu.edu/Graduate/transcripts.html)
- Residency documentation
Late Acceptance
Late acceptance is defined as notification of program acceptance within one month of the first day of orientation. Post-acceptance requirements will be detailed in the candidate’s acceptance letter and supersede the deadlines otherwise stated in this policy.

Admission Deferrals
A student offered admission to the MPAS Program is expected to attend the cohort (class) for which the student was accepted. The program does not guarantee admission beyond the original cohort that is offered. A student who is unable to start in the cohort for which they are accepted will need to notify the Program Director in writing. The student’s request for deferral of admission will be considered on a case by case basis and is not guaranteed. Applicants not granted deferral may reapply for the following year’s class.

Conflict of Interest
Professional integrity of staff and faculty involved in program admission is expected. Staff and faculty will excuse themselves from participating in scoring, interviewing, and admission decision-making for candidates that they have significant relationship outside of the PA program. This may include but is not limited to: family members, friends, professional partners, or acquaintances of individuals known well to both parties.

ARC-PA STANDARDS ADDRESSED BY THESE POLICIES:
A3.14 The program must define, publish and make readily available to enrolled and prospective students general program information to include:
   a) the program’s ARC-PA accreditation status,
   b) the success of the program in achieving its goals,
   c) first time PANCE rates for the five most recent graduating classes,
   d) all required curricular components,
   e) academic credit offered by the program,
   f) estimates of all costs (tuition, fees, etc.) related to the program,
   g) policies and procedures for refunds of tuition and fees,
   h) policies about student employment while enrolled in the program.
A3.15 The program must define, publish and make readily available to prospective students admission related information to include:
   a) admission and enrollment practices that favor specified individuals or groups (if applicable),
   b) admission requirements regarding prior education or work experience,
   c) policies and procedures concerning awarding or granting advanced placement,
   d) any required academic standards for enrollment,
   e) any required technical standards for enrollment.
A3.16 The program must make student admission decisions in accordance with clearly defined and published practices of the institution and program.

Next Scheduled Review Date: 7/2019
Last Modified: 2/18/2019 (2020 cohort)
Appendix E – Attendance and Participation Policy

Master of Physician Assistant Studies

Attendance and Participation Policy

- **Origin Date:** 2/16/17
- **Last Evaluated:** July 2018
- **Responsible Party:** Academic Director
- **Minimum Review Frequency:** Annually
- **Approving Body:** SAPC

**Background and Purpose**
As PA education is a prelude to a professional career as a health care provider, it is expected that students attend all assigned program activities. Consistent attendance, punctuality, and participation reflect a student’s professionalism and are considered program standards. It is recognized that there may be extenuating circumstances that prohibit students from attending a required activity.

Teamwork, collaboration, integration of knowledge, and professionalism are all integrated into PA education and preparation for clinical practice. Attendance during physician assistant training is extremely important given the amount of material covered in a short time. Because attendance and participation is very important to your development as a physician assistant, the program requires that students adhere to the attendance policies outlined below.

**Table of Contents**
- **Didactic Phase Attendance Policy**
  - Absences
  - Timeliness
- **Clinical Phase Attendance Policy**
  - General Overview
  - Absences
- **Participation**
- **Student Observance of Religious Holidays**

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• **Student Attendance, Participation, and Professionalism Evaluation**

• **Inclement Weather**

**Policy Statement**

**Didactic Phase Attendance Policy**

Attendance is expected for all program activities. In the event of an absence, **students must notify the course director prior to the activity that will be missed**. It is recommended that students refrain from making other commitments during the hours of 7:30am-5:00pm, Monday through Friday, unless the time slot in question is unequivocally specified as free time. Note: Unscheduled Program Time is not considered free time.

**Absences**

1. Absences may be excused or unexcused.
   a. Excused absences are approved at the discretion of the Academic Director. Examples of occurrences when an absence may be excused include:
      • Personal illness or injury/accident
      • Illness or injury/accident of an immediate family member
      • Death of an immediate family member
   b. Absences for any other reasons are considered unexcused; this includes but is not limited to: travel plans, weddings, and birthdays. Unexcused absences may impact the student's course grades and/or lead to professional behaviors probation.

2. Students are expected to attend all exams and assessments as scheduled. When a student misses a scheduled course examination or assessment, only students with an excused absence are permitted to make up the work. Students with an unexcused absence are not permitted to make up the work and will receive a grade of (0) zero for that assessment (See Student Assessment Policy).

3. Students are required to notify the academic director or course director of the need for an excused absence PRIOR to the class or clinical experience. This notification can be given by e-mail or voicemail.

4. Class attendance is a program defined professionalism standard (See Student Professionalism Rubric). Students who demonstrate a pattern of absences fail to meet this professionalism standard. These students are required to consult with their program faculty advisor for counseling and may warrant referral to the Student Advancement and Professionalism Committee (SAPC) for further review and action (See Professional Standard Policy).

5. Students retain accountability for reviewing course material and meeting course requirements missed due to an absence. Students are cautioned that excessive absences may lead to unsuccessful completion of course requirements which may result in course failure and/or dismissal from the program.

6. **Mandatory Attendance Days**
   a. Mandatory attendance days are days where you must be in attendance due to the nature of the activity (special lectures, physical examination training, BLS/ ACLS...
Students will be notified of mandatory days by either the weekly calendar or email. Missing a Mandatory attendance day may result in referral to the Student Advancement and Professionalism Committee.

b. Any request to excuse an absence on a mandatory attendance day for any reason other than medical or personal emergencies will be denied.

Timeliness

1. Students must arrive in a timely fashion and be prepared to engage in planned education activities for all scheduled courses and course activities as noted on course syllabi or as informed by course faculty.

2. Timeliness is a core element of professional behavior, and it is expected that students arrive to all educational activities (including clinical education and mentoring activities) sufficiently early so that unpacking computers, books, etc., changing into appropriate dress, and setting up for the learning activity does not interfere with the timely start of that activity.

3. Students who display habitual tardiness will be referred to the Student Advancement and Professionalism Committee.

Clinical Phase Attendance Policy

General Overview

1. Students normally report to rotations on the first Monday of each rotation block and work until noon of the last Thursday of the rotation block unless directed to do otherwise by the PA Program or preceptor.

2. The rotation preceptor controls the student’s schedule, night call, days off, and daily routine. Students are expected to clarify all schedule issues with the preceptor on the first day of rotation.

3. The MPAS Program adheres to the ACGME 80-Hour Resident Work Rule and expects clinical sites to respect the rule, whereas, “Duty hours must be limited to 80 hours per week…inclusive of all in-house call activities...”

4. MPAS students are not to work more than 24 consecutive hours providing patient care. After 24 hours, they may continue to work for up to 6 hours for continuity of care or classroom experiences, but may not assume care for new patients during this time.

5. MPAS students must receive at least 1 day off per week during their rotation.

6. Call schedules are to be followed as the service specifies. On-call experience should fulfill an educational function and not a site staffing need. It should not be excessive. If a problem exists, the PA Program should be notified for clarification.

Absences

1. Absences from clinical rotations will not be tolerated. Any student who has an unexcused absence may be brought before the Student Advancement and Professionalism Committee (SAPC). Any absence that occurs must be explained in writing (via e-mail) to the Director of Clinical Education prior to the absence occurring, unless there is an emergency. In the case of an emergent absence the MPAS Program and the preceptor must be notified immediately. A written explanation (via e-mail) must
be made to the PA Program office within 24 hours of the absence. Failure to comply with this may result in a substantial reduction in the professionalism grade for the rotation.

2. Students who must have time off from a rotation must obtain approval from their preceptor first, and then the Director of Clinical Education. Official approval is obtained by completing an Absence Request Form (available on the Clinical Year website in Canvas), having it signed by your preceptor, and submitting it to the Director of Clinical Education for approval. The Director of Clinical Education and the Program Director reserve the right to determine how many and what types of absences will be approved.

3. Absence from rotation because of acute illness requires students to call in to their preceptor and the Director of Clinical Education. After returning to the clinical site, an Absence Request Form is completed and submitted as outlined above. Prolonged illnesses may result in repeating the rotation. Medical documentation of the illness by the student’s personal physician may be required at the discretion of the Director of Clinical Education.

4. Excessive absence from a clinical rotation may result in the student receiving an “incomplete” grade for the rotation, and thereafter being placed in additional clinical experiences, up to and including a repeat of the entire rotation. This is at the discretion of the Director of Clinical Education, and is considered on a case-by-case basis, as every circumstance is unique. Decisions may be based on several factors including, but not limited to: the previous clinical exposures documented by the student in Typhon, characteristics of the relevant as well as future clinical rotations, and the academic performance of the student. It is possible that excessive absence may result in delayed graduation and/or a referral to the SAPC.

5. Conference leaves of absence - Clinical year students are encouraged to and thus may ask attend a FAPA and/or AAPA conference during their clinical training. The request must be submitted as far in advance as possible, at least 60 days prior to the conference. The Director of Clinical Education will consider each request on an individual basis, taking into consideration the distance to travel, the academic strength of the student, the rotation, and the amount of time the student would miss. A student’s request may be denied if he/she has excessive previous absences, if there are conflicts with scheduled PA Program activities, or if the clinical education outweighs the benefits of attending the conference.

6. End-of-Rotation Callback Day Attendance – Attendance at the monthly end-of-rotation exams and the educational activities is MANDATORY. Students should expect to be on campus from 8am-5pm on Callback Days. The student must plan his or her schedule accordingly. Requests to be excused from these activities will be reviewed on an individual basis by the Director of Clinical Education.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of
religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second part certification of the reason for the absence.

Participation

1. Multiple modalities are utilized by the program to ensure program learning outcomes are being met. To maximize learning, students must actively participate in all learning activities, including required pre-class reading and preparation, class discussions, assignments, problem-based learning, team-based learning, case studies, and laboratory skill sessions. Failure to actively participate in program requirements is considered unprofessional behavior and may result in referral to the Student Advancement and Professionalism Committee.

2. Students are required to participate as a patient model during laboratory sessions and skills assessments. Students are expected to willingly participate in a professional manner. On occasion, it will be requested that students wear appropriate clothing that will easily facilitate physical examination by fellow classmates. For females, this will consist of an appropriate sports bra or tank top and shorts and males will be requested to wear shorts. Students who require accommodation related to this policy should meet with the course director and provide reasonable justification for an alternative approach that allows the student to comply with the intent of the policy to the best of their ability.

3. Students on clinical rotations are required to participate in all activities assigned by their clinical preceptor (e.g. attend lectures, conferences, educational programs, etc.) unless illegal or unethical. If a student feels an assignment is inappropriate, he/she should discuss their concerns with the Director of Clinical Education.

Student Attendance, Participation, and Professionalism Evaluation

To ensure that students meet the intent of this policy and are active participants in the program; students are evaluated utilizing the Class Attendance, Participation, and Professionalism Rubric in each didactic course. Students are provided a copy of this rubric at the beginning of each course. The rubric covers the following course criteria: attendance and tardiness, preparedness, participation, overall class conduct, and general professionalism. The score from this evaluation will make up 10% of the overall didactic course grade as also described in the individual course syllabi.

Inclement Weather

1. The FGCU MPAS Program urges caution to its’ students and instructional faculty in the event of inclement weather. These conditions include but are not limited to lightning, tornadic activity, hurricane, hail, and rising/moving flood waters. In the event such unsafe conditions present themselves, seek appropriate shelter immediately.

2. In the event inclement weather forces the closure of the University, MPAS students are not required to report to clinical rotations until such time as the University officially re-opens. Furthermore, MPAS students and Preceptors should exercise caution and engage in proper preparations for pending severe weather and any clinical education experience time postponed due to preparing for severe weather can be rescheduled following the inclement weather.
ARC-PA Associated Standards

A1.03g “The sponsoring institution is responsible for addressing appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs…”

A3.17a “The program must define, publish and make readily available to students upon admission academic performance and progression information to include any required academic standards

C3.02 “The program must document student demonstration of defined professional behaviors.”

Next Review Date: 7/2019

Modified: None to date
Criminal Background Check and Drug Screen Policy

- **Origin Date:** 3/2/2017
- **Last Evaluated:** 8/15/2017
- **Responsible Party:** Director of Clinical Education
- **Minimum Review Frequency:** Annually
- **Approving Body:** Principal Faculty

Background and Purpose
Florida Gulf Coast University Master of Physician Assistant Studies requires a background check on all of its conditionally admitted applicants in order to enhance the health and safety of patients, students, faculty, and staff in the academic and clinical environments, to adhere to applicable healthcare regulations, and to attest to affiliated clinical facilities a student’s background and eligibility status. The background check will identify incidents in an applicant’s history that might pose a risk to patients or others.

Table of Contents
- Background Check
- Drug Screening

Policy Statement

**Background Check**
1. All Students admitted to the Physician Assistant Program are required to undergo a Level 2 criminal background check consisting of a CastleBranch.com criminal background check and a Level 2 (National- FBI) criminal background check. Background checks are completed at the students’ expense. Students are required to undergo the background review prior to October 1 of the first fall semester.

2. **Rationale:** Health professions students and health professionals often treat patients who are considered to be vulnerable. In order to protect these vulnerable patients, criminal background checks are being required by the University as well as many health care
institutions. It is important for students to realize that a criminal record may prohibit them from sitting for the licensure exam if they have certain misdemeanors and felonies on their records. In addition, if it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program. Students who refuse to submit to a background check or do not pass the background check review may be dismissed from the program. Additionally, certain clinical sites may require additional specific background reviews and/or drug screens prior to the student commencing a clinical education experience.

3. FGCU has an agreement with CastleBranch (www.castlebranch.com) to perform all students’ criminal background checks. This background check will consist of the following components:

- Florida Statewide Criminal Records (FDLE)
- Social Security Verification
- Residency History
- Nationwide Sexual Offender & Predator Registry
- Unlimited Out of State County Criminal Records (Includes Maiden and Alias names)
- Nationwide Healthcare fraud and Abuse Scan
- Medicare &Medicaid Sanctioned, Excluded individuals
- Office of Research Integrity (ORI)
- Office of Regulatory Affairs (ORA)
- State Exclusion List
- FDA debarment Check
- Office of Inspector General (OIG)-List of Excluded Individuals/Entities
- General services Administration (GSA) – Excluded Parties List
- U.S. Patriot Act
- Terrorism Sanction Regulations
- Office of Foreign Asset Control (OFAC)
- List of Specially Designated Nationals (SDN)
- U.S. Treasury
- Department of State Trade Control (DTC) Debarred Parties

4. Rights: Students have the right to review the information reported by CastleBranch for accuracy and completeness and to request that the agency verify that the background information provided is accurate. Prior to making a final determination that will adversely affect the student, Certified Background will provide the student with access to the background check report and inform the students of his/her rights via email. Students are responsible for providing accurate contact information to CastleBranch. Students are responsible for the consequences of CastleBranch being unable to contact the student.
5. The CastleBranch procedure is as follows:
   - Student visits www.castlebranch.com and clicks on “students”
   - Student will enter the package code provided by the program at orientation
   - Student will provide the necessary information (i.e. name, date of birth, etc.) to complete the background check and to set up their profile.
   - Student completes form in provides for payment option.

6. In addition to the background checks done through CastleBranch mentioned above, all students also have to undergo a Level 2 (National- FBI) criminal background check.

7. Students must submit to the required criminal background checks by October 1 of the first fall semester.

8. Failure to undergo the initial criminal background checks by October 1 may result in administrative withdrawal from all courses in the program of study. Withdrawal from the program courses could seriously jeopardize the student’s ability to complete the program requirements and graduate on schedule.

9. Certain findings in a background check could preclude participation in clinical education at certain affiliated clinical sites, and may preclude the acceptance of the individual as a candidate for licensure as a physician assistant in any state. If it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program.

10. The student will be required to meet with the Director of Clinical Education and Program Director and/or Health Science Department Chair to discuss the findings and consequences.

11. In reviewing background check reports, the following factors may be considered:
   - the nature and seriousness of the offense or event,
   - the circumstances surrounding the offense or event,
   - the relationship between the offense or event and the duties to be performed as part of the educational process,
   - the age of the person when the offense or event occurred,
   - whether the offense or event was an isolated or repeated occurrence,
   - the length of time since the offense or event,
   - past employment and history of academic or disciplinary misconduct,
   - evidence of successful rehabilitation, and
   - the accuracy of the information provided by the student.

12. The safety of program faculty, staff, students, and patients and the educational interests of the student are considered. In reviewing background check reports and supplementary materials, advice may be obtained from university council, university police, and other appropriate advisors.
13. If the report contains negative findings and the authorized program individual(s) determine that the student is denied continuance in the program, the student will be notified in writing by the Program Director and/or the Department Chair. Any financial losses incurred due to negative criminal background findings resulting in dismissal from the program and university are the responsibility of the student.

14. If dismissal from the program is warranted, a student may appeal that decision in accordance with the University’s grievance procedure for academic matters found within the Student Guidebook. If the student appeal is granted, the student must be aware that successful completion of the program cannot be guaranteed due to the potential lack of available clinical sites, based on the negative criminal background findings. Furthermore, the negative findings may limit the acceptance of the individual as a candidate for licensure as a physician assistant in any state. It is the responsibility of the student to contact the appropriate state licensing board.

15. Once the initial background check is completed, additional background checks will only be performed when the student self-reports a violation or when the clinical affiliated site requires a more recent or more extensive background check. Further background checks are also at the expense of the student. Each student must report within 7 calendar days to the program director and clinical coordinator any arrests and/or criminal charges or convictions filed subsequent to the completion to the most recent criminal background review.

16. Failure to report arrests and/or criminal charges or convictions in the required time frame or falsification of information in self-reporting, including omission of relevant information may result in immediate dismissal from the program.

Drug Screening

1. Required drug screening prior to matriculation, as well as periodic urine drug screens may be required for all students in the Physician Assistant Program. Admitted students will be required to work with Castlebranch.com for completing the drug screening for the program.

2. No student is to report to class or any University activity, including clinical rotations, while under the influence of illegal drugs or alcohol. Violation of these policies by a student will be reason for evaluation/treatment for drug/alcohol use disorder and/or for disciplinary action up to and including dismissal, and/or referral for prosecution consistent with local, state, and federal law. Refer to the FGCU Student Code of Conduct for University policies.

   http://www2.fgcu.edu/studentguidebook/code-of-conduct.html

3. Students are responsible for reviewing and complying with the individual drug/alcohol policies of the clinical affiliate sites to which they are assigned.

4. The potential to sit for the Physician Assistant National Certifying Exam (PANCE) may be impacted by a criminal record and/or illegal drug use. Many state regulatory boards and government organizations may not grant a license or other document if an applicant has a criminal record. Completion of the MPAS program does not guarantee a student will meet the licensing requirements of any particular state or agency.

Next Review: 3/2019

Last Modified:
Appendix G – Dress Code Policy

Dress Code Policy

- **Origin Date:** August 29, 2016
- **Last Evaluated:** July 2018
- **Minimum Review Frequency:** Annually
- **Responsible Party:** Academic Director
- **Approving Body:** Student Advancement & Professionalism Committee

Background and Purpose

The MPAS Program is committed to training PA students to become professional healthcare providers. Maintaining a professional appearance is essential to this role. As representatives of the medical profession, all MPAS students are expected to convey a professional demeanor in behavior, dress, and appearance. A professional image conveys credibility, trust, respect, and confidence to one’s colleagues and patients. In all educational settings—classroom, laboratory, and clinical environments—students are expected to be clean, well groomed, and appropriately dressed. The purpose of this policy is to outline the acceptable dress standards for the FGCU MPAS Program.

Policy Statement

The dress code applies at all times when the student is on campus and to any situation in which patient-care activities occur or the occurrence of direct patient or health care professional contact can be reasonably assumed. These instances include, but are not limited to, all clinical experiences. In the absence of a stated policy for an individual course or setting, the following dress code applies:

**General Personal Care**

- Good personal hygiene should be maintained.
- Hair should be neat and clean. Hair longer than shoulder length should be secured if close contact with patients is anticipated. Beards and mustaches must be clean and well groomed.
- Perfume or cologne should not be used. Classmates and patients may have allergies.
Fingernails should be clean, neatly trimmed, and short to medium length.
Tattoos should be covered with clothing.
Jewelry is only permitted in pierced ears. Jewelry is not permitted to be worn in pierced noses, lips, tongues, or any other exposed body part.

Dress Code for the nonclinical (i.e., classroom) setting:
- Clean, business-casual clothing
  - For males: Collared shirts (Program-approved FGCU polo shirts are acceptable)* with slacks or trousers. Neckties are not required in the daily classroom setting.
  - For females: Dresses or skirts of the appropriate length; Collared shirts (Program-approved FGCU polo shirts are acceptable)* or blouses with slacks.
- Closed-toe shoes (excluding athletic/tennis shoes) or sandals
- Shirts tucked in
- Undergarments should not be visible (i.e., no sheer/see through clothing; no low cut tops or pants exposing undergarments)
- Belts should be worn when necessary

Dress Code for the laboratory setting:
- Program-approved T-shirts and shorts for Physical Diagnosis Labs*
- Program-approved scrubs for select OSCE’s and Patient Simulation Encounters*
- Closed-toe shoes (athletic/tennis shoes are acceptable in the laboratory setting)

*Students will be provided an ordering form prior to the beginning of courses with Program-approved apparel options for purchase.

Dress Code for Gross Anatomy Lab:
- Closed-toe shoes that cover the entire foot
- Appropriate clothing/scrubs as per the instructor syllabus and guidelines

Inappropriate attire for classroom, laboratory, or clinical settings:
- Hats, caps, bandanas, hoods, or head scarves (except if considered as part of religious or cultural dress)
- Jeans, sweatpants, sweatshirts, pajamas, scrubs (unless otherwise specified), and exercise attire
- Tank, mesh, halter, or tube tops. Low-cut, spaghetti strap, and belly shirts
- Shorts and short skirts
- Open-toe shoes and sandals are not appropriate in the clinical or laboratory setting. Flip flops are not appropriate in any setting.
- Any clothing with inappropriate or vulgar lettering or messages

Students not in compliance with the above dress code will be in violation of program professionalism standards (See Professional Standards Policy).

Next Scheduled Review Date: 7/2019
Last Modified: None to date
Infection Control and Personal Safety Policy

- **Origin Date:** 3/2/2017
- **Last Evaluated:** 8/15/2017
- **Responsible Party:** Director of Clinical Education
- **Minimum Review Frequency:** Annually
- **Approving Body:** Principal Faculty

**Background and Purpose**
The safety of all students, faculty, staff, and patients is of paramount concern. Supervised clinical practice experiences, by virtue of the nature of these experiences, have the real potential of exposing students to communicable diseases and blood-borne pathogens. The purpose of this policy is to define policies and procedures for exposure to bodily fluids, personal safety and security.

**Table of Contents**
- Infection Control
- Potential Exposure to Blood-Borne Pathogens and Communicable Diseases
- Personal Safety and Security

**Policy Statement**
It is the policy of the FGCU MPAS program to follow the guidelines and recommendations established by the Center for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) regarding infection control and the use of Standard Universal Precautions. Before any patient care or clinical skills experiences occur, students will receive training regarding the nature of potential risks and the appropriate Standard Precautions and safety measures needed to minimize risk of potential exposure to blood-borne pathogens and other communicable diseases.

Infection Control Overview
1. When providing patient care, whether actual patients during a supervised clinical practice experience, or simulated on campus, regardless of the real or perceived communicable disease status of the patient, all students should follow Standard Universal Precautions.

2. Wash hands before and after patient contact, according to hospital policy, even if gloves are used. Wear gloves when exposure to blood, body fluids, excretions, or secretions is likely.

3. Use gloves appropriately according to aseptic and/or sterile techniques, and change gloves between patients.

4. Wear gowns/aprons when soiling of clothing with blood or body fluids is likely.

5. Wear masks, face shields, and eye protection when aerosolization of blood or body fluids may occur.


7. Dispose of waste saturated with blood or body fluids in designated red-bag trash containers.

Potential Exposure to Blood-Borne Pathogens and Communicable Diseases

1. A "significant occupational exposure" that might place Health Care Providers at risk for Hepatitis B Virus, Hepatitis C Virus, or HIV infection is defined as: a percutaneous injury (e.g., a needle stick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids that are potentially infectious.

2. Body fluids that are potentially infectious, to which Universal Precautions apply according to the CDC, include but are not limited to the following body fluids:
   a. Blood
   b. Semen
   c. Vaginal secretions
   d. Cerebrospinal fluid
   e. Synovial fluid
   f. Pleural fluid
   g. Peritoneal fluid
   h. Pericardial fluid
   i. Amniotic fluid
   j. Laboratory specimens that contain HIV

3. A significant occupational exposure to bodily fluids is considered an urgent medical concern, which requires immediate attention for proper medical management. Do not delay in seeking medical care.

4. It is the responsibility of the student to report sharp injuries, needle sticks, or other potential exposure to blood-borne pathogens via blood or body fluids immediately to the supervisor at the facility where the accident occurs. If the event occurs off campus during a supervised clinical practice experience, the student must also notify the MPAS Program of an exposure incident within 24 hours of the exposure by completing the Non-Employee Incident Report Form. Time is frequently of the essence in managing blood-borne pathogen exposures. For
example, some treatment regimens must be started within two hours of exposure to be maximally effective. In the event of a potential blood-borne pathogen exposure while on clinical rotations, students should immediately take the following steps:

a. The student should immediately notify his/her precepting clinician.

b. Using gloves remove and dispose of all contaminated personal protective equipment (PPE). Wash the exposed area thoroughly with soap and running water. Use non-abrasive, antibacterial soap, if possible. If blood is splashed in the eye or mucous membrane, flush the affected area with running water for at least 15 minutes.

c. The student should obtain the name of the source patient, medical record number, room number, and diagnosis. This information is necessary to assist the medical provider in determining the potential severity of the exposure, and it must be protected in accordance with HIPAA and institutional rules.

d. The student must notify the MPAS Program in the event of an exposure incident within 24 hours of the exposure.

e. The student must complete the Non-Employee Incident Report Form located at [http://www2.fgcu.edu/EHS/Files/Nonemployeeincidentrpt2014.pdf](http://www2.fgcu.edu/EHS/Files/Nonemployeeincidentrpt2014.pdf).

f. If the exposure occurs during normal business hours, the student should report to Student Health Services (SHS) (Hours 8:00 am to 5:00 pm Mon-Fri) for testing and for counseling. SHS will provide medical intervention at low cost and/or for insurance coverage. Student will be referred to his/her private physician if extended care is needed.

g. If the exposure occurs outside of business hours, the student should report to the nearest Emergency Department. The student should thereafter follow up with SHS.

h. Many clinical facilities during the second year will begin the post exposure procedure(s) with the student. There is no mandatory requirement for them to do so.

i. Any costs incurred by the student in following this plan are the responsibility of the student. It is up to the student to ascertain costs (if any) in advance of accepting such services.

j. All MPAS students are required to obtain and maintain health insurance. The student has exclusive responsibility for his or her own medical bills.

5. In the event that the student contracts a communicable disease which potentially poses a risk to patients or co-workers (e.g., tuberculosis, varicella), steps will be taken to prevent dissemination in accordance with Student Health, Public Health, and/or CDC protocols. Certain communicable diseases may also be reported to county or state health authorities, as required by law.

**Personal Safety and Security**

1. Florida Gulf Coast University Police Department

   a. The Florida Gulf Coast University Police Department provides safety and security for the campus. The UPD mission is to serve and safeguard all students, faculty, staff and visitors on the campus of Florida Gulf Coast University through the
effective and efficient delivery of law enforcement services. Further information and services offered may be found at the website http://www.fgcu.edu/UPD/index.html.

b. University Police Contact Number:
   i. On-Campus Phone Ext. 1900
   ii. Off-Campus Phone (239) 590-1900

c. EMERGENCY (On-Campus Phone) Dial 911

d. EMERGENCY (Off-Campus Phone) MEDICAL/FIRE Dial 911

e. Escort: An escort by UPD staff is available during the evening hours or night-time hours on campus. By calling 590-1900 an officer or Police Service Aide will be sent to your car, housing, or other academic building.

2. Code Blue Poles

   a. These emergency telephones are mounted on 9-foot steel columns, are wheelchair accessible, include instructions in Braille and have a highly visible push button on an illuminated telephone faceplate. A single touch on the push button summons campus officers, allows dispatchers to hear what is going on, pinpoints the exact location of the trouble, and triggers the bright blue police-type strobe light on top of the phone.

   b. Code Blue Poles are located in all parking lots, Student Housing, and in the Academic Core areas. If you experience an emergency, this is a way to call for assistance. When activated, you are immediately connected with the FGCU Police Department dispatcher.

3. Off-campus security

   a. Students at off campus sites will follow standard security procedures of their respective clinical rotation site. Students will be required to complete any clinical site-specific safety or security training requirements in preparation for supervised clinical practice rotations.

   b. Students must be aware of their surroundings at all times. The following are safety tips with which the student should become familiar:

   c. Personal Safety:
      i. Have your cell phone on you, and make sure your battery has an adequate charge, in case you need to call for help.
      ii. Walk with a friend whenever possible.
      iii. When walking at night, stick to well-traveled, well-lit areas.
      iv. If you are being followed, walk to a populated area and call 911.
      v. Walk with your head up being aware of your surroundings, making eye contact.
      vi. Have your car keys ready at all times.
vii. Have your bags packed neatly before you leave the clinic, so that you do not appear disorganized and fumbling to get in your vehicle.

d. Keeping Your Property Safe:
   i. Always lock your vehicle no matter how long you will be gone.
   ii. Make sure all valuables inside the vehicle are either in the trunk or well hidden.
   iii. Do not leave personal property unattended in a public place, even for a short period of time.
   iv. Do not display large sums of money.
   v. Report any suspicious behavior that you may observe.

e. Keeping Your Car Safe:
   i. Always lock your vehicle no matter how long you will be gone.
   ii. Do not play your radio loud before you park somewhere – it attracts attention from everyone (including thieves).
   iii. Keep iPods, iPads, bags, clothing, and other property out of sight, preferably in a glove compartment or the trunk.

f. If You Are Sexually Assaulted:
   i. Get to a safe place as soon as you can.
   ii. Call 911 or go to the closest ER.
   iii. Don’t shower or go to the bathroom if possible – it can destroy evidence.
   iv. It’s not your fault – don’t think that it is.
   v. Don’t worry about prosecution or testifying in court – it is more important to make sure you’re safe.

Associated ARC-PA Standards
1. **A1.03g** “The sponsoring institution is responsible for addressing appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs.”

2. **A3.08** “The program must inform students of written policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk.”

   ANNOTATION: Policies related to infectious and environmental hazards are expected to address methods of prevention; procedures for care and treatment after exposure, including definition of financial responsibility; and the effects of infectious and environmental disease or disability on student learning activities.

**Next Scheduled Review Date:** 3/2018

**Last Modified:**
Appendix I – Professional Standards Policy

Professional Standards Policy

- **Origin Date:** 8/29/2016
- **Last Evaluated:** March 2018
- **Minimum Review Frequency:** Annually
- **Responsible Party:** Academic Director
- **Approving Body:** Student Advancement & Professionalism Committee

**Background and Purpose**

Professionalism is an essential part of the PA profession. The MPAS Program takes professionalism very seriously and is committed to assisting the development of professional attitudes and values of all students enrolled in the program. PA students, like students in any other professional program (e.g. MD, DO, ARNP, CRNA, etc.) are expected to maintain high standards of honesty and personal integrity.

The physician assistant profession is committed to high professional ideals and respect for the public interest. The PA student must hold him or herself to the highest professional standard, as the student is a representative and ambassador for the University and the PA profession.

Further, while students are on clinical rotation, patients and other health professionals will judge their professionalism by and not limited to (1) grooming and dress, (2) communication style, (3) conflict resolution skills, and (4) work ethic (e.g. showing up on time prepared and ready to work, being motivated and seeking out opportunities).

The community of PAs and PA employers in the Southwest Florida is small. Impressions that a student makes on clinical rotation may influence future employment opportunities and professional licensure, as well as the site’s decision to accept FGCU MPAS students. Students should all strive to project a positive image of themselves, the PA profession and FGCU.

The faculty and staff of the MPAS Program are committed to fostering a philosophy of continuous self-assessment and professional development as an integral part of the learning process within professional education. Professional behaviors, attitudes, and abilities are
essential for success as physician assistants. Academic and clinical faculty serve as mentors and role models within the professional education environment.

Academic achievement alone will not assure successful completion of the Program. MPAS students must also demonstrate professionalism, maturity, integrity, and those attitudes and behaviors expected of all health professionals. Students are assessed on their professional behavior throughout the clinical year and the program. The purpose of this policy is to provide clear expectations related to professional behavior during the program.

Table of Contents

- Professionalism Overview
- Professionalism in PA Competencies and Program Learning Outcomes
- Professionalism Standards
- Didactic Phase Evaluation
- Clinical Phase Evaluation
- Professionalism Probation
- Dismissal
- Falsification of Records
- Medical Records and Patient Confidentiality

Policy Statement

Professionalism Overview

Professionalism is an essential part of the PA profession. The MPAS Program is committed to assisting the development of professional attitudes and values of all students enrolled in the program. FGCU supports and will adhere to the AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession. The full AAPA Guidelines may be found at the following address: https://www.aapa.org/workarea/downloadasset.aspx?id=815

The faculty and staff of the MPAS Program are committed to fostering a philosophy of continuous self-assessment and professional development as an integral part of the learning process within professional education. Professional behaviors, attitudes, and abilities are essential for success as physician assistants. Academic and clinical faculty serve as mentors and role models within the professional education environment.

Professional development and conduct will be assessed using student self-evaluation, faculty and preceptor evaluation, and course evaluation each semester. The purpose of this assessment is to facilitate an understanding of professional responsibility and to recognize opportunities for personal and program enrichment, development, and improvement.

Professional conduct is consistently expected of all students in all program-related activities to include their dealings with colleagues, patients, preceptors, faculty, and staff and to exhibit respectful, caring and compassionate attitudes. Students are expected to act as representatives and ambassadors of the MPAS Program and the University.
Professionalism in PA Competencies and Program Learning Outcomes

The MPAS program has adopted and integrated into its curriculum the National Commission on Certification for Physician Assistants (NCCPA) guidelines defining physician assistant competencies. These competencies include professionalism standards that PAs should acquire and demonstrate through training and subsequent careers. The PA competency for professionalism is as follows:

*Professionalism is the expression of positive values and ideals as care is delivered.* Foremost, it involves prioritizing the interests of those being served above one’s own interests. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients’ culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

The FGCU MPAS program has adapted the PA competency for professionalism as appropriate for student learners and integrated it into the MPAS Program Learning Outcomes. Student expectations for professionalism as defined in the Program Learning Outcomes is as follows:

Physician assistant students must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants must be reflective practitioners who place their patients’ needs above their own. Upon completion of the program, graduates will be able to:

- Interact effectively as part of inter-professional teams to address health care needs of patients.
- Describe the role of the PA including professional, ethical, legal, and regulatory standards regarding the PA profession.
- Demonstrate sensitivity to a diverse patient population by identifying the cultural, familial, gender, psychological, economic, environmental, and spiritual factors impacting health care and health care delivery; and responding to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Program Learning Outcomes for Professionalism are covered and assessed in multiple courses throughout the didactic and clinical phase. Additional professionalism expectations are provided and assessed during the didactic and clinical phases as described in the following sections.
Professional Standards

7. Students are expected to abide by the dress code as described in the Dress Code Policy.

8. Students are expected to follow and abide by all University and program policies and procedures.

9. No alcoholic beverages are to be consumed during school or clinical rotation hours or while on call. Furthermore, students must not be under the influence of alcohol while attending any academic function, class, or during clinical rotation hours or on call.

10. The use of illicit drugs is incompatible with the professional role of the physician assistant. Students who use illicit drugs risk dismissal from the PA Program as well as legal consequences.

11. Students are expected to conduct all personal business and social activities outside of classroom hours, assigned hours of clinical rotations and end-of-rotation Callback Days.

12. Friends or family members are prohibited from contacting preceptors or rotation sites on a student’s behalf. Only students or PA Program personnel are permitted to make phone calls or visit rotation sites. Any interference by friends or family members with regard to the student’s scheduling, rotation requests, or rotations in general will be considered the responsibility of the student and may be subject to disciplinary action from the SAPC for unprofessionalism.

Professionalism Evaluation

Didactic Phase

Students are evaluated for demonstration of defined professional behaviors on an ongoing basis throughout the program. During the didactic phase, students are assessed on professionalism standards in every course and holistically at least once per semester based on day-to-day observations and encounters by principal and instructional faculty and program staff.

1. Class Attendance, Participation, and Professionalism. Students are expected to demonstrate program defined professional behavior in all courses and classroom settings. The Class Attendance, Participation, and Professionalism Rubric is utilized in each course and evaluates students in the categories of attendance and timeliness, preparedness and participation, class conduct, and adherence to published program policies including dress code and social media. The Class Attendance, Participation, and Professionalism rubric counts as 10% of the total didactic course grade. Students who demonstrate a pattern of low scores in any category of the rubric will be referred to the Student Advancement and Professionalism Committee (SAPC) for further review and recommendation.

2. General Student Professionalism Evaluation. Students are expected to demonstrate program defined professional behaviors during all program activities and in all interactions with peers, faculty, staff, preceptors and community members, and patients. Students receive a general student professionalism evaluation by faculty at least once per semester utilizing the Student Professionalism Rubric. Students are evaluated in the categories of Altruism, Duty/Responsibility, Interpersonal Skills/Relationships, and Honor/Integrity/Code of Conduct by determining if student behavior in each category
“Exceeds Expectations”, is “Fully Acceptable”, “Needs Improvement”, or is “Unacceptable”. Student Professionalism Evaluations are reviewed with students at least once per semester by their faculty advisor.

Students must receive at least “fully acceptable” marks in each category of the Student Professionalism Evaluation for progression and promotion from the didactic phase to the clinical phase of the program. Students who fail to demonstrate an attitude of professionalism by not achieving at least “fully acceptable” marks in any professionalism category will require professionalism remediation to include the following:

- Students demonstrating behavior that “Needs Improvement” in any professionalism category will be given a Professionalism Warning and provided a remediation/corrective action plan for improvement of identified behavior by their Faculty Advisor.

- Students who fail to improve or demonstrate further behavior that “Needs Improvement” on subsequent Professionalism Evaluations will be referred to the SAPC for review and recommendation to include further remediation with possible deceleration and/or Professionalism Probation.

- Students demonstrating behavior that is “Unacceptable” in any professionalism category will be referred to the SAPC for review and recommendation to include development of a remediation/corrective action plan, Professionalism Probation, and possible dismissal from the program, depending on the severity of the infraction.

Clinical Phase

Students are evaluated for demonstration of defined professional behaviors on an ongoing basis throughout the program. During the clinical phase, students are assessed on professionalism standards during every clinical rotation and holistically at least once per semester based on observations and encounters by principal and instructional faculty and program staff.

1. Preceptor’s End-of-Rotation Evaluation of Student Behavior and Professionalism. Students are expected to demonstrate program defined professional behaviors during clinical rotations as described on the Preceptor’s Evaluation of Student Behavior and Professionalism form. During clinical rotations, preceptors evaluate and grade the student’s performance in professionalism categories as related to clinical practice and patient care.

Students must achieve a grade of 80% in each category to prove competence. Students who fail to demonstrate an attitude of professionalism by not achieving at least an 80% in any professionalism category will require professionalism remediation to include the following:

- Students who score between 70-79% in any category will be given a Professionalism Warning and must meet with the Director of Clinical Education to review the evaluation and develop a remediation/corrective action plan.

- Students who fail to improve or obtain scores of 70-79% in any category on subsequent Preceptor Evaluations of Student Behavior and Professionalism will be referred to the SAPC for review and recommendation to include further remediation with possible deceleration and/or Professionalism Probation.
• Students who obtain a score of less than 70% in any professionalism category will be referred to the SAPC for review and recommendation that may include development of a remediation/corrective action plan, Professionalism Probation, failing the rotation, and possible dismissal from the program, depending on the severity of the infraction.

2. General Student Professionalism Evaluation. During the clinical phase, students will continue to receive a general student professionalism evaluation at least once per semester utilizing the Student Professionalism Rubric as described above.

Professionalism Warnings and Probation
Students may be given a professionalism warning or placed on professionalism probation for failure to demonstrate an attitude of professionalism as described above. Students placed on professionalism probation will be referred to the SAPC and provided a remediation/corrective action plan and a timeline for improvement. Students who successfully complete the corrective action plan and demonstrate improvement in professional behavior in the timeline provided will be removed from professionalism probation. The professionalism probation status will be recorded and maintained in the student’s permanent record. Students who fail to demonstrate improvement and/or continue to demonstrate deficiencies in professional behavior may be dismissed from the program.

Dismissal
Unprofessional behavior will not be tolerated by the MPAS Program. Students may be dismissed from the MPAS program due to professionalism violations as follows:
• Failure to identify and correct a professional behavior leading to Professionalism Probation and submitting evidence to the SAPC of improvement.
• Receiving an “Unacceptable” mark on a subsequent Professionalism Evaluation or a score of less than 80% on a subsequent Preceptor Professionalism Evaluation while on Professionalism Probation.
• Any egregious or harmful act, or severe violation of a professional standard may result in immediate dismissal from the MPAS program, even if it was the student’s first offense. (See Academic Performance and Progression Policy, Dismissal section on Professional violations).

Falsification of Records
FGCU is committed to a policy of honesty in academic activities. Conduct that breaches this policy includes but is not limited to cheating, plagiarism, falsification of university records, falsification of practicum/internship documents, evaluation forms and/or other documentation submitted by the student. Any conduct that breaches this policy shall result in academic and/or disciplinary action which may include dismissal from the program, college, and/or university. According to the FGCU Code of Conduct, cheating is a violation of student academic behavior standards. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

Medical Records and Patient Confidentiality
1. Violation of patient privacy by disclosing the personal health information of other individuals is in violation of Federal Law and will result in the immediate dismissal of the student from the MPAS Program.
2. During training as a MPAS student, the student will have occasion to review patients’
medical records and gather health information. All data gathered about a patient and his/her
medical condition, including all items within a patient’s medical records or verbal
communication from a patient, is privileged information. Students are not to discuss a
patient’s medical record in any manner or situation that would reveal any information about
that patient to any person not involved in the patient’s health care. Students must refrain
from discussing patients in public places, such as cafeterias and elevators, where
conversations may be overheard. Remind those who may be inappropriately discussing
patient information, about patient confidentiality. Review Social Media Policy for further
clarification.

3. If asked to present information about a patient’s condition while on rotation or as part of a
Callback Day activity, all identifying information (name, address, date of birth, and ID
numbers) should be deleted from the records that are copied or presented. A patient may be
identified according to initials or a fictitious name. Never discuss patients in a dehumanizing
or insensitive manner. Although students are required by the MPAS Program to complete
HIPAA training, some practices and most hospitals will require the student to sign a
confidentiality statement or complete additional training.

4. All entries made by students in patients’ records must be signed with the student’s name
followed by PA-S (PA student). The clinical preceptor must countersign all entries/orders
before the end of each day during rotation. No student should ever leave the rotation for the
day without orders or documentation signed off by his or her preceptor. Additionally, no
patient should ever be discharged without a preceptor’s knowledge, approval, and active
participation. Non-compliance with these requirements could result in liability issues for the
student, the site, and the MPAS Program. All signatures should be legible. It is strongly
recommended that in addition to the student’s signature, the name and title be printed under
it.

5. Students will adhere to ethical principles and use practical reasoning when treating patients.
Refer to the Guidelines for Ethical Conduct for the Physician Assistant Profession Policy of
the American Academy of Physician Assistants.

6. No student should medically treat other PA students, friends, family members, or
faculty/staff of the program while enrolled in the FGCU MPAS Program. Likewise, MPAS
faculty will not participate as health care providers for students, except in an emergency.

Associated ARC-PA Standard
ARC-PA standard C3.02 states, “The program must document student demonstration of defined
professional behaviors.”

Modified: July 2017
Reviewed: March 2018
Next Review: April 2019
Appendix J – Recording Policy

Recording Policy

- **Origin Date:** 08/10/2017
- **Last Evaluated:** 08/15/2017
- **Minimum Review Frequency:** Annual
- **Responsible Party:** Program Director
- **Approving Body:** Principal Faculty

Background and Purpose

The Master of Physician Assistant Studies (MPAS) program recognizes the ubiquitousness of student possession of recording devices with video, camera, or voice recording capabilities. In support of each individual’s reasonable expectation of privacy, the copyright and intellectual property laws, the use of these recording devices by students must be in conjunction with expressed consent.

Policy Statement

Students are expressly forbidden to photograph, video, use camera or voice recordings to capture academic exercises, including but not limited to: lectures, simulations, laboratory sessions, clinical practice experiences, and OSCEs. In addition, students are expressly forbidden to video, use camera or voice recordings without the expressed consent of the subject(s) being photographed or recorded. Any student whose use of their recording device violates another’s reasonable expectation of privacy or produces any recorded photographic, video and/or sound media without expressed consent of the recorded party/parties may be found in violation of this policy.

Violations of this policy may lead to disciplinary action that may result in referral to Student Advancement and Professionalism Committee for unprofessionalism.
Appendix K – Student Health Policy

Student Health

- **Origin Date:** 8/15/2017
- **Last Evaluated:** 8/2018
- **Minimum Review Frequency:** Annually
- **Approving Body:** Principal Faculty

Background and Purpose

The purpose of this policy is to describe student and program responsibilities as it relates to student health and the availability of health services for students enrolled in the MPAS program.

Policy Statement

1. Student Health services are available on-campus to all MPAS students. Detailed information regarding student health services can be found at [http://www.fgcu.edu/studenthealth/index.html](http://www.fgcu.edu/studenthealth/index.html). The FGCU Student Health Center is located on campus adjacent to Parking Garage 2, behind the Arts and Music complex.
   a. Routine medical care, physical examinations, immunizations, and referrals for specialty care can be performed on-site.
   b. **Current Hours of Operation:** 8:15AM-4:45PM Monday – Thursday; 9:00AM-4:45PM Friday.
   c. **After Hours Care:** The FGCU student health center offers an after hours medical advice call line at 239-590-7966 and a mental health professional call line through CAPS at 239-745-3277. Students can obtain medical care after hours from one of the local urgent care centers. A list of local centers can be found at [http://www.fgcu.edu/studenthealth/after-hours-care.html](http://www.fgcu.edu/studenthealth/after-hours-care.html).
   d. **Emergencies:** Dial 911 or report to the local hospital emergency room. For more emergency support services see [http://www.fgcu.edu/studenthealth/emergencies.html](http://www.fgcu.edu/studenthealth/emergencies.html).
   e. For a list of local hospitals and clinics, see [http://www.fgcu.edu/studenthealth/hospitals-and-clinics.html](http://www.fgcu.edu/studenthealth/hospitals-and-clinics.html).
2. The program faculty and medical director cannot participate as a health care providers for students enrolled in the program.

3. No student health information, other than immunization verifications, will be maintained in MPAS program student files. Program faculty will not access any student health information other than immunization verifications.

4. All students are responsible for obtaining their own health insurance and provide proof of insurance prior to program matriculation. Students must maintain their personal health insurance throughout the duration of the program. Students will not be allowed to advance in the program without health insurance coverage.

5. Students are responsible for the cost of all health care services they may require while enrolled in the MPAS program, including any health care services required as a result of participation in program activities and supervised clinical practice experiences. This includes, but is not limited to: TB testing, immunizations, and infection/pathogen exposure evaluation and treatment.

6. All students must obtain immunizations in accordance with the Center for Disease Control and Prevention (CDC) recommendations for health-care workers and as listed on the FGCU PA program website under “Post Acceptance Requirements”.
   a. Students must provide evidence of immunizations and/or proof of immunity directly to Student Health Services and to the MPAS program through the CastleBranch system. Verification of immunizations will be maintained in the MPAS student file.
   b. Students will be required to obtain the influenza vaccine and TB testing annually while enrolled in the program.
   c. If TB screening is positive, evaluation (and treatment if indicated) must be completed in accordance with CDC guidelines.
   d. Clinical rotation sites may require additional verifications of immunity. Therefore, students may also be required to repeat testing and/or provide proof of immunity to clinical sites as per their policies.

ARC-PA Associated Standards:

- A1.05 – PA students must be provided student health services equivalent to those services provided other comparable students
- A3.07 – The program must have and implement a policy on immunization based on current CDC recommendations for health care professionals
- A3.09 – Principal faculty, the program director and the medical director must not participate as health care providers for students in the program, except in an emergency situation.
- A3.19 – Student files kept by the program must include documentation: (b) that the student has met institution and program health screening and immunization requirements
- A3.21 – Student health records are confidential and must not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunization and tuberculosis screening results which may be maintained and released with written permission from the student.
  - ANNOTATION: The ARC-PA does not consider needle stick/sharp records, results of drug screening, or criminal background checks, a part of the health record.

Next Review: 8/2019

Last Modified: None to date
Social Media Policy

- **Origin Date:** 10/15/2016
- **Last Evaluated:** 7/12/2017
- **Responsible Party:** Director of Clinical Education
- **Minimum Review Frequency:** Annually
- **Approving Body:** Principal Faculty

**Background and Purpose**
The MPAS Program recognizes that social networking websites and applications, including but not limited to Facebook, Twitter, Instagram, as well as public forums such as the Physician Assistant Forum are an important and timely means of communication. However, students who use these websites and other applications must be aware of the critical importance of privatizing their web sites so that only trustworthy “friends” have access to the content. They must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a letter of reprimand to probation to dismissal from the MPAS Program. The purpose of this policy is to provide clear expectations related to the use of social media during the program.

**Policy Statement**
In compliance with the ARC-PA standards, the following is the Master of Physician Assistant Studies policy for professionalism.

13. The following actions are strictly forbidden and may result in immediate dismissal from the MPAS Program:
   a. Violating patient privacy by disclosing the personal health information of other individuals or accessing information of individuals who are not under the care of the student and preceptor. This is in violation of Federal Law.
i. Removal of an individual’s name does not constitute proper de-
identification of protected health information.

ii. Inclusion of data such as location of clinic or rotation, age, gender, race,
diagnosis, date of evaluation, or type of treatment or the use of a
photograph of any aspect of the patient’s care may still allow the reader to
recognize the identity of a specific individual. The ability of any individual
to reasonably deduce the identity of a patient due to any information
posted by a student will constitute a violation of the patient’s privacy.

b. Reporting private (protected) academic information of another student. Such
information might include, but is not limited to: course or rotation grades,
examination scores, or adverse academic actions.

c. In posting information on social networking sites, the student may not present his
or herself as an official representative or spokesperson for the MPAS Program or
Florida Gulf Coast University.

d. Posting comments that are damaging to FGCU, other students, faculty, staff, and
clinical institutions and employees.

e. Comments that are threatening, harassing, profane, obscene, sexually explicit,
racially derogatory, homophobic or other offensive comments.

f. Any posting that is in violation of any local, state, or federal laws.

g. Representation of the student as another person, real or fictitious, or otherwise
attempt to obscure identity as a means to circumvent the prohibitions listed in this
section.

14. In addition to the absolute prohibitions listed above, the actions listed below are strongly
discouraged. Violations of these guidelines may be considered unprofessional behavior and
may be the basis for disciplinary action:

   a. Utilization of clinical site computers in a manner that interferes with official clinical
commitments of the student or other staff at the clinical site

   b. Delaying completion of assigned clinical responsibilities in order to engage in
non-urgent personal matters or social networking

   c. Posting location of clinical sites

   d. Posting of Confidential or non-public proprietary information including photos or
videos of patients, patient families, students, faculty, staff, and clinical institutions
and employees

   e. Display of vulgar language

   f. Display of language or photographs that imply disrespect for any individual or
group because of age, race, gender, ethnicity, or sexual orientation

   g. Presentation of personal photographs or photographs of others that may
reasonably be interpreted as condoning irresponsible use of alcohol, substance
abuse, or sexual promiscuity

   h. Posting of potentially inflammatory or unflattering material
15. When using these social networking websites/applications, students are strongly encouraged to use a personal e-mail address, rather than his or her @fgcu.edu address, as their primary means of identification. Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

16. Students must refrain from taking photographs at a clinical site and/or posting photographs or information regarding a clinical site or the clinical experience. The posting of such information risks violation of federal law (HIPAA). Further, such information may be taken out of context and may be misinterpreted.

17. Students should be aware that no privatization measure is perfect and that undesignated and unintended persons may still gain access to or view what has been posted onto a social networking site. Photos may be forwarded, screenshots may be shared, and so on. Future employers and even current preceptors often review these network sites when considering potential candidates for employment. They may use information garnered to deny employment or a rotation.

18. Although once-posted information can be removed from the original social networking site, exported information cannot be recovered. This information is then out of the control of the original author (i.e., the student). Any digital exposure can persist beyond its removal from the original website and continue to circulate indefinitely in other venues. Therefore, the student must think carefully before posting any information on a website or application. The student should always be modest, respectful, and professional in his/her actions.

Associated ARC-PA Standard

C3.02 “The program must document student demonstration of defined professional behaviors.”

Next Scheduled Review Date: 12/2017

Last Modified
Appendix M – Student Advising Policy

Master of Physician Assistant Studies

Student Advising Policy

- **Origin Date:** 2/21/2016
- **Last Evaluated:** July 2018
- **Responsible Party:** Academic Director
- **Minimum Review Frequency:** Annually
- **Approving Body:** Principal Faculty

**Background and Purpose**

Academic advising is an integral part of the FGCU learning experience. Advising is a developmental process that reinforces student growth and development through clarification of life, educational and career goals. The following goals for academic advising practices within the College of Health Professions and Social Work (CHPSW) are adopted from the National Academic Advising Association (NACADA) document on advising goals:

- Provide general information regarding University policies, procedures, and campus resources
- Assist students in establishing and completing educational and career goals

The purpose of this policy is to define the academic advising process and to ensure there is a formalized system in place to assist students in reaching their educational and professional goals.

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- [General Information](#)
- [Advisor Responsibilities](#)
- [Advisee Responsibilities](#)
- [ARC-PA Associated Standards](#)
Policy Statement

General Information

Each student admitted to the Physician Assistant (PA) Program is appointed a faculty advisor to serve as the student's advisor. Only MPAS principal faculty and the Program Director serve as faculty advisors. These appointments are for the duration of the student's tenure in the program and are assigned by the Program Director. The purpose of the student advisee/faculty advisor relationship is to foster the student's professional growth and development in the PA Program. Routine advising meetings are conducted at least once each semester to assist with planning, student progress and development needs during the program.

Any request for change in the student advisee/faculty advisor relationship is made through the Program Director. The student or advisor may address a formal written request to the Program Director for consideration. Changes in the student advisee/faculty advisor assignment are highly discouraged and should be carefully considered before request.

Advisor Responsibilities

Upon admission and acceptance into an academic program in the CHPSW, students are assigned a faculty advisor from their academic department. Faculty advisor responsibilities include:

- Interact with openness in communication, confidence and trust
- Assist students in establishing realistic educational and career goals
- Consult with students in program course planning
- Refer students to other campus resources as needs are identified
- Review the University and Program policies and procedures
- Assist students in identifying professional opportunities

Routine advising meetings in the PA Program include, but are not limited to, review of the following:

- Academic Performance: review of current course grades, overall GPA, and areas/topics/courses that may be troublesome for the student.
- Professionalism: review of Student Professionalism Rubric and any student demonstrated professionalism issues.
- Study Skills/Time Management: review of study habits and test-taking problems
- Other personal or professional stressors that may be affecting program performance

It is critical that any student issues or academic problems be identified as early as possible and that referrals be initiated to maximize each advisee's opportunity for success. Referral to other campus resources will be made when a student need is identified. The advisor will not assume the role of a professional provider of needed services for any student. Common campus referral resources include:

- Office of Adaptive Services: Testing and disability accommodations, tutoring, writing resources, and study strategy improvement.
  [http://www2.fgcu.edu/adaptive/Accommodations.html](http://www2.fgcu.edu/adaptive/Accommodations.html)
- Student Health Services: Routine medical care, immunizations, and specialty referrals.
  [http://www2.fgcu.edu/studenthealth/index.html](http://www2.fgcu.edu/studenthealth/index.html)
• **Student Services**: Financial Aid, Registration, Parking Services, ID Cards, University Police, Career Development. [http://studentservices.fgcu.edu/index.asp](http://studentservices.fgcu.edu/index.asp)

• **Office of Institutional Equity and Compliance**: Title IX, discrimination, and sexual harassment complaints. [http://www2.fgcu.edu/equity/TitleIX.html](http://www2.fgcu.edu/equity/TitleIX.html)

All student advising sessions are documented utilizing the Student Advising Form and/or PA Advising Comments Sheet and maintained in the individual student’s program file.

**Advisee Responsibilities**

An important factor for successful progression is for students to seek advisement within their academic department. Advisee responsibilities include:

- Initiate advisement process by contacting your faculty advisor to schedule an appointment when required or when in need of assistance. If you cannot attend the scheduled meeting, as a courtesy, notify your advisor in advance.
- Prepare for the advising session and bring all necessary materials to the meeting
- Familiarize yourself with and understand the requirements of the program
- Become knowledgeable and understand University policies and procedures
- Understand and know your abilities, interests, and values as they relate to your educational and career goals
- Be flexible in accommodating time for advisement
- Adhere to policies and procedures within the College and the academic program standards
- Follow through on the recommendations made by your faculty advisor during your advising session
- Students must meet with their program faculty advisor at least once per semester; however, students should meet with their faculty advisor as needed when any issues or problems arise that could affect program performance.
- Students who do not meet with their program advisors each semester are responsible for any missed information and guidance and may be subject to professionalism action. The program faculty advisor monitors the student’s progress toward degree completion including overseeing the student’s progress in his/her Program of Study, and supports the student’s efforts toward completion of all graduation requirements. Students are ultimately responsible for meeting these graduation requirements.

**ARC-PA Associated Standards**

**A1.05** The sponsoring institution must provide academic ... services to PA students that are equivalent to those services provided other comparable students of the institution.

**A2.05e** Principal faculty and the program director must actively participate in the processes of academic counseling of students

**A3.10** The program must have written policies that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

**Next Scheduled Review Date**: 7/2019

**Last Modified**: None to date
Appendix N – Student Assessment & Grading Policy

Master of Physician Assistant Studies

Student Assessment & Grading Policy

• **Origin Date:** 2/15/17
• **Last Evaluated:** 7/2018
• **Responsible Party:** Academic Director
• **Minimum Review Frequency:** Annual
• **Approving Body:** Program Curriculum Committee

Background and Purpose:
Assessment of student performance in the MPAS Program is frequent and ongoing, employing multiple and varied methods of assessment. Employing multiple methods of assessment allows students to demonstrate knowledge and competency of course and program outcomes in a variety of ways. The purpose of this policy is to define the student assessment and grade determination process.

Table of Contents:
• **Assessments Overview**
• **Grading Scale**
• **Examination Day Procedure**
• **Missed Assessments**
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  o **Summative Evaluation**
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• **Adaptive Services and Testing Accommodations**
• **Grades**
  o **Final Grade Reports**
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  o **Grade Appeals**
• **Academic Honesty and Integrity**
Assessments Overview

The MPAS grading philosophy is consistent with and builds upon the Program’s mission, goals, and student learning outcomes. Student assessments and requirements for each didactic and clinical course are contained within the course syllabi. Descriptions of assessments and the weight percentage that each assessment counts toward final course grades will vary among courses and be detailed in the individual course syllabi.

Assessments are utilized to measure competency in course and program outcomes. Multiple methods of assessment are utilized throughout the program to include written examinations, skills assessments and OSCE’s, Team-Based and Problem-Based Learning Activities (TBL/PBLs), and quizzes. Assessment items are linked to instructional course objectives as described in the course syllabi. Questions regarding student assessments and requirements for individual courses should be addressed with the course director.

Grading Scale

The following grading scale is utilized by the MPAS program unless otherwise specified in the course syllabus:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = Below 70%

For written examinations, skills assessments, and comprehensive summative examination components, a grade of B (80%) or better is required to demonstrate competency and successful completion of that assessment. The inability to achieve a grade of B (80%) or better is considered failure of that assessment and results in remediation (See Academic Performance, Progression, and Remediation Policy).

Examination Day Procedures

1. Most written examinations are administered online via Canvas or ExamMaster. These examinations are proctored and given in the classroom. Students are expected to arrive at least 10 minutes prior to the scheduled start time of an examination to set up computers. Exams will begin on time.

2. Students are not permitted to have any personal belongings (including cell phones, book bags, handbags, books, papers, jackets, food, etc.) on or around their desks during written examinations. All personal items must be placed in the designated space away from all desks in the classroom. **Cell phones must be turned off and put away for the duration of the examination.**
3. At the beginning of the exam, students will be provided with one sheet of blank paper and a pencil that may be used during the exam. This paper must be turned in before leaving the classroom.

4. To maintain exam validity and academic integrity, students may not make inquiry about exam items or content during the administration of the examination or assessment.

5. If problems related to exam administration are encountered, students should raise their hand and notify the examination proctor.

6. Students arriving after an examination has begun will be allowed to take the examination as long as no other student has completed the examination and left the room. No additional time beyond the scheduled conclusion of the examination will be allowed.

7. If a student arrives for an examination after another student has completed the examination and left the room, he/she will not be allowed to take the examination and will receive a score of zero (0).

8. Students who must take an unscheduled break during an examination should raise their hand to signal the exam proctor. Students may be granted permission by the proctor to leave the room for a break in the following circumstances:
   a. The student has an appropriate, urgent need for the break
   b. No other students are out of the testing room on a break
   c. No other students have finished the examination and left the testing room

9. Students who are granted a break are not allowed to access any of their personal items. Students requiring special considerations and anticipate the need for a break during an examination due to illness or a family emergency should notify and make arrangements with the proctor before the examination.

10. Students granted a break during an examination will not be given additional testing time. The examination timer is not paused; the break time counts toward the total allotted examination time.

**Missed Assessments**

1. Written examination and skills assessment days are Mandatory Attendance Days.

2. In order to be eligible to make-up a missed written examination or skills assessment, the absence must be excused, as determined by the course director (see Student Participation and Attendance Policy). Unexcused absence from an examination or skills assessment results in a grade of zero (0) for that assessment.

3. If the absence is determined by the course director to be excused, students must be prepared to take the exam on the day they return to classes, but will take the make-up exam when scheduled by the course director.

4. Missed quizzes, lab assignments, and/or TBL activities due to an excused absence may not be made up, however additional assignments may be given at the discretion of the course director. Missed quizzes, lab assignments, and/or TBL activities due to an excused absence will not be calculated as part of the final course grade.
5. Students who miss a quiz, lab assignment, and/or TBL activity due to an unexcused absence will not be permitted to make up the work and will receive a grade of zero (0) for that assessment.

Other Assessments

Summative Evaluation
Within the final four months of the program, students are assessed on learning outcomes for the entire MPAS Program utilizing a comprehensive summative evaluation. This evaluation includes a cumulative written examination and OSCE. The OSCE’s evaluate the following: history taking, patient communication, physical examination techniques, recognition and interpretation of diagnostic and laboratory studies, and professionalism.

Students must obtain a minimum score of 80% on both the written examination and OSCE components to successfully pass the summative evaluation. Students who are unable to meet this requirement will be given a maximum of 2 attempts to retake a Summative Evaluation similar to the original assessments. If the student is still unable to achieve a passing score, then the student will be referred to the Student Advancement and Professionalism Committee for review and further recommendation to include deceleration and/or dismissal from the program. Students are not eligible to graduate from the MPAS program without successful completion of the Summative Evaluation.

Capstone Project
Each student will complete an independent research project as part of the capstone project. The student will select the topic, develop the research question(s), carry out the methods, draw conclusions and present his or her findings. Each student will be assigned an advisor who will assist the student on the progression of the project. Opportunities to develop the capstone project will be incorporated into the Evidence Based Medicine and Seminar courses. Students will present their projects during the PAS 6935 Seminar course at the end of the clinical year. Successful presentation and a passing score on the project is required to graduate from the Physician Assistant program.

Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT)
As a tool for student and program self-assessment, each student is required to take the PACKRAT prior to and near the end of the didactic and clinical phase of the program. The PACKRAT will not be assessed for a grade, but will provide the student with feedback on areas of weakness prior to taking the PANCE. Students with weaknesses as identified by the PACKRAT may be required to work with their advisors on study plans and demonstrate improvement in their areas of weakness. The goal of the PACKRAT assessment is to prepare each student for success on the PANCE and preparation for clinical practice. The PACKRAT shall not be used as part of the program comprehensive examination.

Clinical Phase Assessments
See the Program Expectations for Supervised Clinical Practice Experiences (SCPE) Policy for descriptions of all clinical phase assessments and requirements.
Adaptive Services and Testing Accommodations

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the University's guiding principles, will provide academic and testing accommodation to students with documented disabilities. If you need to request accommodation in any class due to a disability, or you suspect that your academic performance is affected by a disability, contact the Office of Multi Access Services. The Office of Adaptive Services is located in Howard Hall, room 137. The phone number is 239-590-7956 or TTY 239-590-7930.

Students can seek support through the University Office of Adaptive Services that offers multiple services including the Adaptive Learning Lab and Test Taking Center. Additional information can be found on the Adaptive Services website at http://studentservices.fgcu.edu/Adaptive/index.html.

Grades

Final Grade Reports

Grades are available via Gulfline at http://gulfline.fgcu.edu. The University does not mail final grade reports. Students needing written verification of grades should submit a request for an unofficial or official transcript to the Office of the Registrar.

Grade Forgiveness

Graduate courses are not subject to grade forgiveness.

Grade of Incomplete

A student who completes most (75% or more) of the work in a course at a passing level, but is unable to complete the work on time due to extenuating circumstances, may speak with the course director to determine if receiving an incomplete “I” mark is warranted. When a course director grants an incomplete, one semester or summer session is allowed to complete the coursework, unless the course director sets an earlier deadline. If unusual circumstances indicate the need, the course director may grant additional time to complete the course.

A grade of “I” is not computed in a student’s GPA.

An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of “F” in the course.

To initiate consideration for a grade of “I”, a student must contact the instructor before grades are reported. The decision to allow an “I” is solely at the instructor’s discretion. Should a professor decide to assign the grade, both the student and the professor must complete an Incomplete Grade Agreement form. A copy of this form must be on file in the Office of Registration and Records and should be submitted by the instructor with the final grade roster.

Student Grade Appeal

A student may appeal a grade in a course to address one of the following alleged conditions:

- Academic action including grading by the instructor that deviated from the established and announced grading policy;
- Errors in grading procedures;
• Lowering of grades for non-academic reasons
Note that the professional judgment exercised by the instructor in assigning a grade or in conducting a class is excluded from the provisions of the Grade Appeal process except as noted above.

Before beginning the grade appeal process, the student must first meet with the instructor of the course to discuss the assigned grade and make every effort to resolve the problem at the informal level. If dissatisfied with the instructor’s decision, or if the instructor is not available, the student may continue to pursue an informal resolution with the Chair or Director of the department in which the course is housed.

If not satisfied with the resolution of the complaint proposed by the Chair or Director, the student may proceed within ten (10) school days of receipt of the Chair’s or Director’s decision to file a written appeal with the Office of the Dean of the College of Health Professions & Social Work.

The Student Grade Appeal Policy is published in the FGCU Student Guidebook provided online by Judicial Affairs. Student should read the policy before beginning the grade appeal process. Failure to follow the correct procedures may result in a delay of the resolution of a grade appeal. The process for Student Grade Appeals can be found at http://studentservices.fgcu.edu/StudentConduct/appeals.html

Academic Honesty and Integrity

Academic Behavior Standards
FGCU is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy shall result in academic and/or disciplinary action. Academic action affects student assignments, examinations, or grades. Disciplinary action affects student enrollment status. Academic dishonesty will not be tolerated in the Physician Assistant Program and consequences for any offense is up to and including dismissal from the program (See Academic Performance and Progression Policy).

Definition of Academic Misconduct
Academic Misconduct is defined as the following intentional acts or omissions committed by any student:

• **Cheating.** The unauthorized use of books, notes, aids, electronic sources or any other media; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

• **Plagiarism.** The deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions, or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

• **Misrepresentation.** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to
misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

- **Misuse of Computer Services.** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s).
- **Bribery.** The offering of money or any item or service to a member of the faculty, staff, administration, or any other person in order to commit academic misconduct.
- **Conspiracy and Collusion.** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.
- **Falsification of Records.** The tampering with, or altering in any way any academic record used or maintained by the university.
- **Academic Dishonesty.** Any act or omission not specifically mentioned above that is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Violations of student academic behavior standards include:

- Cheating whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects. The unauthorized possession or use of examination or course-related material shall also constitute cheating.
- Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. Any student failing to properly credit ideas or materials taken from another has plagiarized.
- Submitting work that has been purchased or borrows generously from work submitted in a previous or concurrent class, except where expressly permitted by the instructor; or
- Communication to another through written, visual, electronic, or oral means.
- Selling notes, handouts, or other materials without authorization or using them for any commercial purpose without the express written permission of the University and the instructor.
- Knowingly helping another student violate academic behavior standards.
  
  **NOTE:** A student who has assisted another in any of the afore-mentioned breach of standards shall be considered equally culpable.

**Procedures Addressing Academic Dishonesty**

When a violation of student academic behavior becomes known, faculty will meet with the student to discuss the allegation of academic dishonesty. The violation will be referred to the Student Advancement and Professionalism Committee (SAPC) for review and recommendation to include disciplinary action. Disciplinary recommendation may include failure of an assignment or assessment, course failure, and/or program dismissal depending on the violation committed. Students suspected of academic dishonesty will also be reported to the FGCU Office of Student Conduct for further review in accordance with University Policy. See Office of Student Conduct Flowchart for evaluation of Academic Dishonesty at:

http://studentservices.fgcu.edu/StudentConduct/files/Academic_Dishonesty_Flow_Chart(1).pdf

See Regulation: FGCU-PR4.002: Student Code of Conduct and Student Conduct Review Process at:
ARC-PA Associated Standards

- **A1.05** The sponsoring institution must provide academic and student health services to PA students that are equivalent to those services provided other comparable students of the institution.

- **A3.17** The program must define, publish and make readily available to students upon admission academic performance and progression information to include:
  
a) any required academic standards  
b) completion deadlines/requirements related to curricular components  
c) requirements for progression in and completion of the program

- **C3.01** The program must conduct frequent, objective and documented evaluations of students related to learning outcomes for both didactic and supervised clinical education components.

- **C3.04** 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 is prepared to enter clinical practice.

**Next Scheduled Review Date:** 7/2019

**Last Modified:** None to date
Appendix O – Student Employment Policy

Student Employment Policy

- **Origin Date:** 2/28/2017
- **Last Evaluated:** 7/2018
- **Responsible Party:** Program Director
- **Minimum Review Frequency:** Annual
- **Approving Body:** Principle Faculty

**Background and Purpose**

The MPAS Program acknowledges that living expenses and costs associated with graduate school are considerable. However, the Physician Assistant Program is a rigorous program of full-time study. Although we try to take advantage of self-directed learning and distributive learning technology, your time commitment to class, laboratory, discussion, clinical demonstration, and clinical internships are significant. Additionally, because of the academic rigor of a physician assistant program, your time commitment to out-of-class study time is also significant. Expectations, assignments, and due dates are not changed for students who are employed.

The purpose of this policy is to provide clear expectations regarding student employment while enrolled in the MPAS program.

**Policy Statement**

- The MPAS program *strongly advises against and discourages* students from obtaining any type of employment while enrolled in the program.
  - Employment related activities are not allowable excused absences.
  - Expectations, assessments, assignments, and due dates are not changed for students who are employed.
- Students enrolled in the MPAS program may not work for the program.
• Students are not allowed to substitute for or function as instructional faculty in any component of the curriculum.
• Students with specific prior knowledge, experience and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills
• MPAS students are not required to work on behalf of the program in any clerical, administrative, or instructional capacity.
  • While students may be asked to volunteer for a particular task or activity, students are not obligated to do so. Students who choose to volunteer do not receive remuneration for the task completed.
• During the clinical year of the program, MPAS students rotate at various clinical sites. While rotating, students are not allowed to substitute for or function as clinical or administrative staff. Any student asked to function as clinical or administrative staff at a clinical site during a rotation should notify the program immediately. Any student found acting as an employee at a clinical site and performing administrative or clinical activities that are the responsibility of the preceptor will be subject to disciplinary action up to dismissal from the program.

**ARC-PA Associated Standards:**

- **A3.04** PA students must not be required to work for the program.
- **A3.05** Students must not substitute for or function as instructional faculty.
- **A3.06** Students must not substitute for clinical or administrative staff during supervised clinical practice experiences.
- **A3.14h** The program must define, publish and make readily available to enrolled and prospective students general program information to include: policies about student employment while enrolled in the program.

**Next Scheduled Review Date:** 8/2019

**Last Modified:** None to date
Appendix P – Student Grievance & Harassment Policy

Master of Physician Assistant Studies

Student Grievance & Harassment Policy

- **Origin Date:** 2/15/17
- **Last Evaluated:** 2/15/17
- **Minimum Review Frequency:** Annual
- **Responsible Party:** Academic Director
- **Approving Body:** Student Advancement & Professionalism Committee

**Background and Purpose:**

The purpose of this policy is to provide information regarding the process in which student grievances are assessed so that student issues can be promptly recognized and fairly resolved.

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- **Student Grievance Procedure**
  - General Overview
  - Exclusions
  - Definitions
  - Informal Resolution of Student Grievances
  - Formal Resolution of Grievances
- **Program Dismissal Appeals Process**
- **Discrimination and Harassment**
  - General Overview
  - Discrimination/Title IX
  - Mistreatment or Allegation of Harassment by Faculty or Preceptors
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Policy Statement
Student Grievance Procedure

General Overview
The FGCU MPAS Program adheres to the University's Student Grievance Procedure. Students shall be given adequate opportunity to bring complaints to the attention of and University with the assurance that the proper University officials will promptly investigate the facts of the case and evaluate these facts in an objective manner.

a. Student problems should be resolved within the Program, whenever possible, before the filing of a formal written grievance and open communication is encouraged so that resorting to a formal grievance procedure may not be necessary. Informal resolution of grievances may be continued throughout the process.

b. Time limits contained in this rule may be extended by mutual agreement of the parties. Upon failure by the University or its representatives to provide a decision within the time limits provided in this rule or any extension thereof, the grievant may appeal to the next appropriate step. Upon failure of the grievant or counsel to file an appeal, or take prescribed action, within the time limits provided in this rule, the grievance shall be deemed to have been resolved at the prior step.

Exclusions
Grievances pertaining to the following matters shall not be processed under this rule:

- Disciplinary actions taken under FGCU Student Code of Conduct
- Traffic and Parking Violations
- The professional judgment exercised by an instructor in assigning a grade (See Student Assessment and Grading Policy for grade appeals)
- Professional judgment of licensed practitioners in the health related professions.

Definitions
- “Day” means a calendar day, unless expressly stated otherwise. If a time limit expires on a non-business day, the limit shall be extended to 5 p.m. of the next business day.
- “Grievance” means a dispute or request for redress of the interpretation or application of any law, University rule or policy that adversely impacts the Grievant's substantial interest.
- “Grievant” means any enrolled or admitted student who presents a grievance under this rule.
- “Respondent” means the FGCU faculty or staff member who is alleged to have caused the grievance by identifiable acts of omission or commission.
- “Party” means either the grievant or the respondent.
- “Counsel” means an attorney or lay advisor.
- “Resolution” means an action by or on the behalf of the University that is satisfactory to the student.

Informal Resolution of Student Grievances
- It is the University policy to encourage the informal resolution of grievances directly between the student and the respondent. If this cannot be accomplished, the student is encouraged to continue informal resolution presenting the problem through appropriate administrative channels up to, but not including, the Office of the Vice President in whose area the respondent is employed.
• Upon request, the University Ombudsperson will inform the student as to the administrative channels to be followed in an attempt to secure informal resolution.

Formal Resolution of Grievances
• If informal resolution attempts do not succeed, the student may present the grievance in writing. The grievance shall contain a statement of the facts and circumstances giving rise to the grievance that identifies relevant dates and witnesses, specifies the law, rule or policy alleged to have been violated and describes how the grievant’s substantial interests are adversely impacted. This written grievance shall be mailed or delivered to the University Ombudsperson no later than thirty (30) days following the date on which the alleged act or omission causing the grievance occurred; or not later than thirty (30) days from the date the student acquired knowledge, or could be reasonably expected to have acquired knowledge, of the alleged act or omission unless the time limit has been extended by mutual agreement.
• Upon receipt of a formal student grievance, the University Ombudsperson will review the grievance to determine whether or not action under this rule is appropriate or is excluded under the provisions of subsection (2) above. If action under this rule is appropriate, the University Ombudsperson will notify the student of receipt of the grievance and of the name of the respondent's Vice President who will handle the procedures outlined herein; simultaneously the Ombudsperson will notify the respondent and deliver the written grievance to the Vice President in whose area the respondent is employed. The Ombudsperson will inform the student that proceedings under this rule are not appropriate if such is the case. Regardless of the disposition, such notice will be mailed to the student within fifteen (15) days after the Ombudsperson’s receipt of the written grievance.
• Within 15 days of receipt of notification of the grievance, the respondent (or in case of absence of the respondent's supervisor) shall prepare a written response to the allegation(s) made by the student and shall furnish copies of this response to the grievant, and to the appropriate Vice President.
• Upon receipt of the grievance and the respondent's reply thereto, the Ombudsperson shall review the matter and conduct an inquiry, if necessary. The Ombudsperson shall forward a recommendation to the Vice President after review of the grievance, the Ombudsperson's recommendation, associated documents and any discussions necessary to determine the facts, the Vice President or designee shall render a decision within thirty (30) days. This decision shall be forwarded in writing to the grievant and the respondent. The decision of the Vice President is final.

Program Dismissal Appeals Process
The student appeals, in writing, to the Program Director for reconsideration of program dismissal by a deadline date specified in the student's dismissal letter. The student is given a deadline date of twenty-one days from the date of the dismissal letter to appeal the decision. Failure to follow this timeline forfeits the student’s right to appeal.

The student is required to include the following items in the appeal request:
• Reason(s) for the appeal
• Justification for reconsideration
• Supporting documentation
Upon receipt of the appeal, the following steps are taken:

- The student's transcript, portfolio, and appeal materials are reviewed by the Program Director within twenty-one days of receipt of the appeal.
- The Program Director provides a recommendation to the Health Science Department Chair. The Department Chair reviews the recommendation and makes a decision on the appeal within one week.
- The Department Chair sends a certified, restricted-delivery letter within three working days informing the student of the decision.

If the student is not satisfied with the outcome of the review by the Department Chair, the student may continue to appeal the decision to the University. Students are referred to the following university policy for information regarding the right to grieve decisions related to access to courses and credit granted toward degree through the Student Ombudsman.

Policy 1.010 – Student Course and Credits Grievance Policy
http://www2.fgcu.edu/generalcounsel/files/policies/31872_2.pdf

Policy 4.002 – Student Code of Conduct and Student Conduct Review Process
https://www2.fgcu.edu/generalcounsel/files/regulations/FGCU_4002_StudentCode_04112017.pdf

Discrimination and Harassment
General Overview
The MPAS Program adheres to the University’s Non-Discrimination and Anti-Harassment Policies.

Regulation: FGCU-PR1.006 Non-Discrimination, Anti-Harassment and Sexual Misconduct
https://www2.fgcu.edu/generalcounsel/files/policies/Policy1_006_NonDiscAntiHaraSexualMisc_12192016_ada.pdf

Discrimination/Title IX
Florida Gulf Coast University does not discriminate in its admissions, educational programs, employment, or activities throughout all divisions, departments, and units of the University. Moreover, the University will not tolerate retaliation based on discrimination of any kind; neither will the University tolerate retaliation related to a claim of sexual harassment, which includes sexual assault and sexual violence. Such claims may be addressed under Title IX of the Education Amendments of 1972.

Inquiries concerning compliance with Title IX and applicable laws may be directed to:

Title IX Coordinator
Office of Institutional Equity and Compliance
Edwards Hall 114
10501 University Blvd. S.
Fort Myers, FL 33965
Phone: (239) 745-4366
Mistreatment or Allegation of Harassment by Faculty or Preceptors

Reporting of alleged faculty or preceptor abuse violations, as it relates to students, shall be made to the Program Director of the PA Program. An alternate method of reporting is through the Academic Director, Director of Clinical Education, or Chair of the Health Science Department. All allegations of harassment will be investigated according to University policy (See FGCU-PR1.003 Non-Discrimination, Anti-Harassment and Sexual Misconduct Regulation below).

Sexual Harassment

It is the policy of FGCU that sexual harassment will not be tolerated at the University and should not be ignored. It is a violation of federal and state laws and University rules and policy. Sexual harassment is the inappropriate introduction of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, where sex would otherwise be irrelevant. See the FGCU Sexual Harassment web page at http://www2.fgcu.edu/equity/SexualMisconduct.html

A student with a complaint of sexual harassment, including sexual misconduct (see the Student Code of Conduct), against another University student, may file a report electronically, or in person to the Dean of Students' Office in the Cohen Center, room 288, or to the Title IX Coordinator at 239-745-4366, Edwards Hall 114.

Please refer to: FGCU-PR1.006 (Non-Discrimination, Anti-Harassment and Sexual Misconduct Regulation)

https://www2.fgcu.edu/generalcounsel/files/policies/Policy1_006_NonDiscAntiHaraSexualMisc_12192016_ada.pdf

ARC-PA Associated Standards:

A1.03f The sponsoring institution is responsible for ensuring that all PA personnel and student policies are consistent with federal and state statutes....

A3.11 The program must define, publish and make readily available to faculty and students policies and procedures for processing student grievances and allegations of harassment.

A3.17d The program must define, publish and make readily available to students upon admission academic performance and progression information to include: policies and procedures for processing student grievances

Next Scheduled Review Date: 12/2017

Last Modified: None to date
Appendix Q – Acknowledgement and Signature Page

FLORIDA GULF COAST UNIVERSITY PHYSICIAN ASSISTANT PROGRAM

SIGNATURE PAGE

I hereby acknowledge the review, and acceptance, of the Master of Physician Assistant Studies Student Guidebook, including all appendices, policies, and technical standards, and understand that it is my responsibility to be aware of the contents of these documents.

I hereby authorize the results of the criminal background check and immunization records to be released to appropriate university officials and affiliated clinical sites.

I understand and acknowledge that the policies contained in this guidebook may be amended or appended during my time in the program.

I understand that if I have any questions related to information contained in these documents, it is my responsibility to seek clarification from my program faculty advisor.

_________________________________________  ________________________________________
Student Name (printed)                      Student Signature

_________________________________________
Date

A copy of this signed form must be placed in the student’s department advising file.