



Master in Physician Assistant Studies
Student Guidebook

2019-2021

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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 assistants who will collaboratively practice with physicians and other members of the healthcare team to provide high quality patient-centered care.

Vision

The vision of Florida Gulf Coast University Master in Physician Assistant Studies program is to have graduates emerge as a leaders, who serve their communities as professional evidence-based providers seeking to improve health through patient-centered care.

Program Goals

Goals of the MPAS Program:	Benchmark:	Outcome measure:
1. Recruit qualified applicants from diverse backgrounds.	Applicants will have similar backgrounds from the population of Southwest Florida and the University.	Student demographics
2. Prepare primary care physician assistants who demonstrate mastery of knowledge and skills necessary to evaluate and treat patients with various medical conditions.	80% score or greater on program summative evaluation Graduates of the program will achieve the national average first-time taker pass rate on the PANCE.	Grades from summative evaluation. PANCE first-time pass rate
3. Apply principles of evidence-based medicine and patient centered care to clinical practice.	Average grading of 3 out of 4 on employer survey for graduates Score 80 % on preceptor evaluation Students will complete an evidence based capstone research project.	Graduate employer survey Preceptor evaluation Successful completion of capstone research project
4. Exhibit professionalism, characterized by trustworthiness, ethical practice, integrity, empathy, cultural sensitivity, and effective interpersonal communication.	Scoring satisfactory or higher on the professionalism rubric Demonstration during classroom exercises, preceptor evaluations, and employer surveys of professionalism among students and graduates.	Student professionalism rubric Preceptor evaluations Graduate employer survey
5. Contribute effectively to inter-professional healthcare teams.	Score 80 % on preceptor evaluation Average grading of 3 out of 4 on employer survey for graduates	Preceptor evaluations Graduate employer survey
6. Encourage students to become leaders committed to lifelong personal and professional development as a Physician Assistant.	Percentage of graduates take leadership roles within 3 years.	Graduate survey of program
7. Encourage students to serve underserved populations	20% of graduates take clinical positions or volunteer in underserved communities	Graduate survey of program

The program will publish the results of program goals and outcomes upon graduation of initial cohort.⁹

⁹ ARC-PA Standards Fourth edition A3.14b

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 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.

¹⁰ ARC-PA Standards Fourth edition A3.14c

¹¹ ARC-PA Standards Fourth edition A3.14d

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 Graduation¹²

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 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

¹² ARC-PA Standards Fourth edition A3.15e

- 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:

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

MPAS Program Curriculum¹³

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.¹⁴

The program will not rely on resident physicians for primary didactic or clinical instruction.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.¹⁶

¹³ ARC-PA Standards Fourth edition A3.17b, A3.14d

¹⁴ ARC-PA Standards Fourth edition A2.15

¹⁵ ARC-PA Standards Fourth edition A2.15

¹⁶ ARC-PA Standards Fourth edition A2.16

Curriculum outline¹⁷

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

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.

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

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 Policies¹⁸

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 the PA Program portal

Preferential Placement¹⁹

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

Advanced Placement²⁰

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 Learning²¹

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

Transfer Credit²²

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.

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 Aid²³

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 received 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>

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#TuitionFeesandFinancialAssistance>

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 Attending²⁴

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 (initial and repeat): \$400.00
 - g. Gross Anatomy course fee: \$450.00

²³ ARC-PA Standards Fourth edition A1.05

²⁴ ARC-PA Standards Fourth edition A3.14f

Additional information available: <http://www.fgcu.edu/Cashiers/tanfdetails.asp>

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

Indirect costs

1. Housing and utilities: \$15,000
2. Textbooks
 - a. Approximate cost for required textbooks \$2,000
3. Medical Equipment \$1,200
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.
Further information and plan pricing may be found at the following webpage:
<https://www.fgcu.edu/studentlife/studenthealth/#InsuranceBilling>
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://www.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.

Refunds²⁵

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_TuitionandFees_06062018_ada.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 Records & Registration 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 Office of Records & Registration.

<https://www.fgcu.edu/recordsandregistration/guidelines/#AboutResidencyReclassification>

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.pdf²⁸

²⁶ ARC-PA Standards Fourth edition A1.03f

²⁷ ARC-PA Standards Fourth edition A1.03f, A3.17g

²⁸ ARC-PA Standards Fourth edition A3.12

Mistreatment or Allegation of Harassment by faculty or preceptors ²⁹

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 Harassment³⁰

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.

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

Hepatitis B	Documented evidence from a medical practitioner of a complete HepB vaccine series or serologic proof of immunity, or evidence of contraindication*
Flu (Influenza)	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*
MMR (Measles, Mumps, & Rubella)	Documented evidence from a medical practitioner of a complete MMR vaccine series, serologic proof of immunity, or evidence of contraindication*
Varicella (Chickenpox)	Documented evidence from a medical practitioner for history of having chickenpox, varicella vaccination, serologic proof of immunity, or evidence of contraindication*
Tdap (Tetanus, Diphtheria, Pertussis)	Documented evidence from a medical practitioner of Tdap vaccine within last 10 years or contraindication to vaccination*
Tuberculosis Testing	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*
Meningococcal (Meningitis)	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.

*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:

<https://www.fgcu.edu/studentlife/studenthealth/immunizations.aspx>

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 ³¹

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#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.

Student Criminal Background Checks

MPAS Criminal Background Check and Drug Screen policy

The complete policy is located in the PA Program portal.

All Students admitted to the Physician Assistant Program are required to undergo a Level 2 criminal background check consisting of a www.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. Students will be required to complete an additional background check prior to clinical rotations.

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 and during clinical rotations are required for all students in the Physician Assistant Program. Admitted students will be required to work with Castlebranch 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.

IV. Student Records

Academic Records

The Office of Records & Registration 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 will be available for viewing approximately one week after the term ends.

Transcripts

Official copies of a student's FGCU transcripts can be requested through the Office of Records & Registration and Gulfline. There is a charge for each official transcript requested. Unofficial transcripts can be obtained through Gulfline and the Office of Records and Registration. 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 Records & Registration.

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

Additional Forms

All Office of Records & Registration 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.

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 the FGCU online catalog, please visit: <http://www2.fgcu.edu/catalog/>.

Office of Records & Registration

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 Office of Records & Registration 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 Policies³⁴

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 Office of Records & Registration, 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 the PA Program portal.

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,

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 Requirements³⁵

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 Requirements³⁶

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 during 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

³⁵ ARC-PA Standards Fourth edition A3.14b, A3.17a, A3.17c

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 Procedures³⁷

MPAS Student Grievance and Harassment policy

The complete policy is located in PA Program portal.

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.

Program Dismissal Appeals Process³⁸

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.

³⁷ ARC-PA Standards Fourth edition A3.17d

³⁸ ARC-PA Standards Fourth edition A3.11, A3.17e

Policy 1.010 – Student Course and Credits Grievance Policy

https://www2.fgcu.edu/generalcounsel/files/policies/Policy_1_010_Student_Disputes_Resolution_092720_16_ada.pdf

Student Grievance Procedure³⁹

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.

<https://www2.fgcu.edu/studentervices/studentconduct/index.html>

Academic Advisement⁴⁰

MPAS Student Advising Policy

The complete policy is located in PA Program portal.

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.

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.

Grading Policies

MPAS Student Assessment & Grading policy

The complete policy is located in PA Program portal.

Philosophy⁴¹

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

³⁹ ARC-PA Standards Fourth edition A3.17d

⁴⁰ ARC-PA Standards Fourth edition A1.05, A3.10

⁴¹ ARC-PA Standards Fourth edition A3.17a, A3.17b, A3.17c

behaviors and attitudes and is 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:

A =	90-100%
B =	80-89%
C =	70-79%
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. 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 Appeal⁴²

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>

⁴² ARC-PA Standards Fourth edition A3.17d

Academic Honesty and Integrity

The FGCU Student Code of Conduct and Student Conduct Review Process

https://www2.fgcu.edu/generalcounsel/files/regulations/FGCU_PR4.002_Student_Code_of_Conduct_061119.pdf

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.

Academic Behavior Standards

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.

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.

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 PA Program portal.

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 PA Program portal.

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 PA Program portal.

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 PA Program portal.

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.⁴³

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.⁴⁴

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.⁴⁵

⁴³ ARC-PA Standards Fourth edition A3.14h

⁴⁴ ARC-PA Standards Fourth edition A3.04, A3.05

⁴⁵ ARC-PA Standards Fourth edition A3.04

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.⁴⁶

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 clinical sites and preceptors will be reviewed, evaluated, and approved for educational suitability by the program.⁴⁷

Drug/Alcohol Policy

No student is to report to class, SCPE, 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.

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

The ability to receive and read e-mail, open attachments, and access online information is vital to success in the MPAS Program.

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.

Students are responsible and accountable for information sent via this e-mail address and are required to check emails at least once per day. Course information such as assignments, handouts, and schedule changes may also be communicated through the email function in Canvas.

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 Policies⁴⁸

MPAS Infection Control and Personal Safety Policy

The complete policy is located in PA Program portal.

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

⁴⁶ ARC-PA Standards Fourth edition A3.06

⁴⁷ ARC-PA Standards Fourth edition A3.03

⁴⁸ ARC-PA Standards Fourth edition A3.08

clinical site and hospital. Students should follow the established protocols for each facility for immediate care and treatment after exposure.

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>

Identification as a Physician Assistant Student⁴⁹

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.

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.

⁴⁹ ARC-PA Standards Fourth edition B3.01

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/>

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 providers⁵⁰

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.

⁵⁰ ARC-PA Standards Fourth edition A3.09

VI. Student Services Safety and Security⁵¹

MPAS Infection Control and Personal Safety Policy

The complete policy is located in PA Program portal.

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

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 Achievement⁵²

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.

⁵¹ ARC-PA Standards Fourth edition A1.03g

⁵² ARC-PA Standards Fourth edition A3.10

The SAPC may recommend that students with academic difficulties seek assistance from the Center for Academic Achievement. <https://www.fgcu.edu/academics/caa/>

Writing Center⁵³

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. <https://www.fgcu.edu/academics/caa/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 <https://www.fgcu.edu/adminservices/business-services/bookstore/index.aspx>

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

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 <https://www.fgcu.edu/studentlife/campusrec/>

Student Health Center⁵⁴

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 <https://www.fgcu.edu/studentlife/studenthealth/index.aspx>.

Counseling and Psychological Services (CAPS)⁵⁵

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

⁵³ ARC-PA Standards Fourth edition A3.10

⁵⁴ ARC-PA Standards Fourth edition A1.05, A3.10

⁵⁵ 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.

<https://www.fgcu.edu/studentlife/healthandsafety/caps/>

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 ⁵⁶

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/>

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 Gulflink 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](#). 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.

⁵⁶ ARC-PA Standards Fourth edition A3.10

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 document 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 Proficiencies⁵⁷

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

⁵⁷ ARC-PA Standards Fourth edition A3.14d, A3,15e

- I. Obstetrical patient
- 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.
3. Prioritize diagnostic procedures with consideration of cost-effectiveness and risk/benefit ratio.
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.
4. Prioritize treatment options with consideration of cost-effectiveness and risk/benefit ratio.
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.
12. Placement of sutures.
13. Perform excision of skin lesion.
14. Perform dermatologic cryotherapy.
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 – 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.