

# **FIU** | Herbert Wertheim College of Medicine

## Master in Physician Assistant Studies

### Master in Physician Assistant Studies Program

### Student Handbook

### Academic Year 2023-2024



The information in this handbook is effective Spring 2024. The Master in Physician Assistant Studies (MPAS) program reserves the right to make changes as deemed appropriate and necessary. Students will be notified of changes.

## Table of Contents

|  |    |
|--|----|
| Preamble (A3.01, A3.02) .....  | 6  |
| MPAS Vision, Mission, Goals, and Values (A2.05a): .....                  | 7  |
| Vision .....   | 7  |
| Mission .....  | 7  |
| Goals .....  | 7  |
| Values .....   | 7  |
| Accreditation Statement (A3.12a).....                                    | 8  |
| Program Learning Outcomes (PLOs) .....                                   | 9  |
| Physician Assistant Competencies (A3.12g).....                           | 10 |
| Core Competencies for New Physician Assistant Graduates .....            | 10 |
| Competencies for the Physician Assistant Profession (amended 2021) ..... | 10 |
| Program Competencies (A2.05a, A3.12g) .....                              | 10 |
| Key .....  | 10 |
| Knowledge for Practice (KP) .....  | 11 |
| Interpersonal and Communication Skills (ICS) .....                       | 11 |
| Person-Centered Care (PCC).....  | 12 |
| Interprofessional Collaboration (IC) .....                               | 12 |
| Professionalism and Ethics (PE).....                                     | 13 |
| Practice-Based Learning and Quality Improvement (PBLQI).....             | 13 |
| Society and Population Health (SPH) .....                                | 13 |
| Technical Standards (A3.13e).....  | 14 |
| Attestation of Compliance with Technical Standards .....                 | 15 |
| Students with Disabilities (A3.13e) .....                                | 16 |
| Academic Accommodations (A3.13e) .....                                   | 16 |
| MPAS Program Information .....   | 17 |
| Professional Faculty and Staff Directory .....                           | 18 |
| Financial Counseling and Financial Aid.....                              | 19 |
| Tuition and Fees (A3.12f) .....  | 19 |
| Refund Policy (A1.02k) .....   | 19 |
| MPAS Program Curriculum Description (A3.12d, e).....                     | 20 |
| Program Schedule .....   | 21 |
| Green Family Foundation NeighborhoodHELP™ .....                          | 22 |
| Attendance – Didactic Phase (A3.02) .....                                | 23 |
| Punctuality and Absence Reporting .....                                  | 23 |

|  |    |
|--|----|
| Absence Monitoring .....   | 24 |
| Make-up Work for Excused Absences .....  | 24 |
| Unexcused Absences .....   | 24 |
| Religious Observances .....  | 24 |
| Leave of Absence .....   | 24 |
| Assessment Policies .....  | 26 |
| Grading System .....   | 28 |
| Academic Standing and Progress (A3.15a, b, c, d) .....   | 29 |
| Academic Dismissal Based on GPA .....  | 29 |
| <i>Warning</i> .....   | 29 |
| <i>Probation</i> .....   | 29 |
| <i>Dismissal</i> .....   | 29 |
| University Readmission Policy .....  | 30 |
| Deceleration (A3.15c) .....  | 30 |
| Withdrawal (A3.15d) .....  | 30 |
| Remediation Process (A3.15c) .....   | 31 |
| Clinical Phase .....   | 36 |
| Promotion to the Clinical Phase .....  | 36 |
| Overview of the Clinical Phase of the Program (A3.12d, B3.03a-e, B3.04a-d, B3.06a-c, B3.07a-g) ..... | 36 |
| Supervised Clinical Practical Experience (SCPE) .....  | 37 |
| Clinical Phase Calendar .....  | 38 |
| On-Boarding Process and Procedures .....   | 39 |
| Attendance – Clinical Phase (A3.02) .....  | 39 |
| Academic Standards (A3.15a) .....  | 41 |
| Clinical Remediation .....   | 43 |
| Summative Evaluation (B4.03a, b, c, d, e) .....  | 45 |
| Application for Graduation .....   | 47 |
| Graduation Requirements .....  | 47 |
| PANCE Preparation .....  | 47 |
| Professionalism Standards .....  | 48 |
| Communication .....  | 48 |
| Expected Behaviors .....   | 48 |
| Unacceptable Behaviors .....   | 48 |
| Reporting Student Conduct or Academic Violations .....   | 49 |
| Requirement to Report Criminal Incidents .....   | 49 |
| Criminal Background Checks/Drug Screening .....  | 49 |

|  |    |
|--|----|
| Medical Records and Patient Confidentiality .....                                    | 49 |
| Dress Code – Didactic Phase.....   | 50 |
| Dress Code – Clinical Phase .....  | 50 |
| Student Identification Policy (A3.06).....   | 51 |
| Medical Diagnostic Equipment.....  | 51 |
| Social Media and the Medical Professional.....                                       | 52 |
| Program-Specific Social Media Expectations .....                                     | 52 |
| Preceptor-Student Policies .....   | 52 |
| Prohibited Discrimination, Harassment, and Related Misconduct (A1.02i, A1.02j) ..... | 53 |
| Sexual Harassment and Sexual Misconduct (A1.02i, A1.02j) .....                       | 53 |
| Assessment of Professional Behaviors in the Clinical Phase (B4.01a, b).....          | 54 |
| Student Evaluation and Progress Committee (SEPC) .....                               | 55 |
| SEPC Members .....   | 55 |
| Confidentiality .....  | 55 |
| SEPC Review Process .....  | 55 |
| General Matriculation Policies .....   | 57 |
| Provision of Healthcare Services by Faculty (A3.09) .....                            | 57 |
| Immunization (A3.07) .....   | 57 |
| Health Insurance.....  | 58 |
| Disability Insurance .....   | 58 |
| Medical Equipment, Supplies, and Books .....   | 58 |
| Student Employment (A3.15e).....   | 59 |
| Student Work to Benefit the MPAS Program (A3.04, A3.05).....                         | 59 |
| Due Process Policies (A3.15f, g) .....   | 59 |
| FIU Ombudsperson.....  | 60 |
| Student Record Policies.....   | 60 |
| Health and Safety Policies (A3.08).....  | 62 |
| Health Precautions and Safety Guidelines .....                                       | 62 |
| Emergency Contact Information (A1.02g).....  | 62 |
| Biosafety and Bloodborne Pathogen Policy .....                                       | 62 |
| Needlestick Policy.....  | 63 |
| Accident/Injury Policy.....  | 64 |
| Incident Report Policy .....   | 64 |
| Technology Policies .....  | 65 |
| Violations.....  | 65 |
| HWCOCOM Medical Library Policies.....  | 66 |

|   |    |
|---|----|
| Computer and Internet Access.....   | 66 |
| Printing and Scanning.....  | 66 |
| Medical Library Help Desk.....  | 66 |
| Reference/Research Assistance and Tutorials .....                                       | 66 |
| Book Check-Out.....   | 66 |
| Interlibrary Loan Service.....  | 66 |
| Personal Belongings .....   | 66 |
| Concerns and Compliments.....   | 66 |
| Food and Drinks.....  | 66 |
| Children and Minors .....   | 67 |
| FIU Emergency Policies.....   | 68 |
| In Case of Emergency .....  | 68 |
| Classes and Rotations .....   | 68 |
| Student Activities and Services .....   | 70 |
| Professional Organizations.....   | 70 |
| Professional Activities.....  | 70 |
| Student Resources.....  | 70 |
| FIU Guardian.....   | 70 |
| Student Support Services .....  | 70 |
| Student Health Clinics .....  | 70 |
| Counseling and Psychological Services (A3.10).....                                      | 70 |
| Healthy Living Program .....  | 71 |
| Victim Empowerment Program.....   | 71 |
| Other FIU Student Services.....   | 71 |
| Appendix A – Table of Opportunities for Performing Clinical Skills and Procedures ..... | 72 |
| Appendix B —Student Exposure Report Form .....  | 77 |
| Appendix C —Student Accident/Injury Report Form .....                                   | 78 |
| Appendix D —Student Incident Report Form.....   | 79 |

## **Preamble (A3.01, A3.02)**

This Handbook is maintained by the Florida International University (FIU) Herbert Wertheim College of Medicine (HWCOM) Master in Physician Assistant Studies (MPAS) program office and its faculty, with collaborative input from program faculty, administrators, and staff. The policies and procedures herein apply to all MPAS program members, which include students, didactic and clinical faculty, and administrative staff. Policies of affiliated clinical sites may supersede MPAS policies and procedures only as agreed upon in a written affiliation agreement or memorandum of understanding. Whenever participating in FIU-sponsored program events regardless of location, MPAS students must abide by the policies, procedures, and guidelines in this Handbook and the FIU Student Handbook (available for download at <https://dasa.fiu.edu/all-departments/student-handbook/>). The Master in Physician Assistant Studies Student Handbook is published annually online (<https://medicine.fiu.edu/resources/current-students/mpas-resources/index.html>). The basic premise for these policies, procedures, and guidelines is the understanding that individual rights are accompanied by responsibilities. The policies, procedures, guidelines, and information contained herein take effect Spring 2024.

All policies, procedures, and guidelines described in this Master in Physician Assistant Studies Student Handbook are subject to revision at any time during the student's tenure during the program. Students are informed of significant changes via their FIU email accounts and/or CanvasMed at the time that such revisions are made. Students are to abide by any changes in published policies, procedures, and guidelines.

Please read this handbook carefully. Should you have any questions regarding the policies, procedures, and guidelines herein, feel free to contact the MPAS program office for clarification, at 305-348-4162.

Once again, welcome, and best wishes for success in this endeavor.

--MPAS Program Faculty and Staff

## **MPAS Vision, Mission, Goals, and Values (A2.05a):**

### Vision

The vision of the Florida International University Herbert Wertheim College of Medicine Master in Physician Assistant Studies program is to be a leader in the education of physician assistants through an innovative academic environment, inspiring graduates to fulfill our mission and foster positive health transformations within their communities.

### Mission

The mission of the Florida International University Herbert Wertheim College of Medicine Master in Physician Assistant Studies program is to train competent and compassionate health care professionals who practice collaboratively, serve their communities, and advance the physician assistant profession.

### Goals

- Deliver a comprehensive curriculum ensuring graduates possess the clinical knowledge, skills, attitudes, and behaviors to provide competent patient care necessary to enter the healthcare field.
- Recruit and retain students, faculty, and staff representative of the community.
- Create a supportive learning environment that encourages community engagement and champions interprofessional patient-centered care teams.

### Values

- Collaboration
- Compassion
- Integrity
- Lifelong Learning
- Professionalism
- Service

### **Accreditation Statement (A3.12a)**

FIU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctoral degrees.

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Florida International University / Herbert Wertheim College of Medicine Master in Physician Assistant Studies Program** sponsored by **Florida International University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **2029M**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

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



## Program Learning Outcomes (PLOs)

Upon completion of the program the FIU MPAS student will be able to:

- PLO1** Apply core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
- PLO2** Accurately obtain and document complete and focused medical history.
- PLO3** Appropriately perform a comprehensive and focused physical exam.
- PLO4** Appropriately select, perform, and interpret laboratory and diagnostic procedures common to general practice.
- PLO5** Accurately determine a differential and final diagnosis through investigative and analytic thinking.
- PLO6** Formulate appropriate pharmacologic and non- pharmacologic treatment plans for common conditions in general practice.
- PLO7** Determine appropriate counseling, as well as patient and family education, related to preventable diseases, communicable diseases, immunization schedules, and healthy lifestyles.
- PLO8** Demonstrate a commitment to ethical behaviors.
- PLO9** Critically appraise the medical literature in order to use current practice guidelines and apply the principles of evidence-based medicine when caring for the patient.
- PLO10** Demonstrate respect, compassion, empathy and sensitivity to the patient's gender, age, culture, disabilities, ethnicity, and sexual identity via professional communication and deportment.
- PLO11** Demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost.
- PLO12** Use the full scope of knowledge, skills, and abilities of an interprofessional team to provide care that is safe, timely, efficient, effective, and equitable.
- PLO13** Perform skills, procedures, and documentation with entry level competence that ensures patient safety preventing of adverse incidents and medical errors.
- PLO14** Conduct self-assessments, identifying and correcting gaps in knowledge, tasks, or attitudes.

## Physician Assistant Competencies (A3.12g)

### Core Competencies for New Physician Assistant Graduates

[https://paeaonline.org/wp-content/uploads/2021/01/core\\_competencies-new-pa-graduates-092018.pdf](https://paeaonline.org/wp-content/uploads/2021/01/core_competencies-new-pa-graduates-092018.pdf)

### Competencies for the Physician Assistant Profession (amended 2021)

<https://www.aapa.org/download/90503/>

## Program Competencies (A2.05a, A3.12g)

Upon completion of the FIU MPAS program, graduates will demonstrate entry-level proficiency as Physicians Assistants in the following areas:

### Key

| Competencies |   |
|--------------|---|
| KP           | Knowledge for Practice                          |
| ICS          | Interpersonal and Communication Skills          |
| PCC          | Person-Centered Care                            |
| IC           | Interprofessional Collaboration                 |
| PE           | Professionalism and Ethics                      |
| PBLQI        | Practice-Based Learning and Quality Improvement |
| SPH          | Society and Population Health                   |

| Domains of Competency |   |
|-----------------------|---|
| MK                    | Medical Knowledge                       |
| CRPS                  | Clinical Reasoning and Problem Solving  |
| PC                    | Patient Care                            |
| ICS                   | Interpersonal and Communication Skills  |
| P                     | Professionalism                         |
| PBLI                  | Practice-Based Learning and Improvement |

### Knowledge for Practice (KP)

The core competencies of Knowledge for Practice seek to ensure that the Physician Assistant (PA) student continually investigates, questions, and pursues new knowledge.

| Competency |  | Domains            |
|------------|--|--------------------|
| <b>KP1</b> | Demonstrate investigative and critical thinking in clinical situations. [AAPA 1.1]   | <b>MK</b>          |
| <b>KP2</b> | Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations. [AAPA 1.3] | <b>MK</b>          |
| <b>KP3</b> | Discern among acute, chronic, and emergent disease states. [AAPA 1.4]  | <b>MK</b>          |
| <b>KP4</b> | Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills. [AAPA 1.5]                        | <b>MK<br/>CRPS</b> |

### Interpersonal and Communication Skills (ICS)

The Interpersonal and Communication Skills core competencies enable the PA student to successfully receive and share information, establishing and maintaining a foundation of trust with all parties so that the environment is open and encouraging for honest dialogue.

| Competency  |   | Domains    |
|-------------|---|------------|
| <b>ICS1</b> | Communicate effectively to elicit and provide information. [AAPA 2.3]   | <b>ICS</b> |
| <b>ICS2</b> | Accurately and adequately document medical information for clinical, legal, quality, and financial purposes. [AAPA 2.4] | <b>ICS</b> |

### Person-Centered Care (PCC)

The core competencies of Person-Centered Care seek to ensure that the PA student develops the ability to actively listen and attain medical histories, diagnose, properly inform and educate, and prescribe and perform necessary procedures in a way that maximizes patient comfort.

| Competency |   | Domains  |
|------------|---|----------|
| PCC1       | Gather accurate and essential information about patients through history-taking, physical examination, and diagnostic testing. [AAPA 3.1]   | PC       |
| PCC2       | Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions. [AAPA 3.3] | PC, CRPS |
| PCC3       | Develop, implement, and monitor effectiveness of patient management plans. [AAPA 3.4]   | PC       |
| PCC4       | Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty. [AAPA 3.5]   | PC       |
| PCC5       | Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making. [AAPA 3.6]  | PC       |

### Interprofessional Collaboration (IC)

Demonstrate the ability to engage with a variety of other healthcare professionals in a manner that optimizes safe, effective, patient- and population-centered care.

| Competency |  | Domains |
|------------|--|---------|
| IC1        | Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams. [AAPA 4.2]                           | ICS, P  |
| IC2        | Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level. [AAPA 4.5] | ICS     |

### Professionalism and Ethics (PE)

The Professionalism and Ethics core competencies enable the PA student to treat all people with respect, compassion, and dignity.

| Competency |   | Domains  |
|------------|---|----------|
| <b>PE1</b> | Adhere to standards of care in the role of the PA in the healthcare team.<br><i>[AAPA 5.1]</i>  | <b>P</b> |
| <b>PE2</b> | Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.<br><i>[AAPA 5.6]</i> | <b>P</b> |

### Practice-Based Learning and Quality Improvement (PBLQI)

The core competencies in Practice-Based Learning and Quality Improvement seek to ensure that the PA student becomes a life-long learner, develops the skills necessary to evaluate medical research and its appropriate application to the practice of medicine.

| Competency   |   | Domains               |
|--------------|---|-----------------------|
| <b>PBLQI</b> | Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes. <i>[AAPA 6.2]</i> | <b>PBLI,<br/>CRPS</b> |

### Society and Population Health (SPH)

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions.

| Competency  |  | Domains     |
|-------------|--|-------------|
| <b>SPH1</b> | Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance. <i>[AAPA 7.1]</i> | <b>CRPS</b> |
| <b>SPH2</b> | Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community. <i>[AAPA 7.2]</i>                          | <b>CRPS</b> |

## Technical Standards (A3.13e)

The technical standards set forth by the MPAS program establish the essential competencies considered necessary for students to successfully complete the program. These standards ensure graduates possess the intellectual, physical, and social competencies, including the ability to learn, integrate, analyze, and synthesize data, that cumulatively represents the essential functions of professional practice within health-related careers. Because the MPAS degree signifies that the holder is prepared for entry into the practice of medicine within a graduate training program, the recipient must have the knowledge and skills to function in a broad variety of clinical situations, and to render a wide spectrum of patient care as required by the curriculum. Therefore, every PA student must master a common body of basic science knowledge and master the principles, knowledge, and procedures of the clinical rotations. Clinical rotations are full immersion learning experiences in practice-based facilities where students have one-on-one patient interactions to apply their clinical skills under the supervision of preceptors. Clinical rotations occur in the following Clerkship Courses (Family Medicine, Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Emergency Medicine, and Psychiatry) and two Electives.

Students must have sufficient capacities and abilities in: Communication, Observation, Motor/Tactile Function, Cognitive/Intellectual Function, and Behavioral and Social Attributes. Completion of this program requires that each student independently demonstrate these capabilities continuously throughout enrollment. Students must be fully able to perform the essential functions in each of the following categories:

1. **Observation.** Acquire, assimilate, interpret, integrate, and apply information from direct observation, oral and written communication of radiographic and other imaging techniques, pathologic and laboratory testing, electrocardiograms, and other reports or studies.
2. **Communication.** Communicate effectively and sensitively with patients, health professionals, teachers, staff, and peers, both orally and in writing and when the time available for communication is limited. Accurately obtain a medical history from the patient or their health care proxy.
3. **Motor/Tactile Function.** Perform procedures fundamental to medicine, including participating fully in curriculum requirements in the classroom, laboratory, and clinical settings. Perform diagnostic and emergency maneuvers and procedures, such as palpation, percussion, auscultation, airway management, cardiopulmonary resuscitation, suturing, and assisting in surgery.
4. **Cognitive/Intellectual Function.** Perform problem-solving tasks quickly and efficiently in an environment that may change rapidly, without warning, and/or in unpredictable ways. Comprehend three-dimensional and spatial relationships.
5. **Behavioral and Social Attributes.** Possess the emotional stability to exercise sound judgment; manage physical and emotional stress; exhibit sufficient interpersonal skills to interact with people at all levels in a culturally diverse society; and form compassionate relationships with patients while maintaining appropriate professional boundaries.

In the event a student is unable to fulfil these technical standards, with reasonable accommodation on a case-by-case basis, the student may be subject to dismissal. For more information, please contact FIU's [Disability Resource Center](#) at 305-348-3532.

**Attestation of Compliance with Technical Standards**

Applicants are required to attest at the time of application to the MPAS program through the Centralized Application System for Physician Assistants (CASPA) that they meet the technical standards of the MPAS program. The student must notify the Program Director if there is any change in their ability to meet the technical standards.

## **Students with Disabilities (A3.13e)**

The FIU Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the support necessary to successfully complete their education and participate in activities available to FIU students.

Students with disabilities, including temporary disabilities and injuries, who wish to receive accommodations, must register with the Disability Resource Center. Students with questions regarding FIU policies governing students with disabilities, or students who have a disability and plan to utilize academic accommodations, should contact the Disability Resource Center.

For more information about DRC services, visit the website at <https://drc.fiu.edu>.

## **Academic Accommodations (A3.13e)**

Students seeking academic accommodations must contact the FIU Disability Resource Center (DRC). The DRC coordinates academic accommodations, which are determined on a case-by-case basis. The provision of accommodations is not retroactive, students should work with the DRC regarding the possible implications. Accommodations may vary based on course design and learning objectives. The DRC will work with the student and faculty partners to ensure smooth coordination and implementation of accommodations. Proactive planning and early communication are often key to successful accommodation implementation.

Students are encouraged to contact the DRC for further information:

**Phone:** [305-348-3532](tel:305-348-3532)

**Email:** [drc@fiu.edu](mailto:drc@fiu.edu)

**Information Request Form:** available online (<https://webforms.fiu.edu/view.php?id=722953>)



## **MPAS Program Information**

The professional faculty and staff of the MPAS program offer support services to assist students in reaching their academic and career goals. The program provides a range of services, including academic advising, career counseling, notifications about academic fellowship opportunities, career announcements, community outreach activities, and alumni networking.

Each student is assigned a faculty advisor who plays a crucial role in offering academic and career counseling. These advisors monitor students' academic progress and success, providing guidance in navigating coursework, clinical rotations, and exploring career opportunities.

**Hours:** 8:30 a.m. to 5:00 p.m. Monday through Friday (except on university holidays)

**Website:** <https://medicine.fiu.edu/academics/masters-in-physicians-assistants-studies-mpas/>

**Telephone:** (305)348-4162

**Fax:** (305)348-6251

**Email:** paschool@fiu.edu

## Professional Faculty and Staff Directory

| Name   | Position/Title                                | Email Address     | Phone Number  |
|--|---|-------------------|---------------|
| <b>Faculty</b>                                 |   |                   |               |
| Richard Ball, DHSc, MPH, PA-C                  | Assistant Dean and Program Director           | rball@fiu.edu     | (305)348-8102 |
| Eneida Roldan, MD, MPH, MBA                    | Associate Dean                                | eoroldan@fiu.edu  | (305)348-4329 |
| Ramiro Perez, Jr., MD                          | Medical Director                              | raperezj@fiu.edu  | (305)348-4162 |
| Erica Radcliffe-Henry, EdD, MS, PA-C           | Director of Didactic Education                | eradclif@fiu.edu  | (305)348-8103 |
| LaToya Haynes, DHSc, MPAS, PA-C                | Assistant Director of Didactic Education      | lhaynes@fiu.edu   | (305)348-9431 |
| Suzanne Caroline Hadeed, MHSc, PA-C, RT(N)(CT) | Director of Clinical Education                | shadeedg@fiu.edu  | (305)348-1951 |
| Mariana Viera-Navarro, MPH, PA-C, CCT          | Assistant Director of Clinical Education      | mvierana@fiu.edu  | (305)348-9039 |
| Dayne Alonso, MMS, PA-C                        | Principal Faculty                             | daalonso@fiu.edu  | (305)348-4162 |
| Jamal Bracken, MPAS, MSHS, PA-C                | Principal Faculty                             | jbracken@fiu.edu  | (305)348-8120 |
| Juan De Llano, MD, PhD                         | Principal Faculty                             | jdellano@fiu.edu  | (305)348-8106 |
| Felix Ley Ramos, MD                            | Principal Faculty                             | fleyramo@fiu.edu  | (305)348-7993 |
| Susan Solman, DPM, RPh                         | Principal Faculty                             | ssolman@fiu.edu   | (305)348-4162 |
| <b>Staff</b>                                   |   |                   |               |
| Kaitlin Albers                                 | Coordinator of Administrative Services        | kalbers@fiu.edu   | (305)348-8279 |
| Lynnette Alonso-Capote, MBA, CLSSGB            | Assistant Director of Administrative Services | lyalonso@fiu.edu  | (305)348-7994 |
| Ricardo Canelon                                | Clinical IT Field Analyst III                 | rcanelon@fiu.edu  | (305)348-4835 |
| Verligia Daniell                               | Didactic Senior Program Coordinator           | vdaniell@fiu.edu  | (305)348-6435 |
| Alex Sabatier                                  | Clinical IT Field Analyst II                  | asabatier@fiu.edu | (305)348-9041 |
| Catharine Vale, MEd                            | Assistant Director of Admissions              | cvale@fiu.edu     | (305)348-7920 |

## Financial Counseling and Financial Aid

MPAS students may seek financial counseling and financial aid guidance through the HWCOM Office of Financial Assistance website (<https://medicine.fiu.edu/academics/financial-assistance/>). Financial aid is offered in the form of grants, loans, and scholarships, which may come from a variety of sources.

Students are encouraged to apply for other grants and scholarships offered by sources outside the university. Information on funding sources is available through the American Academy of Physician Assistants (AAPA) website (<https://pa-foundation.org/scholarships-fellowships/pa-student-scholarships/>).

### Tuition and Fees (A3.12f)

Tuition and fees are billed three times a year, with one-third of the cost billed for each fall, spring, and summer semester during the first two years (<https://medicine.fiu.edu/academics/master-in-physician-assistant-studies-mpas/admissions/tuition/index.html>). In the third year, students are only required to pay the mandatory University fees for their last fall semester.

| Payment structure |      |        |        |
|-------------------|------|--------|--------|
| Class Year        | Fall | Spring | Summer |
| PA1               | 1/3  | 1/3    | 1/3    |
| PA2               | 1/3  | 1/3    | 1/3    |
| PA3               | Fees | X      | X      |

*(Table: Class Year PA1 - Fall: 1/3, Spring: 1/3, Summer: 1/3; Class Year PA2 - Fall: 1/3, Spring: 1/3, Summer: 1/3; Class Year PA3 - Fall: 1/3, Spring: None, Summer: None)*

### Refund Policy (A1.02k)

Students who withdraw or separate from the FIU MPAS program for any reason after the semester has started may be eligible to receive credit for fees according to the guidelines outlined by [FIU OneStop](#). Important dates and deadlines can be found in the FIU OneStop [Academic Calendar](#):

- **Early semester:** Last day to add/drop courses or withdraw from the university without incurring financial liability for tuition and fees.
- **Mid-semester:** Last day to withdraw from all courses with a 25 percent (25%) refund.
- **Mid to late semester:** Return of Title IV deadline for financial aid recipients.
- **Mid to late semester:** Last day to drop a course with a DR grade or withdraw from the university with a WI grade.

## MPAS Program Curriculum Description (A3.12d, e)

The MPAS program is a cohort-based 27-month curriculum, awarding a minimum of 92 credits. The program consists of two distinct phases. The initial 15 months are dedicated to didactic education, commonly known as "the didactic phase." The didactic phase is grounded in a comprehensive curriculum, and the full details are accessible online at (<https://medicine.fiu.edu/academics/masters-in-physicians-assistants-studies-mpas/curriculum/index.html>). Courses are conducted at the Modesto A. Maidique Campus.

In the subsequent 12 months, referred to as "the clinical phase," students engage in nine (9) supervised clinical practice experiences (SCPE), also known as clinical clerkships or rotations. These clerkships give students the opportunity to apply the knowledge and skills acquired during the didactic phase into healthcare practice.

Students must complete clinical rotations in seven (7) core disciplines and two (2) electives, with the program retaining the option to allocate one elective for remediation. Each clerkship course spans a minimum of four (4) weeks and covers various medical disciplines, including Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology (Women's Health), Pediatrics, Psychiatry (Behavioral Health), and Surgery. It's important to note that each clerkship may differ in schedule, expectations, and assignments.

| Course ID | Semester 1 [Fall]                           |
|-----------|---|
| PAS 6014  | Physiology I                                |
| PAS 6022  | Gross Anatomy                               |
| PAS 6040  | Clinical Assessment I                       |
| PAS 6184  | Medical Microbiology and Infectious Disease |

| Course ID | Semester 2 [Spring]                               |
|-----------|---|
| PAS 6011  | Clinical Medicine I                               |
| PAS 6015  | Physiology II                                     |
| PAS 6016  | Integration into Clinical Concepts I              |
| PAS 6023  | Pharmacology in Disease Pathology I               |
| PAS 6031  | Clinical Skills I                                 |
| PAS 6041  | Clinical Assessment II                            |
| PAS 6090  | Clinical Application of Evidence-Based Practice I |

| Course ID | Semester 3 [Summer]                   |
|-----------|---------------------------------------|
| PAS 6012  | Clinical Medicine II                  |
| PAS 6017  | Integration into Clinical Concepts II |
| PAS 6026  | Pharmacology in Disease Pathology II  |

| Course ID | Semester 4 [Fall]                                  |
|-----------|--|
| PAS 6005  | Human Behavior                                     |
| PAS 6018  | Integration into Clinical Concepts III             |
| PAS 6032  | Clinical Skills II                                 |
| PAS 6033  | Clinical Medicine III                              |
| PAS 6050  | The Role of the PA in American Health Care         |
| PAS 6091  | Clinical Application of Evidence-Based Practice II |

| Course ID | Semesters 5 – 7 [Spring – Fall] |
|-----------|---------------------------------|
| PAS 6103  | Internal Medicine               |
| PAS 6125  | Psychiatry                      |
| PAS 6200  | Surgery                         |
| PAS 6300  | Pediatric                       |
| PAS 6400  | Family Medicine                 |
| PAS 6500  | Obstetrics/Gynecology           |
| PAS 6600  | Emergency Medicine              |
| PAS 6940  | Elective (x2)                   |

### Program Schedule

During the didactic and clinical phases of the program, the course schedule and academic calendar may differ from that of the general FIU academic calendar.

- Programmatic hours vary and may include activities that are held in the weekends and/or evenings, outside of regular business hours.
- Students will be notified, via CanvasMed, of any changes in course times, lectures, or exams. Students must be readily available to attend all program-mandated events, regardless of schedule changes.
- Program activities (e.g., course sessions, labs, evaluations) are not rescheduled to accommodate student absences.

### Green Family Foundation NeighborhoodHELP™

Throughout the MPAS program, students are required to participate in the Green Family Foundation NeighborhoodHELP™ (Health Education Learning Program) program—the HWCOT's signature longitudinal service-learning program incorporating the social determinants of health. This program provides students with the opportunity to work in interprofessional teams that include students from other professional programs (e.g., social work). These interprofessional teams work directly with underserved households in South Florida, and MPAS students gain hands-on experience in providing population-based and culturally competent health care (additional information is available at <https://medicine.fiu.edu/about/community-engagement/green-family-foundation-neighborhoodhelp/>).

## Attendance – Didactic Phase (A3.02)

Attendance at all classes is mandatory. Students are expected to arrive on time and participate in all activities including classes, examinations, labs, small-group sessions, society meetings, and program activities.

To meet these expectations, students must be aware of the following guidelines:

### Punctuality and Absence Reporting

- Classes and exams begin on time.
- All absences must be reported using the [Absence Excusal Form](#) (AEF), which is located in the module section within the MPAS Student Affairs course in CanvasMed.
- Submission of the Absence Excusal Form does not automatically guarantee approval.
- Failure to submit the Absence Excusal Form results in an [unexcused absence](#).
- The Director of Didactic Education (or designee) grants final approval.

### *Types of Absences*

- *Planned Absence:*
  - Students are allowed one (1) planned absence per semester with advanced notification. This allowance excludes assessments (exams, quizzes, practicums, OSCE, presentations, etc.) and major programmatic events.
  - Submit an Absence Excusal Form with your request.
- *Episodic/Unplanned Absence (i.e., doctor's appointment, program health requirements, accident):*
  - Submit an Absence Excusal Form with supporting documentation.
  - Absences for medical illnesses must be verified by a licensed MD, DO, PA, ARNP, or other health provider. Verification from a relative, domestic partner, or close friend will not be accepted.
- *Leave of Absence for Military Duty:*
  - Military deployments are addressed according to Federal Law.
- *Jury Duty:*
  - Submit an Absence Excusal Form, with supporting documentation, to notify the program.
  - The program will provide a letter requesting a deferral.
- *Emergencies:*
  - An emergency is defined as an acute event such as, but not limited to illness or injury that requires immediate care in an emergency department.
  - In case of an emergency, students are required to notify the Program within 24 hours using the FIU email system (not CanvasMed email). Please send an email to the following individuals: Senior Program Coordinator, Director of Didactic Education, and Course Director/Instructor.

- The student must also submit an Absence Excusal Form.

### Absence Monitoring

Students who are absent for five (5) days or more within a semester or those not complying with the absence reporting policies will be referred to the Student Evaluation and Progress Committee (SEPC).

### Make-up Work for Excused Absences

Students are responsible for the content and assignments missed during their absence. The program will communicate the dates and times for all make-up work to the student. Failure to complete a make-up assignment or assessment will result in a grade of zero (0).

### Unexcused Absences

Unexcused absences are reported to the MPAS program and documented in the student's academic file as a violation of professionalism. Students absent without prior excusal forfeit all points for the day's activity.

- No opportunities for makeup work are provided for unexcused absences.
- Failure to comply with the absence reporting process results in an unexcused absence.

### Religious Observances

In accordance with university policy, instructors must reasonably accommodate students observing religious holy days. Students will be given a reasonable amount of time to complete missed coursework and/or assignments during their approved absence. The make-up assignment should be equivalent in content, type, and grading scale to the missed work. If a student believes an instructor has not complied, they can file a discrimination complaint following FIU Regulation 105.

Because there are classes and other functions where attendance may be considered essential, the following policy is in effect:

1. Students must notify the program at the beginning of the semester through an Absence Excusal Form to be excused for a religious holy day.
2. While the student is responsible for material covered during their absence, they shall be allowed a reasonable amount of time to make up any missed work.
3. Efforts will be made to avoid scheduling tests, class events, or university activities on major religious holy days.
4. Professors and University administrators shall not arbitrarily penalize students who are absent from academic or social due to religious observances.

### Leave of Absence

The MPAS program defines a Leave of Absence (LOA) as a temporary break in a student's attendance lasting five (5) consecutive days or longer within a semester. To request a Leave of Absence, students must submit an Absence Excusal Form prior to the beginning of the anticipated leave period, and approval is required from the Program Director. Leave is typically granted for medical reasons, personal hardship, or family needs. Academic standing is not considered a valid reason for granting a leave of absence.

When a Leave of Absence is either requested by the student or recommended by the program, it results in a



deceleration. Leaves of Absence are granted for a period not exceeding one (1) year. The MPAS program reserves the right to determine the conditions for re-entry following any Leave of Absence.

## Assessment Policies

- Students who arrive after an examination has begun will not be granted extra time to complete the assessment. The assessment will conclude at the initially scheduled time.

### *Seated Testing Procedures*

|   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Students should be respectful of each other and minimize distractions in the room.</li><li>2. All students must be seated, remain quiet, and be prepared to log in at the designated exam start time.</li><li>3. Exams are not allowed to be taken outside of the designated testing environment.</li><li>4. Before entering the testing environment, students must stow away all study materials.</li><li>5. Personal items, including electronic devices (e.g., smartwatches, smartphones, tablets, electronic earbuds/headsets), are prohibited. Electronic devices must be turned off and stored.</li><li>6. Students are permitted to bring one writing utensil, such as a pencil or pen.</li><li>7. Wearing hats/hoodies/obstructive headwear is not allowed during the exam, except when permitted for religious practices.</li><li>8. Food and drinks are not allowed in the testing environment.</li><li>9. Students must remain in the testing environment until their individual exam is completed and submitted.</li><li>10. Leaving the testing environment is only allowed in case of an emergency; the exam proctor should be notified immediately.</li><li>11. Students must not leave the testing environment to consult faculty members about exam questions.</li><li>12. Photography, recording, or copying of exam questions is strictly prohibited.</li></ol> | <ol style="list-style-type: none"><li>13. Scratch paper will be provided by the proctor and collected at the end of the exam before the student leaves the testing environment.</li><li>14. If a student's computer or exam software "freezes" during the upload/submission of answers, they should notify the proctor immediately.</li><li>15. Prior to leaving the testing environment, each student must show the proctor evidence of exam upload and submission.</li><li>16. After completing the exam, students should exit the testing environment quietly.</li><li>17. Gathering outside or near the testing environment is not allowed.</li><li>18. Students must adhere to FIU's Honors Code and refrain from discussing or sharing exam contents with their peers.</li><li>19. Discussion or sharing of exam contents with students outside their cohort is prohibited.</li><li>20. Exam feedback will not be provided until all students have taken the exam, and final grades are released.</li></ol> |
|---|---|

**Online Testing Procedures [applicable as determined by the program]**

|   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Students must have audio and video access via Zoom (or other platform determined by the program) on their computer and phone during online exams. The computer and phone will be positioned to allow monitoring of the student, screen, keyboard, general area around the computer, and any scratch paper that is allowed.</li></ol> | <ol style="list-style-type: none"><li>2. Audio and video monitoring by the exam proctor may be recorded.</li><li>3. All methods of communication are prohibited during an exam.</li><li>4. Copying of exam questions is strictly prohibited.</li></ol> |
|---|--|

**Objective Structured Clinical Examination (OSCE) Testing Procedures**

|  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. Audio and video monitoring by the exam proctor may be recorded.</li><li>2. On the day of an examination, students must be at the designated station fifteen (15) minutes before the scheduled start time.</li><li>3. Study materials and personal belongings must be stored outside of the station where the examination is taking place, such as in the student locker or other designated personal space.</li><li>4. Food or beverages are not allowed at the stations.</li><li>5. Scratch paper will be provided and collected at the end of the session.</li><li>6. Gathering outside or near the testing environment is strictly prohibited.</li></ol> | <ol style="list-style-type: none"><li>7. Students participating in the role of patients during a graded OSCE session must refrain from providing verbal or non-verbal prompts, hints, cues, or clues to students being graded.</li><li>8. Students are required to adhere to FIU's Honors Code and are strictly prohibited from discussing or sharing exam contents with their peers.</li><li>9. Furthermore, students must not discuss or share exam contents with students outside their cohort.</li><li>10. Feedback on exams will only be provided once all students have completed the exam, and final grades are released.</li></ol> |
|--|--|

## Grading System

The grading system for all courses is outlined below.

| Grade | Percentage | GPA (Points per Credit Hour) |
|-------|------------|------------------------------|
| A     | 90-100%    | 4.00                         |
| B+    | 85-89%     | 3.33                         |
| B     | 80-84%     | 3.00                         |
| C     | 75-79%     | 2.00                         |
| F     | <75%       | 0.00                         |

### ***Incomplete Grades***

An incomplete grade (IN) is a temporary symbol given at the discretion of the program for work not completed due to serious interruption, not caused by the student's own negligence. An IN grade may also be assigned in matters of alleged academic misconduct per Regulation 2501 [Student Conduct and Honor Code](#). Students receiving an incomplete grade must complete the appropriate coursework within two (2) semesters (including summer). If coursework is not completed in this time frame, the incomplete grade (IN) will automatically default to a failing grade (F). Students cannot graduate with an IN grade.

## **Academic Standing and Progress (A3.15a, b, c, d)**

Advancement and continuation in the FIU MPAS program depend not only on academic success but also on professional performance and the ability to fulfill all program requirements. Students must satisfy the following criteria:

- Pass each course with a grade of 75 percent (75%) or higher.
- Pass all assessments (exams, quizzes, practicums, clinical skills assessments, simulation activities) with a 75 percent (75%) or higher.
- Pass summative assessments (End-of-Didactic [EOD] Exam, End-of-Rotation [EOR] Exam, and End-of-Curriculum [EOC] Exam) with a 75 percent (75%) or higher.
- Pass Objective Structured Clinical Exams [OSCEs] with a total station grade of 85 percent (85%) or higher AND achieve a “pass” grade designation on all competencies.
- Maintain a cumulative GPA of 3.0.
- Comply with standards for ethical conduct and professional behavior.

The program conducts ongoing reviews of students' academic performance to identify at-risk individuals and establish individualized academic plans. Students with GPAs below 3.0 or those encountering academic difficulties or professionalism issues will be referred to the Student Evaluation and Progress Committee (SEPC).

### **Academic Dismissal Based on GPA**

Failure to maintain good academic standing will lead to being placed on academic warning, probation, or dismissal.

#### ***Warning***

A student whose cumulative graduate GPA falls below a 3.0 for the first time in a given term will be placed on warning, indicating academic difficulty. This designation is noted on the transcript.

#### ***Probation***

A student whose cumulative graduate GPA remains below 3.0 for a second term will be placed on probation, indicating serious academic difficulty. This designation is noted on the transcript. The program will outline the conditions that must be met to continue enrollment.

#### ***Strategy for Success for Students on Academic Warning and Probation***

Students experiencing academic difficulties are referred to the SEPC for the formulation of an individualized academic plan that addresses their gaps in learning and competencies. The plan may include referral to institutional resources and mandatory meetings with their faculty advisor.

#### ***Dismissal***

A student on probation whose cumulative and semester GPA's fall below a 3.0 for a third term will be automatically dismissed from the program and the University. This designation is noted on the transcript. The student has ten (10) working days to appeal the dismissal decision.

### **Appeal Process**

To initiate this process, the student must:

1. Contact the Program Director and
2. Provide a letter detailing the appeal request.
  - The letter must be addressed to the Dean of the University Graduate School.
3. The program will then submit a Petition for Exception to Graduate Requirements to the University Graduate School on behalf of the student.

### **University Readmission Policy**

In accordance with FIU Policy 380.044 Graduate Academic Standing, Academic Dismissal, and Readmission (available online at <https://policies.fiu.edu/files/758.pdf>):

- A period of at least one (1) academic year must elapse after the date of dismissal before an application for admission will be accepted for consideration. During this year the student is prohibited from enrolling as a non-degree seeking student.
- A student who has been dismissed from a graduate program for failure to maintain a 3.0 GPA may reapply to the same program or apply to any other graduate program at FIU under the program requirements and policies in effect at the time of reapplication. Admission criteria shall include consideration of previous performance at the graduate level in addition to the normal admission requirements.
  - Dismissed students who are readmitted or who register as non-degree-seeking students are placed on academic probation.

[Source: [GD University Graduate School Rules and Regulations.pdf \(fiu.edu\)](#)]

### **Deceleration (A3.15c)**

Deceleration is defined in the ARC-PA 5<sup>th</sup> Edition Standards as the loss of a student from the entering cohort, who remains matriculated in the physician assistant program. The recommendation to offer a deceleration plan is provided by the SEPC. The Program Director makes the final decision. The MPAS program is cohort based, and courses are only offered once a year. Therefore, deceleration plans are only valid for one (1) year. A student that is decelerated will be required to reapply to the MPAS program by submitting a new application. The student will only be able to join the next incoming class with an available open seat: the maximum incoming class size is forty-five (45) students. Students who enter into a deceleration plan agreement with the MPAS program must meet all terms and conditions outlined in the plan within the specified timelines. Students who do not comply with the deceleration plan will not be accepted to the program. Decelerated students return with the same academic standing (e.g., warning or probation) they had prior to deceleration.

### **Withdrawal (A3.15d)**

A student can withdraw from the university within the established deadlines as published in the university academic calendar. A Withdrawal Form must be completed and submitted to the OneStop office. Non-attendance or non-payment does not constitute a withdrawal. For specific information on the Withdrawal from the University policy, refer to the [Graduate Catalog](#).

### *Voluntary Withdrawal Steps*

1. The student notifies the Director of Didactic or Clinical Education and the Assistant Director of Admissions of the pending withdrawal.
2. The student meets with the Executive Leadership team to review the process and address concerns.
3. The Program Director completes the executive summary of the meeting with signatures.
4. The student completes and submits the withdrawal form (available through One Stop)
5. The Program notifies faculty and staff, including the HWCOP finance team, IT team, assessment team, etc.

### *Petition to Withdraw after the Add/Drop Deadline*

A student may submit a petition for an exception to an enrollment deadline for a late drop by submitting a completed student petition form to OneStop. A drop after the deadline will be approved only in the following exceptional circumstances:

- Death of a student or immediate family member (parent, spouse, child, sibling, or grandparents). Death Certificate and documentation establishing relationship are required.
- Call to active military service. Copy of orders required.
- Illness of a student of such severity or duration to preclude completion of courses. Confirmation by a physician required.

Extenuating circumstances are those determined to be exceptional and beyond the control of the student and based on the [Florida Board of Governors Regulation 7.002 \(10 & 11\)](#).

Petitions for late drops/withdrawals within six (6) months of the end of the term in which the course was taken can be considered for removal of course and grade. Refer to the Academic Calendar for the deadlines for removal of grades. For further information on the petition process, please refer to the Student Petitions website (<https://onestop.fiu.edu/classes/student-petitions/>).

### Remediation Process (A3.15c)

Remediation is an ongoing process developed to assist a student in overcoming academic difficulties that may be encountered during their didactic and/or the clinical phases of study. The ARC-PA defines compliance with remediation as, “the program defined and applied process for addressing deficiencies in a student’s knowledge and skills, such that the correction of these deficiencies is measurable and can be documented”.

### *Goals of Remediation*

- **Closing the Achievement Gap:** One of the primary goals of academic remediation is to narrow the gap between a student's current academic performance and their expected or desired level of achievement. This is often crucial in ensuring that all students have an equitable opportunity to succeed.
- **Enhancing Skills and Knowledge:** Remediation aims to address specific deficiencies in a student's understanding of core concepts, skills, or knowledge areas. It seeks to bolster these areas to bring the student up to par with their peers.

- **Preventing Academic Failure:** Academic remediation can help prevent students from falling further behind, failing courses, or dropping out of school by providing targeted support to address their learning gaps.
- **Promoting Success:** Ultimately, the goal of academic remediation is to equip students with the skills and knowledge they need to succeed academically. This includes helping them meet grade-level standards and prepare for future educational or career opportunities.
- **Individualized Support:** Remediation can be tailored to individual student needs, ensuring that the support provided is specific to their areas of weakness and that it fosters their growth and development.
- **Building Confidence:** Remediation efforts also aim to boost a student's self-confidence and self-efficacy by helping them overcome challenges and improve their academic performance.
- **Long-term Learning:** Remediation should ideally instill a deeper understanding of subjects, improving not only short-term outcomes but also contributing to long-term retention and application of knowledge.

### *Remediation Pathways*

#### **1. Remediation of Content**

- Students with exam scores below 75 percent (75%) must be remediated for content.
  - This only applies to exams and skills assessments (not quizzes).
- Gaps in learning are addressed using remediation activities that align with course instructional objectives.
- *Steps for Successful Remediation of Content:*
  - Students will meet with the course instructor to review areas of deficiencies and gaps in knowledge.
  - The course instructor prepares and assigns a remediation activity aligned to the identified areas of deficiencies.
    - Remediation activities may be assigned using one of the program's learning platforms (e.g., Osmosis, Exam Master, CanvasMed).
    - Students must earn a score of 100 percent (100%) on the remediation activity.
    - The activity will allow for multiple attempts to reach the benchmark.
    - Students must upload proof of successful completion in CanvasMed.
    - Remediation assignments must be completed by the end of the semester. (e.g., last day of the term).
    - Failure to complete the remediation activity in the timeline provided will result in referral to the SEPC.
    - Remediation of content activities does not result in exam or course grade changes.

#### **2. Remediation of a Course**

- Students will have three (3) opportunities to remediate a course for a grade change – refer to “What are lifelines”.



- Final course grades below 75 percent (75%) may be remediated for a grade change, provided the student has not exhausted all three lifelines.
- Students will be assigned an incomplete (IN) grade until remediation is complete.
- *Steps for Successful Remediation of a Course:*
  - Students will complete a multiple-choice, cumulative exam of the course and must pass with a 75 percent (75%) or higher.
    - The exam is administered at the beginning of the following semester.
    - The number of questions will be equal to the number that was given on the original exam.
    - Failure to pass the remediation exam constitutes a failure of the course and will result in referral to the SEPC.
  - The final course grade awarded after successful completion of a remediation exam is 75 percent (75%), regardless of the score obtained on the remediation exam.
    - A remediation of a course counts as a lifeline.

#### *What are lifelines?*

Lifelines are opportunities for students to remediate a failed course.

- Three (3) lifelines are provided during the didactic phase.
- Lifelines are applied at the end of the course.
- Once lifelines are exhausted, there are no further opportunities to remediate.
- Students that fail a course after exhausting lifelines will be referred to the SEPC and are subject to dismissal.

#### *Summative Evaluations*

**The End-of-Didactic [EOD] Exam** is an objective evaluation of a PA student's medical knowledge as one component of their readiness for the clinical phase of the program. This 120-question exam is built on blueprints and content area lists developed by PA educators and national exam experts. The summative exam will be administered during the Fall semester (semester 4).

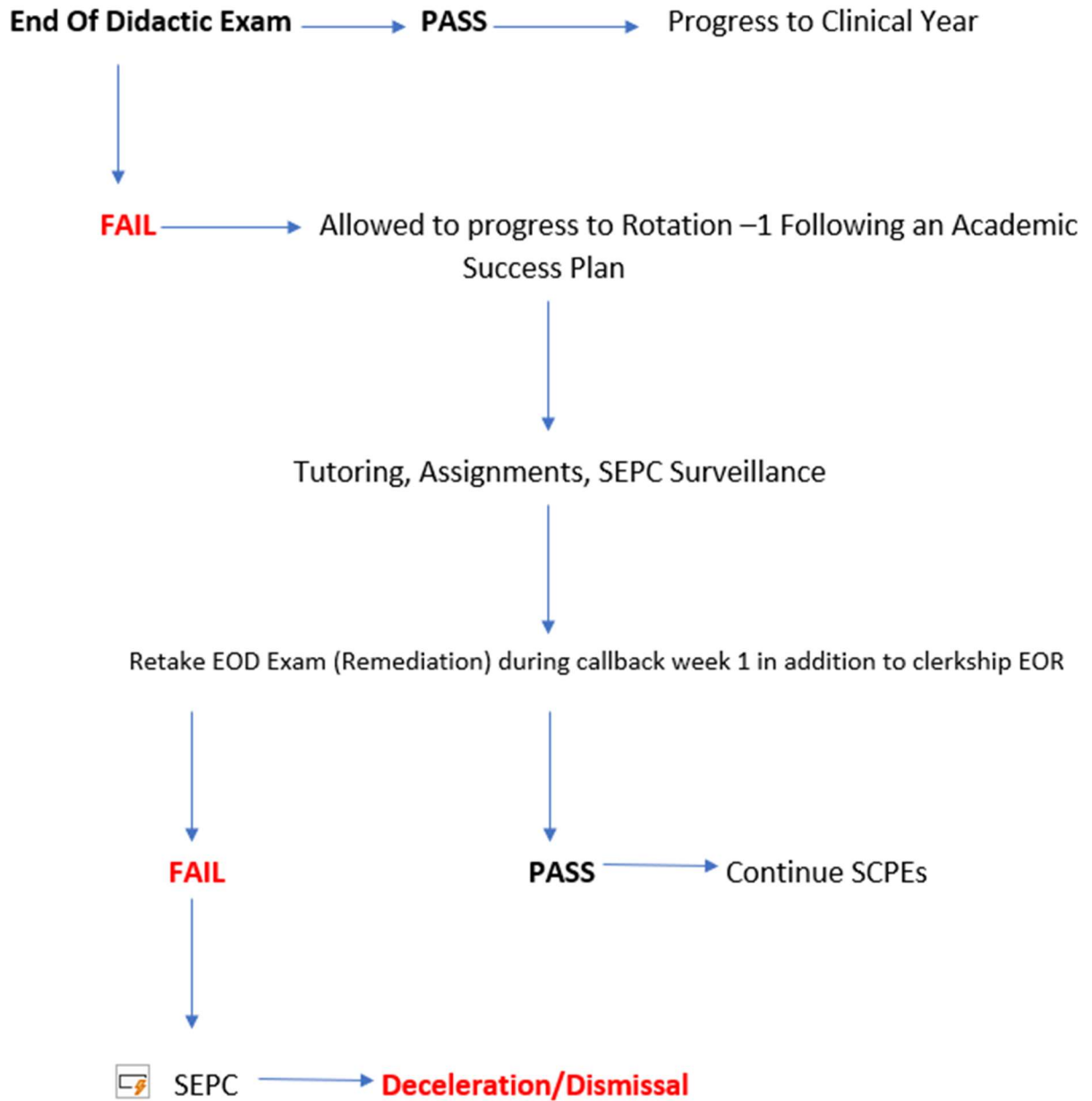
#### *Requirements for Successful Completion of the EOD:*

- Obtain a score of 75 percent (75%) or above.

#### *EOD Remediation Pathway:*

- Students will have one (1) opportunity to successfully complete and pass a remediation exam.
- An academic success plan tailored to the deficiencies identified in the summative exam will be assigned.
- Students will be allowed to progress to their first clinical clerkship rotation (R-1).
  - Remediation assignments must be completed.
  - Exam Schedule – During the End-of-Rotation Callback Week (R-1), students will take the following exams:
    - Clerkship End-of-Rotation (EOR) Exam, and

- EOD Remediation Exam.
- Failure to complete the remedial requirements will result in referral to the SEPC for recommendations, to include deceleration or dismissal.



**The End-of-Didactic OSCE** is a comprehensive, performance-based, multi-station, objective exam assessing students' basic clinical skills.

*Requirements for Successful Completion of the End-of-Didactic OSCE:*

- Students must pass the Final Station Grade with a grade of 85 percent (85%) or above.
- AND obtain a "PASS" grade in all competency areas.

*End-of-Didactic OSCE Remediation Pathway:*

- Any minimal pass (MP) or failed (F) competencies must be remediated until PASSED.
- Remediation activities may include:
  - Self-reflection assignments and/or repeat OSCE.
  - Other assignments to address the gaps in learning and missed competencies.
- Failure to complete the remedial requirements will result in referral to the SEPC for recommendations.

## Clinical Phase

### Promotion to the Clinical Phase

Students transition to the clinical phase after successful completion of the following:

- All didactic coursework and assessments.
- The Physician Assistant Clinical Knowledge Rating and Assessment Test (PACKRAT) formative assessment.
- Compliance with drug screening and criminal background check requirements.
- Compliance with health and immunization requirements:
  - Student Health Clearance Form
  - Required Immunizations
  - Annual tuberculosis (TB) screening
- Compliance and documentation of required trainings:
  - Occupational Safety and Health Administration (OSHA)
  - Health Insurance Portability and Accountability Act (HIPAA)
  - Basic Life Support (BLS)
  - Advance Cardiovascular Life Support (ACLS)
  - Pediatric Advanced Life Support (PALS)
- Signed Attestation of Compliance with Technical Standards.
- Evidence of continued enrollment in a health insurance program.
- Any additional documents required by a clinical site affiliate or preceptor.

**Note:** Failure to comply with the requirements set forth by the MPAS program and/or a clinical site or preceptor will delay student progression through the clinical phase and may result in a delay of graduation/degree conferral.

### Overview of the Clinical Phase of the Program (A3.12d, B3.03a-e, B3.04a-d, B3.06a-c, B3.07a-g)

The clinical phase is a twelve (12) month period where students participate in nine (9) supervised clinical practice experiences [minimum of four (4) weeks in length] with physicians who are specialty board certified in their area of instruction, NCCPA certified PAs, or other licensed health care providers qualified in their area of instruction. Students will complete clinical clerkships in seven (7) core disciplines: Family Medicine, Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Emergency Medicine, Psychiatry, and two (2) elective rotations. These experiences offer the kinds of patient encounters (acute/chronic, emergent, and preventative) essential in the preparation of students for meeting program expectations and acquiring the competencies needed for entry into clinical practice. The types of settings include inpatient, outpatient, surgical (operating room) and emergency department. Each clinical setting is unique, serving communities of diverse cultural and economic backgrounds.

| Clinical Phase  |                    |
|---|--------------------|
| Semester 5 [Spring], Semester 6 [Summer], Semester 7 [Fall] |                    |
| Course Number   | Course Name        |
| PAS 6103  | Internal Medicine  |
| PAS 6125  | Psychiatry         |
| PAS 6200  | Surgery            |
| PAS 6300  | Pediatrics         |
| PAS 6400  | Family Medicine    |
| PAS 6500  | OB/GYN             |
| PAS 6600  | Emergency Medicine |
| PAS 6940  | Elective - 1       |
| PAS 6940  | Elective - 2       |

### Supervised Clinical Practical Experience (SCPE)

#### *Clinical Site Affiliation Agreements (A3.01, C2.01)*

The program requires a current, fully executed affiliation agreement between all SCPE sites and the FIU MPAS program. These agreements are legal documents that address academic, physical, clinical resources, program policies (certain program policies will be superseded by those at the clinical site); and liability issues (including malpractice insurance). The process of attaining and retaining SCPE sites is solely the responsibility of the program and is facilitated by the executive leadership of FIU MPAS program.

#### *Recruitment and Maintenance of Clinical Sites and Preceptors (A1.10a, A3.03, B3.01)*

The MPAS program is responsible for recruiting clinical sites and preceptors, maintaining standards of excellence, and supervising student placement. The Director of Clinical Education and the clinical team are responsible for identifying and evaluating clinical sites and preceptors that adhere to academic, professional, and safety standards of the program. Students may suggest or provide information regarding potential clinical sites or preceptors to the Director of Clinical Education, but students are not to solicit clinical sites or preceptors. Students must accept the clerkship rotation schedule assigned to them. The schedule is subject to change.

The program is responsible for maintaining and monitoring clinical sites and preceptors to ensure that the clinical experience allows students to meet the program's learning outcomes.

#### *Geographic Location of Clinical Sites*

Efforts are made to assign clinical sites considering the geographic location of the student's home address; however, this may not always be feasible. Regardless, students are required to adhere to their assigned clinical site. Students are responsible for ensuring adequate transportation and commute time. Core rotations must be fulfilled in South Florida. Elective rotations outside of South Florida may be considered but require approval from the Director of Clinical Education. Students are responsible for securing their own

housing.

**Rotation Schedule**

Clinical rotation schedules are accessible through the program's clinical management system, eMedley.

Students are required to accept the clerkship rotation schedule assigned to them, understanding that it may be subject to change. The program retains the right to modify any scheduled clinical rotation if it determines that the site or clinical preceptor does not meet established requirements, if the site or preceptor becomes unavailable, or for any other programmatic reason. The program will make every effort to communicate such changes to students promptly, typically within 48-72 hours.

**Clinical Phase Calendar** (subject to change)

| SCPE                                    | Begins            | End               | EOR Callback Week               |
|---|-------------------|-------------------|---------------------------------|
| <b>Semester 5 [Spring]</b>              |                   |                   |                                 |
| 1                                       | January 8, 2024   | February 2, 2024  | February 5-9, 2024              |
| 2                                       | February 12, 2024 | March 8, 2024     | March 11-15, 2024               |
| 3                                       | March 18, 2024    | April 12, 2024    | April 15-19, 2024               |
| <b>Semester 6 [Summer]</b>              |                   |                   |                                 |
| 4                                       | April 22, 2024    | May 17, 2024      | May 20-24, 2024                 |
| 5                                       | May 28, 2024      | June 21, 2024     | June 24-28, 2024                |
| 6                                       | July 1, 2024      | July 26, 2024     | July 29- August 2, 2024         |
| <b>Board Review Series</b>              | July 1, 2024      | July 1, 2025      | Emory Board Review (self-paced) |
| <b>Semester 7 [Fall]</b>                |                   |                   |                                 |
| 7                                       | August 5, 2024    | August 30, 2024   | September 2-6, 2024             |
| 8                                       | September 9, 2024 | October 4, 2024   | October 7-11, 2024              |
| <b>PACKRAT II</b>                       | October 10, 2024  |                   | PACKRAT II                      |
| <b>Capstone Presentations</b>           | October 14, 2024  | October 15, 2024  | Capstone                        |
| 9                                       | October 16, 2024  | November 8, 2024  |                                 |
| <b>Summative Week</b>                   | November 12, 2024 | November 15, 2024 | EOC Exam, Final OSCE            |
| <b>Program to Practice Exit Seminar</b> | November 18, 2024 | November 21, 2024 |                                 |
| <b>Board Review Exam</b>                | November 25, 2024 |                   | Emory/Exam Master               |

**PACKRAT™**

The PACKRAT™ exam is an objective, comprehensive self-assessment tool for students. Completion of this assessment is a mandatory requirement of the program and students will have the opportunity to take this examination during the clinical phase of the program. It's important to note that this examination is for self-evaluation ONLY.

**Capstone Research Project**

The Capstone Research Project (CRP) is a requirement for graduation. The Capstone Research Project is a self-directed project where students will formulate a clinical question of interest relevant to primary care practice. Students will conduct an appropriate literature search and analyze selected articles to develop a scholarly Literature Review Paper. This project is a continuation of the first-year Clinical Application of Evidence-Based Practice courses and is designed to allow the PA student to complete a master's degree

capstone under the guidance of a faculty advisor. Please read the Capstone Research Project syllabus carefully, paying attention to dates for mandatory meetings with the CRP advisor and due dates.

### *Summative Evaluation*

The FIU MPAS program conducts a summative evaluation of each student within the final four months of the program. Please refer to the [Summative Evaluation](#) section for more details.

### *Emory Board Review Series*

During the clinical phase, students are required to participate in a program-sponsored mandatory Board Review Series. The program currently provides students with the Emory Board Review. Topic specific PANCE review sessions may also be incorporated during end-of-rotation call back weeks.

## On-Boarding Process and Procedures

### *American Data Bank / Complio*

Complio is the online tracking and screening system selected by the FIU MPAS program to electronically store background check details, certificates of training, and documents providing compliance with health requirements. Students are expected to submit and correctly upload documentation in a timely manner.

### *Level II Background Check*

Clinical affiliate sites may require additional background checks to credential students for their clerkship rotations. To avoid delays in clinical rotations, students are required to provide documentation of a level II background check in a timely manner.

### *Certifications*

The MPAS program will arrange training sessions to certify students in Basic Life Support (BLS), Advanced Cardiovascular Life Support (ACLS), and Pediatric Advanced Life Support (PALS). These trainings will be held during the summer semester prior to the beginning of the clinical phase. Students will not be permitted to begin clinical rotations until appropriate documentation is provided.

### *Immunization (A3.07)*

Refer to the requirements listed in the [Immunization section](#).

## Attendance – Clinical Phase (A3.02)

### **Attendance is MANDATORY.**

It is a demonstration of professional attitude and behavior. This behavior impacts all members of the healthcare team, including fellow students and patients. Any absence from the clinical rotation may have a direct impact on student performance, overall grade and the successful completion of the clinical rotation.

Students who miss scheduled hours are expected to acquire the same level of competency as other students involved in the clinical rotation. Lectures, reading assignments and workload will not be re-created or offset

to accommodate any absences.

The work schedule will be determined by your preceptor and students are required to work full time following the same schedule as their preceptors. Students will be required to take on call, nights, and weekends as designated by the preceptor. Holidays or university breaks do not apply to the clinical phase.

**\*\* “Planned absences” do NOT apply to the clinical phase. \*\***

Students who need to miss a day must submit an Absence Excusal Form (AEF) via the MPAS Student Affairs page on CanvasMed and notify the Director of Clinical Education; an email notification alone is insufficient. Submission of the Absence Excusal Form does not constitute an automatic approval. Failure to submit the Absence Excusal Form will result in an Unexcused Absence. Final approval is granted by the Director of Clinical Education (or designee).

If the preceptor or his/her designee is unavailable to work with the student for 2 or more scheduled clinical days (i.e., vacation, scheduled days off, etc.) – the student is required to notify the Director of Clinical Education so that an alternate assignment is made.

Absence from the clinical site for a program related activity (i.e., FAPA Challenge Bowl) may be authorized by the Director of Clinical Education taking into consideration the student’s overall academic standing. It is the student’s responsibility to ensure that clerkship rotation requirements are not compromised by attendance to the activity.

#### *End-of-Rotation Call-Back Attendance*

Students are required to return to campus at the completion of each rotation for academic and professional activities such as End-of-Rotation exams, objective structured clinical examinations (OSCE), case-presentations and other designated program activities. Attendance and participation in all End-of-Rotation activities is mandatory.

#### *Unexcused Absences*

Unexcused absences are reported to the MPAS program and documented in the student’s academic file as a violation of professionalism standards. Students who are absent without prior approval will be required to meet with the Director of Clinical Education and are subject to disciplinary action by the SEPC Committee - to include a ten percent (10%) reduction in course grade or course failure (if more than 25% of the rotation is missed without prior notification and approval from the program).

#### *Leave of Absence*

Refer to the policy in the [Leave of Absence section](#).



## Academic Standards (A3.15a)

### *Assessments (C3.01)*

Throughout the clinical phase of the program, students will be evaluated utilizing a variety of assessment tools:

#### ❖ ***End-of-Rotation (EOR) Exam***

- End-of-Rotation Exams are objective, standardized evaluations intended to serve as one measure of the medical knowledge students gain during specific supervised clinical practice experiences. These exams are created and administered by the Physician Assistant Education Association (PAEA).
- Administered during the EOR callback week.
- Consist of 120 PANCE style, multiple choice questions based on the learning objectives of the clinical rotation completed.
- Questions are typically presented in vignette format to assess the students' capability for problem solving and critical thinking.
- The exam follows the PAEA End-of-Rotation Exam topic list and blueprint.
- Exam results will be available within 24-48 hours of the exam.
- Passing score: 75% (Raw Score: 375 out of 500)

#### ❖ ***Objective Structured Clinical Evaluations (OSCEs)***

- Students' clinical proficiency and competency will be evaluated through OSCE assessments.
- There will be two (2) OSCEs during the clinical phase – midterm and final OSCE.
- Competencies evaluated during OSCEs include:
  - Professionalism
  - Patient-Centered Communication
  - Other Health History
  - Physical Exam
  - Diagnosis and Next Steps
  - Information Provision/Closure
  - Encounter Note (if applicable)
- Passing score: 85% in the Final Station grade AND a "Pass" in all competencies

#### ❖ ***Preceptor Evaluation of the Student (B4.01a, b)***

- End-of-Rotation Evaluation
  - This evaluation MUST be submitted via eMedley by the clinical preceptor no later than the end of the last day of the clinical rotation.

#### ❖ ***Site Visits - Program Evaluation of the Student (B4.01a, b)***

- The Director of Clinical Education and/or designated MPAS faculty conduct site visits on a regular basis. During a site visit, the preceptor, clinical staff, and student may be interviewed. In addition, the student may be asked to present a case to the visiting faculty, comment on a case presented by a colleague, and/or perform a monitored history and physical examination on a patient. The visiting faculty may evaluate the student's clinical performance and give feedback for improvements.

- The faculty will upload the evaluation to CanvasMed.

❖ **Case Log on eMedley (B4.01a, b)**

- Students are expected to log all patient encounters.
- Case log must be submitted via eMedley (eclas).
- Students must log a minimum of 100 case encounters per clerkship rotation.
  - A patient encounter is any encounter in which you participate as part of the clinical team.
    - Examples: direct care provider, participation as an observer of an encounter, cases seen or discussed during rounds, etc.
- Due: 1st day (Monday) of callback week.
  - Late submissions will not be accepted and will receive a grade of zero (0).

❖ **Procedure Log on eMedley (B4.01a, b)**

- Students are expected to perform procedures during the clinical phase under the supervision of the clinical preceptor.
- Students should seek opportunities to perform skills and procedures (*refer to clinical clerkship course syllabus and [Appendix A](#)*).
- Students must log completed procedures in eMedley.
- Due: 1st day (Monday) of callback week.
  - Late submissions will not be accepted and will receive a grade of zero (0).

❖ **Student Evaluation of the Clinical Site/Rotation**

- Students must submit the evaluation via eMedley.
- Due: 1st day (Monday) of callback week.

❖ **Student Evaluation of the Preceptor**

- Students must submit the evaluation via eMedley.
- Due: 1st day (Monday) of callback week.

## Final Grade Calculation

| Required for Successful Completion of Clinical Clerkship Courses  | Grade Percentage (%) |
|---|----------------------|
| Attendance/Professionalism  | 5%                   |
| EOR Exam  | 70%                  |
| Preceptor Evaluation of Student   | 10%                  |
| Case/Procedure Logs   | 5%                   |
| Assessments* <ul style="list-style-type: none"><li>• OSCEs</li><li>• Oral Case Presentations</li><li>• PANCE Mock Exam</li><li>• SOAP Notes</li></ul> | 10%                  |
| Student Evaluation of Clinical Site/Rotation  | Required             |
| Student Evaluation of Preceptor   | Required             |
| Board Review Assignments  | Required             |

\*NOTE: The following assessments do not occur in every clinical clerkship course. When assigned, students must achieve a passing score:

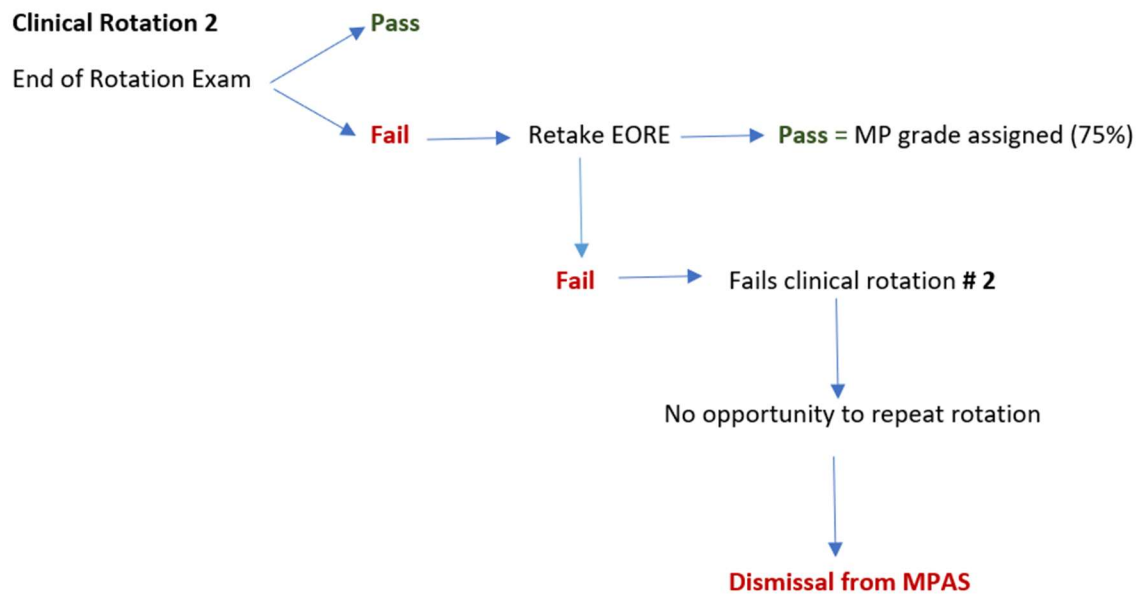
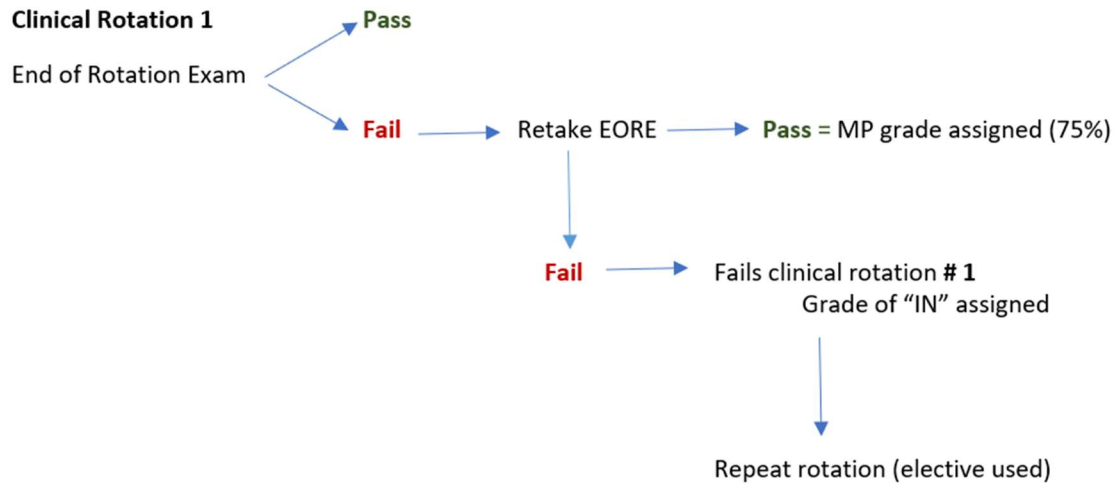
1. SOAP Note (Rotation 1, 4 and 7) – passing score: 75%
2. Oral Case Presentation (Rotation 2 and 5) – passing score: 75%
3. OSCE (Midterm and Final) – passing score: 85% AND “pass” all competencies.

### Clinical Remediation

Students who do not meet the passing benchmarks will be referred to the SEPC for recommendations, which may include academic warning, probation, deceleration, or dismissal.

### End-of-Rotation (EOR) Exam

- Students are allowed a total of two (2) opportunities to remediate an End-of-Rotation Exam but only one (1) opportunity to repeat a clinical rotation.
- Steps for Remediation of an EOR Exam:
  - The EOR remediation exam is scheduled at the end of the callback week.
  - The maximum score awarded on remediation exams is 75 percent (75%).
  - Students who fail the remediation exam:
    - A grade of incomplete “IN” will be assigned for the rotation.
    - Students may repeat the rotation, if applicable.
    - Failure of the subsequent End-of-Rotation Exam constitutes a failure of the course with no further opportunity to remediate.
      - Students are referred to the SEPC for dismissal.



## *Objective Structured Clinical Evaluation (OSCEs)*

### *Requirements for Successful Completion of Clinical OSCE:*

- Students must pass the Final Station Grade with a grade of 85 percent (85%) or above.
- AND obtain a "PASS" grade in all competency areas.

### *Clinical OSCE Remediation Pathway:*

- Any minimal pass (MP) or failed (F) competencies must be remediated until PASSED.
- Remediation activities may include:
  - Self-reflection assignments and/or repeat OSCE.
  - Other assignments to address the gaps in learning and missed competencies.
- Failure to complete the remedial requirements will result in referral to the SEPC for recommendations.

### *Remediation of other Assessments (SOAP Note, Oral Presentations)*

Students who score below the benchmark will meet with the Director of Clinical Education and their faculty advisor to discuss areas of deficiency.

- An individualized plan of remediation will be formulated to address areas of deficiency.
- Students will be notified via email and/or CanvasMed when remediation activity is posted.
- Assignments must be submitted by the due date posted in CanvasMed. Failure to submit by the due date will result in a grade of zero (0) and a referral to the SEPC.

## Summative Evaluation (B4.03a, b, c, d, e)

The MPAS program conducts a summative evaluation of each student within the final four months of the program. The purpose of the summative evaluation is to verify and validate that each student has successfully achieved the learning outcomes and competencies established by the program, that are necessary to enter clinical practice.

### *PAEA End-of-Curriculum (EOC) Exam*

The PAEA End of Curriculum Exam is an objective, standardized evaluation of a student's medical knowledge as one component of their readiness for graduation.

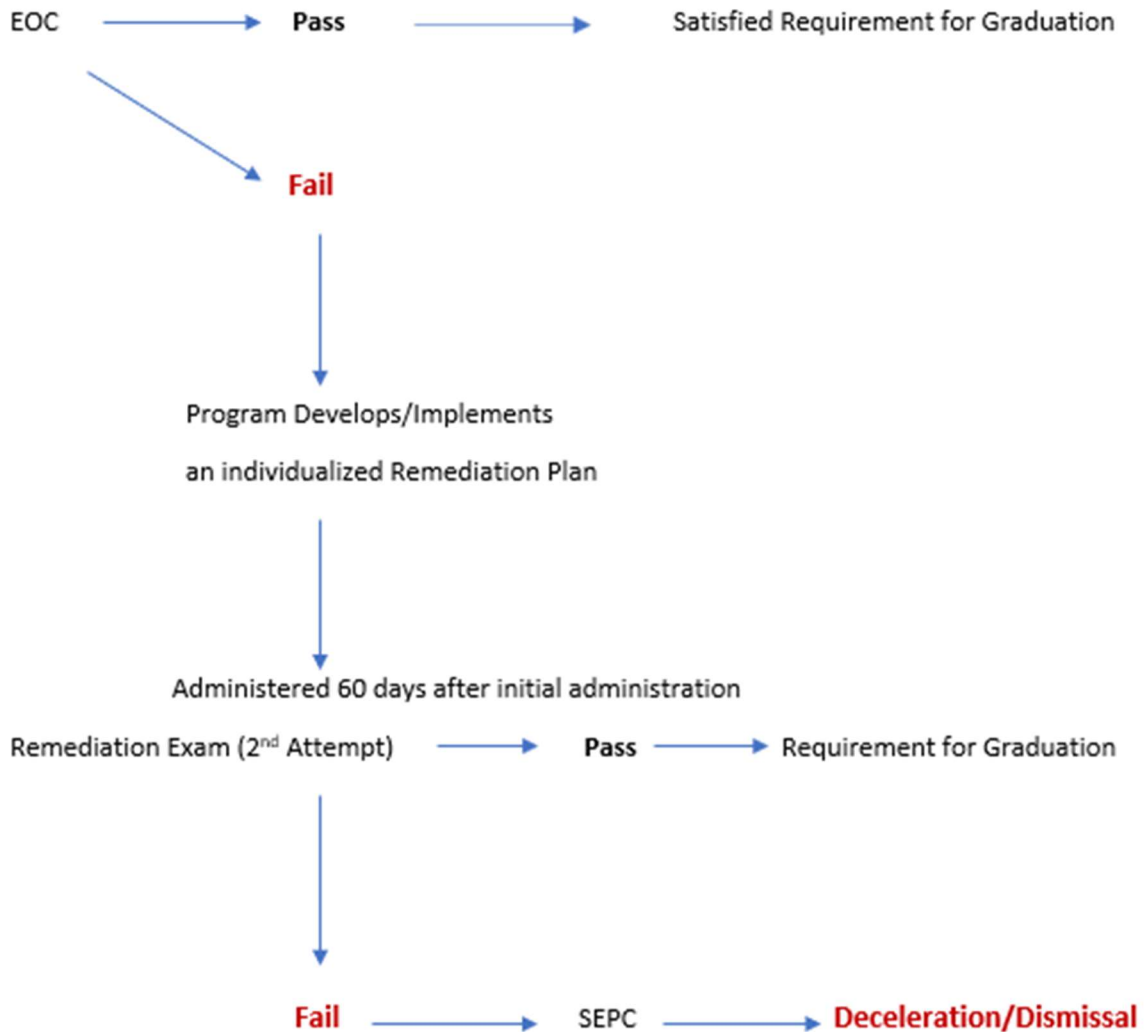
- The exam consists of 300 PANCE style multiple choice questions.
- Duration: 5 hours
- For students with ADA accommodations, the exam will be taken in 2 days.
- Passing score is 1350/1800 (75%)

### *EOC Remediation Pathway (A3.15c)*

- Students will have only one (1) opportunity to successfully complete and pass an EOC remediation exam.
- The remediation exam will be scheduled no earlier than 60 days after the initial administration (PAEA policy).
- The program will develop and implement an individualized academic success plan tailored to the deficiencies identified in the EOC exam.

- Failure to pass the EOC remediation exam will result in referral to the SEPC for deceleration or dismissal.

### End of Curriculum (EOC) Exam



\*POLICY: If a student fails on their 1<sup>st</sup> attempt, they may re-take EOC only once. No earlier than 60 days after initial administration (PAEA EOC guide)

## **Application for Graduation**

Students are required to apply for graduation through [my.fiu.edu](http://my.fiu.edu) – prior to the deadline established by the University. The Assistant Director of Admissions will notify students of the application timeline. Untimely submission may result in a delay in graduation.

### **Graduation Requirements**

To be awarded a Master in Physician Assistant Studies degree, each student must:

1. Pass each required course/rotation with a grade of “C” (75%) or higher and maintain an overall GPA of 3.0.
2. Pass summative written and practical examinations.
3. Complete a minimum of 92 credits.
4. Submit and obtain faculty endorsement of a signature paper/capstone project.
5. Complete the Physician Assistant Clinical Knowledge Rating and Assessment Test (PACKRAT) for self-assessment.
6. Comply with program standards of conduct and guidelines for ethical conduct.
7. Complete the program’s Physician Assistant Board Review Course.

### **PANCE Preparation**

Students will continue to have access to several online PANCE preparation software platforms:

- Osmosis – One (1) month post-graduation
- UWorld – One (1) month post-graduation
- Rosh – One (1) month post-graduation
- Emory Board Review Series – Six (6) months post-graduation

## Professionalism Standards

As future medical professionals, students are expected to possess and maintain the level of professionalism that is required of licensed medical professionals. The general public holds medical professionals to a higher ethical and professional standard than that of the lay public and trusts them with their medical care which is confidential and highly personal. It is important that students behave in a way that maintains that trust. Unprofessional behavior not only has implications towards the general public's perception of this PA program, but the PA profession in general as well. Ultimately, PA students should strive to be able to provide ethical and professional care to the patients they serve.

### Communication

The FIU e-mail is considered the official University email and the only account that the MPAS Program uses to communicate with currently enrolled students. The MPAS program is not responsible if a student has inaccurate or missing information due to failure to routinely check, read and clear their e-mail account. Students are expected to adhere to professional communication, both verbally and written. Students should refrain from communicating with the program via text message, except for emergent situations. Students are responsible for promptly reaching out to the MPAS IT if they have technical difficulties with their FIU e-mail account.

### Expected Behaviors

Students of the FIU MPAS program are expected to abide by the:

- [Guidelines for Ethical Conduct for the Physician Assistant, published by the American Academy of Physician Assistants](#)
- [FIU Regulation 2501 Student Conduct and Honor Code](#)

### Unacceptable Behaviors

Examples of unprofessional behaviors include, but are not limited to, the following:

- Non-compliance or violation of dress code.
- Excessive absences or tardiness (excused or unexcused) as defined in this handbook.
- Lack of engagement and/or participation in the classroom or any academic/instructional activity. This includes, but is not limited to, ignoring, or not responding to verbal or written instructions or notifications from the program.
- Disruptive behavior in the classroom, which includes, but is not limited to, failure to meaningfully contribute to group work in a way that is equivalent to the work other students are doing in that group.
- Use of inappropriate communication, either verbally or in writing, with anyone to include yelling, swearing, derogatory language, or language that could be interpreted as threatening, demeaning, or intimidating.
- Violation of principles related to academic integrity and/or plagiarism as outlined by FIU Regulation 2501.
- Student intoxication with alcohol, prescription, or any illicit drug(s) or substance(s).
- Destruction, misuse, or abuse of Program and/or University equipment and/or supplies, which



includes but is not limited to using these materials in a way that is not their intended purpose and/or approved by faculty, in a way that may damage these materials or affect their ability to function correctly or removing them from their facility for any use outside of University property unless otherwise designated by program faculty.

The program reserves the right to determine what constitutes unprofessional behavior and appropriate disciplinary action on a case-by-case basis.

### **Reporting Student Conduct or Academic Violations**

Alleged violations of the Student Conduct and Honor Code, such as academic, behavioral, and/or organization misconduct, are reported to the Office of Student Conduct and Academic Integrity (SCAI) via the online [Incident Reporting Form](#).

Student behavior that violates program policies and standards will be addressed by the SEPC following a final determination from Office of Student Conduct and Academic Integrity (SCAI) and the Office of Civil Rights, Compliance, and Accessibility (CRCA), if such action does not result in expulsion.

### **Requirement to Report Criminal Incidents**

Students are required to inform the Program Director of any interaction with the police resulting in an arrest or being brought before the criminal justice system within fifteen (15) days of the incident. This requirement is independent of a conviction. Failure to report an incident will result in a referral to the SEPC for unprofessional behavior. Disciplinary actions may include dismissal from the MPAS Program.

### **Criminal Background Checks/Drug Screening**

By accepting admission to the program, students agree to submit and pay for national criminal background checks and drug screening exams. Felony charges that occur between the date of the CASPA application submission and MPAS graduation must be reported by the student to the Program Director immediately. The report must include the following:

- (1) date of charge(s),
- (2) type of offense, and
- (3) disposition of the case.

Failure to comply is grounds for dismissal from the MPAS Program.

### **Medical Records and Patient Confidentiality**

Students must complete the Health Insurance and Portability and Accountability Act (HIPAA) course and adhere to the rules when participating in clinical activities at affiliated hospitals and clinics. Students must not discuss a patient in any manner that would reveal information to persons not involved in the patient's health care. Students must refrain from discussing patients in public places, (i.e., cafeterias, elevators, etc.) where conversations may be overheard. HIPAA violations reported by a clinical affiliate will be referred to the SEPC for disciplinary action.

### Dress Code – Didactic Phase

The required attire is:

- (1) business casual and a short white coat; OR
- (2) program approved scrubs and a short white coat.

Students must follow these guidelines:

- Attire must be neat, clean, and in good condition at all times.
- Practice good personal hygiene.
- Short sleeves are permitted, but not t-shirts or tank tops.
- No clothing should be unprofessionally revealing regardless of student gender.
- Jeans are not permitted.
- Closed-toed shoes are required.
- Students should be mindful of the use of fragrances, as patients, classmates and instructors may have allergies or sensitivities.

Students in violation of the above-mentioned dress code may be dismissed from the didactic or clinical activity. Students will be marked absent and will forfeit points for any missed activities. Violations are referred to the SEPC for disciplinary action.

### Dress Code – Clinical Phase

The required attire is:

- (1) business casual and the FIU MPAS embroidered white coat; OR
- (2) program approved scrubs and the FIU MPAS embroidered white coat; AND
- (3) wear FIU name badge, photo up, at shoulder height. The badge is worn with name facing forward and nothing obscuring the name or picture.

Students must follow these guidelines:

- *White Coats*  
Student-style white coats with the FIU MPAS logo are required for clinical settings; they must be clean and neat.
- *Scrubs*  
FIU MPAS scrubs must be clean and neat. If wearing scrubs outside the operating area, a clean white coat should be worn over scrubs.
- *Shoes*  
Footwear must be clean, in good condition, and appropriate. For safety reasons, open-toed shoes and sandals are not allowed in patient care areas.
- *Style*  
No sweatshirts or shirts with messages, lettering, or logos (except the FIU MPAS logo). No shorts,

cut-offs, etc. Jeans are not to be worn even if it is clinic policy to allow providers to wear jeans. A tie is recommended for men, unless described as optional in specific policy for that clinical setting.

- *Fragrance*  
No wearing of colognes, perfumes, or scented lotions in clinical settings as patients may be sensitive to fragrances.
- *Hands*  
Fingernails must be clean and short to allow for proper hand hygiene, use of instruments, prevention of glove puncture and injury to the patient.
- *Hygiene*  
Daily hygiene must include personal cleanliness, including use of deodorant. Clothing should be clean, pressed, and in good condition, including the white coat.
- *Hair*  
Mustaches, hair longer than chin length, and beards must be clean and well-trimmed. Students with long hair who participate in patient care should wear hair tied back to avoid interfering with performance of procedures or having hair come in contact with patients.
- *Jewelry*  
Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety.

### Student Identification Policy (A3.06)

FIU student identification badges and a short white lab coat must be worn at all times while on campus and during clinical experiences. This is to clearly distinguish students from physicians, medical students, and other health profession students and graduates.

Students may be required to wear an additional site-specific security identification badge at clinical sites. This badge is to be worn in addition to the FIU identification badge.

Physician Assistant students must always and only identify themselves as “physician assistant students” to faculty, patients, clinical site staff, and never present themselves as physicians, residents, medical students, or graduate physician assistants. While enrolled in the FIU MPAS program, students may not use previously earned titles (i.e., RN, MD, DO, EMT, PhD, etc.) for identification purposes.

### Medical Diagnostic Equipment

Students may be required to bring their own medical diagnostic equipment (e.g., stethoscope, ophthalmoscope, otoscope, reflex hammer, etc.) to all rotations. These must be in working order.

## Social Media and the Medical Professional

The FIU MPAS program supports the American Medical Association's (AMA) opinion titled "[Professionalism in the Use of Social Media](#)". The opinion has been quoted below with modifications to align with physician assistant education and practice.

The Internet has created the ability for physician assistant (PA) students and PAs to easily communicate and share information with millions of people. Participating in social networking and other similar Internet opportunities can support a PAs personal expression, enable individual PAs to have a professional presence online, foster collegiality and camaraderie within the profession, and provide an opportunity to widely disseminate public health messages and other health communications. Social networks, blogs, and other forms of communication online also create new challenges to the patient provider relationship. PA students should consider the following when maintaining a presence online:

- PA students must strictly adhere to standards of patient privacy and confidentiality.
- Students must NOT text, email, post on social media, or discuss with anyone potentially identifiable patient information which includes but is not limited to, photographs of patients (even if the patient's face is not visible).
- PA students must routinely monitor their own Internet presence to ensure that the personal and professional information is accurate and appropriate.
- PA students must NOT interact with patients on the Internet.
- PA students have an ethical responsibility to report inappropriate content posted by colleagues.
- Liking and/or sharing of inappropriate content is considered unprofessional behavior and is subject to disciplinary action.

## Program-Specific Social Media Expectations

FIU MPAS students must adhere to the following guidelines and professional considerations when engaging in social media networking:

- Students must not engage in social media during instructional activities.
- The integrity of the coursework of the FIU MPAS program, student, and classroom must be protected. Students must not share questions or answers to assessments, exams, or quizzes via social media.
- Students must ensure accuracy regarding statements made about the FIU MPAS program and its community members. Students must not provide false, intentionally inaccurate, or inflammatory comments.
- All laws governing copyright and fair use of copyrighted material must be followed.

## Preceptor-Student Policies

### *Interactions with the Clinical Preceptor*

Teaching strategies will vary according to the setting and the clinical preceptor. The student should expect and be prepared for strategies such as participation in grand rounds, case presentations, observation, direct questioning, "think out loud" method, research assignments, etc. Regardless of the preceptors teaching style or method, the student is expected to actively participate in the supervised clinical practice experience's

educational process.

If the interaction between the student and the clinical preceptor becomes strained, the student is to demonstrate well-tempered professional behavior and immediately inform the Directors of Clinical Education.

#### *Clinical Rotations with Preceptors who are a Friend and/or Relatives*

Occasionally students request to attend a clinical rotation with a friend or relative (who is also a healthcare provider) that will serve as the preceptor. Personal relationships can potentially interfere with the clinical evaluation process, which is both objective and subjective in nature, therefore, such clinical rotation arrangements are prohibited.

#### Prohibited Discrimination, Harassment, and Related Misconduct (A1.02i, A1.02j)

The FIU Board of Trustees has a regulation that prohibits discrimination, harassment, and related misconduct. The **FIU Board of Trustees Regulation FIU-106 Nondiscrimination, Harassment, and Retaliation (Title VII)** is available online (<http://regulations.fiu.edu/>). The policy statement reads:

Florida International University (the University) affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and veteran status. The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This Regulation establishes procedures for an applicant or a member of the University community (faculty, staff, affiliated third parties, and/or student) to file a complaint of alleged discrimination or harassment. It shall be a violation of this Regulation for any member of the University community to discriminate against or harass any member of the University community or applicant. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the Regulations/policies of the University.

The University is also committed to creating a work or academic setting free from illegal discrimination based on sexual misconduct, sexual orientation, gender identity or expression which is addressed in FIU Regulation 105 Sexual Misconduct (Title IX).

#### Sexual Harassment and Sexual Misconduct (A1.02i, A1.02j)

The FIU Board of Trustees has a regulation that addresses sexual harassment and sexual misconduct. The **FIU Board of Trustees Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct** is available online (<http://regulations.fiu.edu/>). The policy statement reads:

Florida International University (the University) is committed to encouraging and sustaining a learning and living environment that is free from discrimination based on sex including gender, gender expression, gender identity, and sexual orientation. Discrimination based on sex encompasses Sexual Misconduct, Sexual Harassment, Gender-Based Harassment, Domestic Violence, Dating

Violence, and/or Stalking. The University has developed this regulation applicable to the entire University Community (i.e., students, student organizations, faculty, staff, affiliated third parties, and visitors) prohibiting discrimination based on sex consistent with Title IX of the Education Amendments of 1972 (Title IX), relevant provisions of the Violence against Women Reauthorization Act of 2013 (VAWA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), along with all applicable implementing regulations, and other applicable federal and state laws.

The University has identified two areas that are under the purview of this Regulation: Sexual Harassment as defined by Title IX and Sexual Misconduct.

- **Sexual Harassment** applies to alleged harassment, violence, and/or prohibited discrimination that occurs in a University education program or activity in the United States. This refers to locations, events, or circumstances over which the University had substantial control over both the Respondent and the context in which such incidents occurred, and also includes buildings owned by or controlled by a student organization that is officially recognized by the University.
- **Sexual Misconduct** applies to alleged harassment, violence, and/or prohibited discrimination that occurs in or outside a University education program or activity regardless of location. Nothing in this Regulation shall be construed as preventing the University President from taking any action which may be deemed necessary to meet the goals of this Regulation. The President may change the outcome and/or sanctions for any matter under the jurisdiction of this Regulation as outlined in Section XV.

All members of the University community are expected to conduct themselves in a manner that does not infringe upon the rights of others and is consistent with this regulation. The Regulation is not meant to inhibit or prohibit educational content or discussions protected by academic freedom or the First Amendment, the Fifth and Fourteenth Amendments, or any other rights guaranteed by the U.S. Constitution.

#### Assessment of Professional Behaviors in the Clinical Phase (B4.01a, b)

Assessment and monitoring of professional behaviors occurs on a continual basis during the student's tenure with the program.

During the clinical phase, professional behaviors are assessed via:

- Preceptor Evaluation of Student Form
- Direct observation by faculty on clinical site visits (Program Evaluation of Student Form)
- Direct observation by faculty during callback activities (noted in roll call badges)

Assessments may be required more frequently, and at any given time if areas of concern have been identified.

## **Student Evaluation and Progress Committee (SEPC)**

The FIU MPAS program follows a fair and formal process to evaluate students who do not meet the established standards of academic and professional performance.

The SEPC is charged with the responsibility of systematically reviewing the academic performance (didactic and clinical) and professional behaviors of each PA student. The committee issues recommendations to the Program Director regarding a student's academic standing, progression, remediation, deceleration/ readmission, dismissal, and graduation. Additionally, the SEPC ensures that the policies outlined in all program policy manuals (including this document) are applied in a fair and equitable manner to all students. Claims of discrimination, including retaliation, and sexual harassment should be submitted to FIU's Office of Civil Rights Compliance and Accessibility (CRCA) by the student.

The SEPC hearing is not a punitive process. The SEPC is committed to support students in successfully completing the program.

### SEPC Members

The SEPC is comprised of the following:

- ***Voting Members (by appointment)***  
Medical Director of the MPAS program (Chair)  
Three (3) Principal Faculty of the MPAS program
- ***Ex-officio (Non-voting) Members (by invitation)***  
Institutional representatives that may provide support and insight as to the student's performance and intentional or unintentional results of committee actions (i.e., course directors, registrar, financial aid, university legal counsel)

All members are appointed by the Program Director.

### Confidentiality

All deliberations and proceedings of the SEPC are confidential.

### SEPC Review Process

#### *Evaluation Process*

The SEPC will use the following process for evaluation:

- The SEPC frequently reviews academic performance (didactic and clinical phases) and professionalism for all students.
- Students referred to the SEPC are notified in writing (e-mail).
- SEPC hearings are scheduled within 5 to 15 business days following the notification.
- Ad hoc meetings may occur following reports of unprofessional behavior or other serious concerns regarding a student's academic performance. Students will be notified in writing of the alleged

nature of the complaint.

- The SEPC chair will notify the Program Director of the committee's recommendation(s).
- The SEPC chair will notify the student of the committee's recommendation(s). The student will have an opportunity to appeal following the appeal guidelines described below.
- The Program Director has final authority regarding an appropriate course of action for each student.

#### *Student Appeals*

- Students may appeal the program's decision by submitting a written request to the Program Director within five (5) business days following receipt of the program's decision.
- The program will submit the electronic appeal to the University Graduate School on behalf of the student.
- The University Graduate School (UGS) Dean or designee reviews the appeal and issues a decision.
- A decision of the UGS Dean may be appealed by the student to the Office of the Provost.
- The appeal must be filed with the Office of the Provost within five (5) business days of the date of receipt of the UGS Dean's decision.
- The provost, or a designee, shall review the appeal and the record of the formal hearing and issue a decision.
- The decision of the Office of the Provost is final.



## General Matriculation Policies

### Provision of Healthcare Services by Faculty (A3.09)

Students are not allowed to have program faculty members or administrators as their health care providers.

### Immunization (A3.07)

Students are required to comply with the mandated health requirements to continue enrollment in the program— including physical examination, antibody titers, purified protein derivative (PPD) or chest radiograph, immunizations, drug screening, and Level II background checks. Failure to comply results in a hold placed on registration.

- Students are required to register with American Databank – the platform used to track and verify compliance of student health records.

The MPAS program immunization policy follows guidelines issued by the Centers for Disease Control and Prevention (CDC) and regulations issued by the State University System of Florida Board of Governors. Medical or religious exceptions to this policy may be granted.

MPAS students may be required to have additional vaccines, scheduled or random drug testing, and/or other medical tests prior to starting classes and/or clinical rotations, as required by the MPAS program and all affiliated clinical educational sites. Additional periodic evaluations or tests may be required as indicated, or in the event of exposure to an infectious patient or pathogen.

**COVID-19 Vaccine.** Neither FIU nor the MPAS program require or mandate the COVID-19 vaccine. However, the policies of clinical affiliate sites continually change, and sites may require students to have the COVID-19 vaccine to attend the clinical rotation. The MPAS program is required to adhere to all clinical site policies, rules, and regulations. Clinical sites and preceptors may change their policies, at their discretion. Students must adhere to policy changes made by clinical sites and preceptors.

**Monitoring for Immunization Compliance.** The MPAS Assistant Director of Admissions indicates student compliance or itemizes any deficiencies prior to the beginning of the semester. Students are notified via email by the MPAS Assistant Director of Admissions if they do not meet the minimum immunization and health compliance requirements.

Noncompliance with immunization requirements for students in the clinical phase will be reported to the Director of Clinical Education and may result in a delayed start date for clinical clerkships. The clinical site may, at its discretion, cancel or postpone clinical student attendance at a location or facility.

Religious or medical exemptions must be submitted by the student directly to the program. The clinical site reserves the right to accept or deny the exemption.

## Health Insurance

Students are required to have current and adequate medical insurance to cover emergencies and common medical problems that might occur during their educational training period and that are outside of the scope of services provided on campus (e.g., specialty care, diagnostic testing, and hospitalization). Health insurance is also available through the group student health insurance plan brokered by FIU.

The cost of medical insurance is the responsibility of the student; fees vary according to the plan selected.

Alternatively, students may satisfy the medical insurance requirement with documentation of a valid medical insurance plan already in effect that meets the basic minimum standards described below.

### *Basic Minimum Benefits Requirements for Health Insurance*

Students must have continuous coverage by their health insurance policy while enrolled in the program.

- The policy must be renewable.
- The policy must provide in-network and out-of-network coverage for physician, hospital, diagnostic, and therapeutic coverage in local facilities for both emergency and nonemergency outpatient and inpatient services in Florida.
- The policy must not unreasonably exclude coverage for perils inherent in the student's program of study, such as coverage for needlestick injuries and charges related to the postexposure diagnosis and treatment of bloodborne pathogens.
- The policy also must cover outpatient and inpatient mental health care, prescription drugs, and ambulance services.

## Disability Insurance

Students are required to enroll in a disability insurance plan to cover injuries that might result in chronic disability during their educational training period. Students must purchase coverage through the FIU Broker, Arthur J. Gallagher & Co. on an annual basis by submitting payment [online](#).

## Medical Equipment, Supplies, and Books

The following is a list of required equipment:

1. Ophthalmoscope
2. Otoscope with disposable otoscope speculums
3. Stethoscope
4. Sphygmomanometer with adult cuff (blood pressure cuff)
5. Tuning forks 128 and 512 HZ
6. Reflex hammer
7. Hand-held Snellen chart (i.e., pocket eye chart)
8. Pen light
9. Ruler
10. Tape measure
11. Tongue depressors
12. Paper clips

13. Cotton balls
14. Maxwell Quick Medical Reference Guide
15. Equipment bag (optional)
16. Black scrubs with embroidered HWCOP MPAS logo
17. Plain, short white lab coat (didactic phase)
18. Short white lab coat with embroidered HWCOP MPAS logo (clinical phase)
19. FIU Panther ID
20. Laptop computer (no iPads or Chromebooks). Minimum requirements include:
  - Combo DVD and RW drive
  - Sound capability and speakers
  - Internet connection with private internet service provider (ISP) for universal access to the internet
  - Wireless and printer capability
  - Webcam (internal or attached)
  - Intel Core i5 or i7 processor
  - 4GB RAM (upgradable to 6GB or more)
  - 250 GB hard disk or larger (7200 RPM)
  - Windows 10 PRO, Enterprise, Mac OS Ventura 13.3.1, or higher
  - Microsoft Office 2016 or newer
  - Surge protector
  - Flash drive

Required textbooks may be purchased by the student or may be accessed online through the [HWCOP Medical Library](#).

### **Student Employment (A3.15e)**

The MPAS program discourages students from holding outside employment while enrolled in the didactic or clinical phases of the program. In the case that a student finds it necessary to hold outside employment while taking courses or rotating, the student must notify the Director of Didactic Education or Director of Clinical Education.

### **Student Work to Benefit the MPAS Program (A3.04, A3.05)**

MPAS students must not work for the MPAS program in any clerical, administrative, or instructional capacity.

### **Due Process Policies (A3.15f, g)**

The university's grievance policy and procedure (<https://policies.fiu.edu/files/739.pdf>) provides students with a means by which to seek investigation and possible resolution of academic grievances, as described on the [FIU Academic Grievances website](#).

- [Informal Grievances](#)
- [Formal Grievances](#)

## FIU Ombudsperson

The [FIU Ombudsperson](#) is an impartial and confidential resource who can assist in conflicts between students and FIU faculty, staff, departments, or programs. The Ombudsperson can help resolve conflicts through investigation, mediation, or referrals to appropriate university departments. The Ombudsperson can be utilized in situations in which all areas of appeal have been exhausted or unsuccessful. MPAS students may contact the Ombudsperson, Dr. Sofia Trelles (Phone: 305-348-2797; Office Location: Graham Center 219).

## Student Record Policies

FIU retains all student educational records in accordance with federal and state requirements and FIU Board of Trustees regulations.

### *Educational Record and Personally Identifiable Information*

FIU maintains student education records in a confidential and secure manner in accordance with the Family Educational Rights and Privacy Act (FERPA) codified in 20 U.S.C. section 1232g, and sections 1002.225 and 1006.52 of the Florida Statutes. The university will not release or permit access to education records or personally identifiable information maintained on a student except as otherwise permitted by law and Regulation FIU-108 Access to Student Education Records, which is available online (<http://regulations.fiu.edu/docs=237>).

**The Family Educational Rights and Privacy Act (FERPA) of 1974**, also known as the Buckley Amendment, is a federal law that protects the privacy of a student's educational record. FERPA applies to all educational institutions receiving funds from the United States Department of Education, from kindergarten through the university level.

At FIU, the privacy of student records is also protected by FIU-108 Access to Student Education Records. The U.S. Department of Education and Florida law summarize the rights afforded to students by FERPA as follow:

- The right to inspect and review educational records within a reasonable period and within 45 calendar days after the institution has received the request.
- The right to request to amend inaccuracies in educational records.
- The right to limit disclosure of some personally identifiable information.
- The right to file a complaint with the Family Policy Compliance Office if FERPA rights have been violated.

### *File A Complaint*

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The contact information of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW

Washington, DC 20202-5920

[FERPA.Complaints@ed.gov](mailto:FERPA.Complaints@ed.gov)

In addition, any violations of FERPA should be reported to the FIU University Registrar at [ferpa@fiu.edu](mailto:ferpa@fiu.edu) or confidentially reported to the Ethical Panther Line ([compliance.fiu.edu/hotlinecompliance.fiu.edu/hotline](https://compliance.fiu.edu/hotlinecompliance.fiu.edu/hotline)).

For additional information about FERPA, please visit the [FIU FERPA website](#).

## **Health and Safety Policies (A3.08)**

### Health Precautions and Safety Guidelines

Students must be aware of the need for personal safety and act accordingly to minimize risks. Health and safety practices are reviewed prior to community and clinical experiences. Examples of such educational training programs include:

- Universal precautions;
- Needlestick prevention;
- Response to needlestick or bodily fluid exposure;
- De-escalation techniques when dealing with angry patients; and
- Emergency procedures involving medical care (e.g., CPR), natural disasters, terrorism, assault, and illegal activities.

### Emergency Contact Information (A1.02g)

- For campus security and personal safety measures, please visit <https://police.fiu.edu/>
- For all off-campus emergencies, call 911.
- For all on-campus emergencies and urgent scenarios involving safety, call the FIU Police Department at 305-348-5911 (for the Modesto A. Maidique Campus).
  - For non-urgent safety concerns or questions, contact 305-348-2626.

Emergency phones have been installed at strategic locations around FIU, which connect directly to the FIU Police Department.

### Biosafety and Bloodborne Pathogen Policy

The MPAS program abides by FIU policies and procedures set forth by Department of Environmental Health and Safety to manage cases related to biosafety and bloodborne pathogens. The FIU Biosafety Manual (<https://ehs.fiu.edu/safety-programs/biological/biosafety-manual/index.html>) serves to minimize employee and student exposure to biohazardous agents; the procedures set forth in the manual apply to all university laboratory facilities in which exposure to known or potentially biohazardous agents may occur. The FIU Bloodborne pathogen program (<https://ehs.fiu.edu/safety-programs/biological/bloodborne-pathogen/index.html>) covers all areas in which exposure to bloodborne pathogens may occur; this includes proper guidelines and precautions to prevent self-exposure and contamination based on OSHA requirements and recommendations. The FIU Bloodborne Pathogen Exposure Control Plan is available online (<https://ehs.fiu.edu/assets/docs/biological/bloodborne-pathogen-exposure-control-plan.pdf>).

The MPAS program follows the clinical affiliate policies and procedures while at an affiliated clinical site. The HWCOP and the MPAS program have addressed methods of prevention, procedures for care and treatment after exposure (including definition of fiscal responsibility), and the effect on student learning activities as follows:

1. All exposure incidents are regarded as serious and must be reported and documented immediately to the supervising preceptor/faculty.
2. If the supervising preceptor/faculty determines that the incident constitutes an occupational exposure to biohazardous materials, then they will immediately begin documentation of the incident

using the Student Exposure Report Form [[Appendix B](#)]. Documentation of the incident shall include the activity in which the student was engaged at the time of exposure, the extent to which appropriate work practices and protective equipment were used, and a description of the source of exposure.

3. All information related to student exposure shall be regarded as confidential.
4. On-campus injuries: The student is directed to FIU Student Health during normal business hours for appropriate follow up; if the incident occurs after working hours, or requires emergency care, then the student will be directed to the nearest emergency department for proper evaluation.
5. Off-campus injuries: The student is directed to seek care at the hospital's emergency department or referred to the closest outpatient clinic (according to the clinical affiliation agreement).
6. The student assumes responsibility for all charges associated with diagnosis and treatment of exposure injuries not covered by their health insurance plan.
7. Students should follow up with FIU Student Health or with their primary care physician.

### Needlestick Policy

If a student is exposed to a needle stick or bodily fluid, they must immediately notify their preceptor/faculty and complete and submit the Student Exposure Report Form [[Appendix B](#)] via email or in person to the Director of Didactic or Clinical Education within 24 hours of the exposure. Immediately after all known exposures, the student must contact their supervising physician/faculty member and report the name of the source patient and diagnosis. This information is necessary to assist in determining the potential severity of the exposure.

Students are responsible for the payment of fees associated with the diagnostic and therapeutic services associated with a needlestick; the student is also responsible for filing health insurance claims. The student assumes responsibility for all charges that are not covered by their health insurance plan.

Students infected with bloodborne, or other pathogens, shall not solely because of such infection be excluded from participation in any phase of school life, including educational opportunities, employment, and extracurricular activities, except as otherwise required by applicable federal, state, or local law, or unless their health condition presents a direct threat to the health and safety of themselves or others. Students infected with airborne pathogens are excluded from participation in such activities during the infectious stage of their disease. Students who know, or who have reasonable bases for believing, that they are infected with bloodborne, or airborne pathogens are expected to seek medical care. Students are excused from clinical activities to seek medical care for bloodborne or airborne pathogen exposure.

If a student's exposure results in the contraction of a disease or disability, the student can continue in the education program with as little disruption as safely possible, depending on the circumstances. The student's specific medical circumstances are evaluated confidentially on a case-by-case basis. Students may seek assistance from the FIU Disability Resource Center to discuss the existence and nature of the disability and whether reasonable accommodation is available.

### Accident/Injury Policy

If a student is injured while fulfilling the requirements of the MPAS program, they must complete and submit the Student Accident/Injury Report Form [[Appendix C](#)] via email or in person to the Director of Didactic or Clinical Education within 24 hours of the accident.

Students are responsible for the payment of fees associated with the diagnostic and therapeutic services associated with the accident and/or injury; the student is also responsible for filing health insurance claims. The student assumes responsibility for all charges that are not covered by his or her health insurance plan.

### Incident Report Policy

Incidents involving students may occur on or off campus while fulfilling requirements of the physician assistant program. These incidents must be documented for protection and safety of all students, faculty, staff, members of the healthcare team, patients and or patient's caregivers. In the event of an incident where a student is harmed in any way, the student must immediately notify the MPAS program.

In the event of an incident not related to bloodborne pathogens exposures or accidents/injuries, students must complete the MPAS Program Student Incident Report [[Appendix D](#)].



## Technology Policies

Students are expected to abide by the FIU policies on the use of information technology:

- FIU Policy 1930.020 Information Technology Security: <https://policies.fiu.edu/policy/96>
- Policy 1930.021 Data Stewardship: <https://policies.fiu.edu/policy/560>
- IT Security Office policy in the FIU Student Handbook: <https://dasa.fiu.edu/all-departments/student-handbook/>
- FIU Policy 1930.022 IT Security: Sharing Access to IT Resources; Password Management: and Access Sharing Policy: <https://policies.fiu.edu/files/559.pdf>
- FIU 1930.023 IT Security: System and Application Management: <https://policies.fiu.edu/procedure/562>
- FIU Policy 1930.010 Digital Millennium Copyright Act: <https://policies.fiu.edu/policy/545>

## Violations

Students who violate these technology policies will be referred to FIU's Office of Student Conduct and Academic Integrity for professional misconduct and the SEPC will be informed.

## **HWCOM Medical Library Policies**

### **Computer and Internet Access**

Wireless access is available throughout the FIU campus. Several computer workstations are available for use in the Medical Library. A projector and laptop may be checked out for use outside of the library.

### **Printing and Scanning**

A copier/printer/scanner is available, patrons must pay using an FIU OneCard, debit card, or credit card; use incurs a per-page charge.

### **Medical Library Help Desk**

The Help Desk in the Medical Library is staffed by library assistants who are knowledgeable on how to access and use the library's digital resources, and in troubleshooting library computer and printer problems.

### **Reference/Research Assistance and Tutorials**

Dedicated and experienced medical librarians are available weekdays to assist students. Librarians also provide hands-on database instructions. Supplemental tutorials are available through the Medical Library website.

### **Book Check-Out**

Books may be checked out for 14 days with one renewal. Collection materials checked out from the Medical Library must be returned.

### **Interlibrary Loan Service**

Students may obtain books and articles from journals that are not available at FIU by requesting an Interlibrary Loan through the Medical Library website: <https://medicine.fiu.edu/resources/medical-library/index.html>.

### **Personal Belongings**

Personal belongings should never be left unattended. The Medical Library is not responsible for lost or stolen items. Students should inquire at the Medical Library offices (Green Library [GL] 323) for lost items.

### **Concerns and Compliments**

The Medical Library is an academic unit of the HWCOM and is not a unit of the University (Green) Library. Problems or issues regarding services in the Medical Library should be brought to the attention of the Medical Library Director for the MPAS program in GL 323.

### **Food and Drinks**

Most snack food and drinks are permitted in the building; however, foods with strong odors are not permitted. Food deliveries from vendors are prohibited and are turned away at the entrance to the libraries. Patrons are requested to: (1) use containers that prevent spills; and (2) deposit containers in waste receptacles.

### Children and Minors

Individuals under the age of 16 must be accompanied by a parent or caregiver. Parents or caregivers who bring children into the facility are responsible for monitoring their activities and regulating their behavior.

## FIU Emergency Policies

The MPAS program, in conjunction with the FIU Department of Emergency Management, ensures that all MPAS students receive immediate notification of all emergency alerts provided to FIU students.

- Informacast: Emergency messages will be broadcast to emergency VoIP phones located in most classrooms, offices, and buildings.
- Email alerts: Emergency messages will be sent to FIU email accounts.
- Outdoor speakers: Audio messages and sirens will be broadcast via outdoor speakers.
- Panther Alert: Students and staff can receive emergency text messages to their personal cell phones by signing up for Panther Alert, a system designed to alert FIU students, staff, and their friends and families of emergencies. All students are urged to visit the Department of Emergency Management website (<https://dem.fiu.edu/fiu-alert/sign-up/student-sign-up/index.html>) for instructions on how to sign up for Panther Alert.
- The Department of Emergency Management website (<http://dem.fiu.edu>): The Department of Emergency Management's website provides immediate status updates throughout emergency situations.
- FIU websites (<http://news.fiu.edu>) and social media (e.g., Facebook, Twitter).
- Local news media: Students may be alerted of emergencies through local television, radio, and/or newspapers.

### In Case of Emergency

All students should visit the Department of Emergency Management website (<https://dem.fiu.edu/>) for information on preparing for the following types of emergencies:

- Hurricanes
- Thunderstorms and lightning
- Tornadoes
- Floods
- Criminal threats
- Pandemics

### Classes and Rotations

In the event of an emergency or the temporary closure of the university, the MPAS program follows FIU Policy 1710.285 Severe Weather/Emergency Closing (<https://policies.fiu.edu/files/325.pdf>). All classes in the basic and clinical sciences scheduled on any FIU instructional site follow the university's procedures and guidance in the event of an emergency. Students assigned to off-campus clinical rotations during a local or geographically widespread emergency should contact the Director of Clinical Education for specific instructions pertaining to students' responsibilities. Typically, clinical care responsibilities are expected to be fulfilled, and students should follow the policies of the affiliate clinical site where they are currently assigned. Students on clinical rotations are expected to report to their clinical site unless severe weather conditions prohibit safe travel. The Director of Clinical Education will contact all clinical sites and advise preceptors of student attendance in case of an emergency.

During an emergency, students should tune in to local television and radio broadcasts to remain informed regarding FIU. This is especially true during hurricanes, tropical storms, and other natural disasters. In addition, students can contact the FIU HELP line at 305-348-HELP for the latest updates. As soon as possible after an emergency, students should establish contact with instructors and/or assigned preceptors.

## **Student Activities and Services**

### Professional Organizations

Students are encouraged to join one or more professional organizations. The program provides students with membership to:

- American Academy of Physician Associates (AAPA).
- Florida Academy of Physician Assistants (FAPA), a state chapter of AAPA.

### Professional Activities

Students in good academic standing may be granted permission to attend PA educational conferences (e.g., AAPA). A written request must be submitted to the Director of Didactic or Clinical Education at the beginning of the semester. The student is still responsible for ensuring that completion of instructional activities and requirements are not compromised by conference attendance.

### Student Resources

The [Panthers Care Resource Navigator](#) is an application designed to help students find campus resources. Services include Cultural, Emotional, Environmental, Financial, Intellectual (Academic), Occupational, Physical, Social, and Spiritual.

### FIU Guardian

With the free FIU Guardian mobile app, powered by Rave Guardian, students can use their mobile devices to improve their personal and on-campus safety (<https://police.fiu.edu/services/fiu-guardian/>).

### Student Support Services

MPAS students have access to academic and wellness student support services; a list of services is available online (<https://dasa.fiu.edu/student-support/wellness/>).

### Student Health Clinics

FIU's Student Health Clinics offer quality, free or low-cost, services to registered students at nationally accredited ambulatory care centers on the Modesto A. Maidique and Biscayne Bay campuses. The Student Health Clinics provide traditional primary care services and complementary medicine treatments, and offer educational opportunities encouraging preventive care and wellness. Hours of operation are available online (<https://dasa.fiu.edu/student-support/wellness/hours-location/index.html>).

### Counseling and Psychological Services (A3.10)

The Counseling and Psychological Services center at FIU provides a variety of services that address the psychological and emotional health of the student population. Information about counseling services and instructions on how to make appointments are available online at (<https://dasa.fiu.edu/all-departments/counseling-and-psychological-services/index.html>).

### Healthy Living Program

The Healthy Living Program offers a holistic and preventative approach to health by encouraging FIU students to engage in everyday healthy lifestyle practices. On-campus services and online education promote the *9 Dimensions of Wellness*: physical, intellectual, occupational, emotional, social, spiritual, environmental, financial, and cultural. Services offered include stress management, massage therapy, aromatherapy, and nutrition counseling. Additional information is available online (<https://dasa.fiu.edu/all-departments/healthy-living-program/services/index.html>).

### Victim Empowerment Program

Through the Victim Empowerment Program, FIU provides free confidential assistance and support the healing process of FIU students, faculty, staff, and university visitors who have been victimized through threatened or actual violence. The center seeks to enhance safety and promote healthy relationships by sponsoring awareness activities, prevention education, peer education, and collaborating with university officials. Additional information is available online (<https://dasa.fiu.edu/all-departments/victim-empowerment-program/index.html>).

### Other FIU Student Services

- University Police Department, <https://police.fiu.edu/>
- Department of Emergency Management, <http://dem.fiu.edu/>
- Campus Life, <http://campuslife.fiu.edu>
- Dean of Students, <https://studentaffairs.fiu.edu/get-support/dean-of-students/index.php>
- Ombudsperson, <https://studentaffairs.fiu.edu/get-support/ombudsman/index.php>
- Graham Center, <http://guc.fiu.edu/default.aspx>
- FIU Athletics, <http://fiusports.com>
- Wellness and Recreation Services, <http://www.recreation.fiu.edu>
- Housing and Residential Life, <http://housing.fiu.edu/>
- Parking and Transportation, <http://parking.fiu.edu/>
- Disability Resource Center, <https://dasa.fiu.edu/all-departments/disability-resource-center/>
- Office of Civil Rights Compliance and Accessibility, <https://dei.fiu.edu/crca/overview/>
- Veterans and Military Affairs, <https://dasa.fiu.edu/all-departments/veteran-and-military-affairs/>
- Student Conduct and Academic Integrity, <https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/>

## Appendix A – Table of Opportunities for Performing Clinical Skills and Procedures

Clinical skills and procedures that you should seek to perform during the clinical phase.

| Table of Opportunities for Performing Clinical Skills and Procedures  | FM | IM | PEDS<br>Adolescent | OBGYN | SURG | EM | PSY | ORTHO |
|---|----|----|--------------------|-------|------|----|-----|-------|
| <b>Screening Tests</b>  |    |    |                    |       |      |    |     |       |
| PHQ 2   | *  | *  | *                  | *     |      | *  | *   |       |
| PHQ 9   | *  | *  | *                  | *     |      | *  | *   |       |
| ADD/ADHD screening  | *  |    | *                  |       |      |    | *   |       |
| Visual Screening  | *  |    | *                  |       |      |    |     |       |
| Auditory Screening  | *  |    | *                  |       |      |    |     |       |
| <b>Vascular Access and General Skills</b>   |    |    |                    |       |      |    |     |       |
| Venipuncture  | *  | *  |                    |       |      | *  |     |       |
| Arterial puncture   |    | *  |                    |       |      | *  |     |       |
| Peripheral IV catheterization   | *  | *  | *                  |       |      | *  |     |       |
| Intramuscular, subcutaneous, intradermal and intravenous injections   | *  |    | *                  |       |      | *  |     |       |
| FAST U/S  |    |    |                    |       |      | *  |     |       |
| Vital signs (Temperature, Blood pressure, Pulse, Respiration, Pulse oximetry)   | *  | *  | *                  | *     | *    | *  | *   | *     |
| Specimen collection (i.e., blood, urine, cervical, vaginal, urethral, sputum, wound, etc.) for laboratory testing (i.e. culture and sensitivity, antigen testing, dipstick, guaiac, etc.) | *  | *  | *                  | *     | *    | *  |     | *     |
| <b>Ordering and Interpretation of Laboratory Studies</b>  |    |    |                    |       |      |    |     |       |
| CBC with differential and indices   | *  | *  | *                  | *     | *    | *  |     |       |
| Pregnancy test  | *  | *  | *                  | *     | *    | *  |     |       |
| Chemistry profiles  | *  | *  | *                  | *     | *    | *  |     |       |
| Rapid strep test  | *  | *  | *                  |       |      | *  |     |       |
| PT/PTT  | *  | *  |                    |       | *    | *  |     |       |
| Cultures and sensitivities  | *  | *  | *                  | *     | *    | *  |     | *     |
| Urinalysis  | *  | *  | *                  | *     | *    | *  |     |       |



| <b>Table of Opportunities for Performing Clinical Skills and Procedures</b> | <b>FM</b> | <b>IM</b> | <b>PEDS<br/>Adolescent</b> | <b>OBGYN</b> | <b>SURG</b> | <b>EM</b> | <b>PSY</b> | <b>ORTHO</b> |
|---|-----------|-----------|----------------------------|--------------|-------------|-----------|------------|--------------|
| Cardiac enzymes   | *         | *         |                            |              |             | *         |            |              |
| Arterial blood gases  |           | *         |                            |              |             | *         |            |              |
| Glycosylated hemoglobin   | *         | *         |                            |              |             |           |            |              |
| Lipid profiles  | *         | *         |                            |              |             |           |            |              |
| HIV antibody testing  | *         | *         | *                          | *            | *           | *         |            |              |
| Wet preps   | *         |           |                            |              |             |           |            |              |
| Hepatitis profiles  | *         | *         | *                          |              |             |           |            |              |

| <b>Table of Opportunities for Performing Clinical Skills and Procedures</b>       | <b>FM</b> | <b>IM</b> | <b>PEDS<br/>Adolescent</b> | <b>OBGYN</b> | <b>SURG</b> | <b>EM</b> | <b>PSY</b> | <b>ORTHO</b> |
|---|-----------|-----------|----------------------------|--------------|-------------|-----------|------------|--------------|
| <b>Ordering and Interpretation of Diagnostic Imaging skills</b>                   |           |           |                            |              |             |           |            |              |
| Echocardiogram  | *         | *         | *                          | *            | *           | *         |            | *            |
| Plain X-rays  | *         | *         | *                          |              | *           | *         |            | *            |
| CT Scan   | *         | *         | *                          |              | *           | *         |            | *            |
| MRI   | *         | *         | *                          |              | *           | *         |            | *            |
| Ultrasound  | *         | *         | *                          | *            | *           | *         |            | *            |
| <b>EENT Skills</b>  |           |           |                            |              |             |           |            |              |
| Wood's lamp corneal examination (w/fluorescein staining)                          | *         |           | *                          |              |             | *         |            |              |
| <b>Cardiovascular Skills</b>  |           |           |                            |              |             |           |            |              |
| Perform and interpret 3-lead (rhythm) and 12-lead electrocardiogram (ECG)         | *         | *         | *                          |              |             | *         |            |              |
| Identify the following heart sounds: S1, S2, gallops, and murmurs                 | *         | *         | *                          |              | *           | *         |            |              |
| <b>Respiratory Skills</b>   |           |           |                            |              |             |           |            |              |
| Pulmonary function testing (spirometry)   | *         | *         | *                          |              |             | *         |            |              |
| Endotracheal intubation   |           | *         |                            |              | *           | *         |            |              |
| Laryngeal mask airway (LMA) placement   |           | *         |                            |              |             | *         |            |              |
| <b>GI/GU Skills</b>   |           |           |                            |              |             |           |            |              |
| Urinary bladder catheterization   |           | *         |                            |              | *           | *         |            |              |
| Naso-/oro- gastric intubation   |           | *         |                            |              | *           | *         |            |              |
| <b>Orthopedic Skills</b>  |           |           |                            |              |             |           |            |              |
| Splinting and casting   | *         |           | *                          |              |             | *         |            | *            |
| Arthrocentesis/intraarticular injection of the large joints (knee, shoulder, hip) | *         |           |                            |              |             | *         |            | *            |
| Bursa/joint aspirations and injections  | *         |           |                            |              |             | *         |            | *            |

| <b>Table of Opportunities for Performing Clinical Skills and Procedures</b>                  | <b>FM</b> | <b>IM</b> | <b>PEDS<br/>Adolescent</b> | <b>OBGYN</b> | <b>SURG</b> | <b>EM</b> | <b>PSY</b> | <b>ORTHO</b> |
|--|-----------|-----------|----------------------------|--------------|-------------|-----------|------------|--------------|
| <b>Reproductive Health Skills</b>  |           |           |                            | *            |             | *         |            |              |
| Vaginal newborn delivery   |           |           |                            | *            |             | *         |            |              |
| Pelvic exam for collection of urethral, vaginal and/or cervical specimens for STI testing    | *         | *         |                            | *            |             | *         |            |              |
| Pelvic exam for collection of vaginal and cervical specimens for cytologic (PAP) examination | *         | *         |                            | *            |             |           |            |              |
| Clinical breast exam   | *         |           |                            |              | *           |           |            |              |
| <b>Surgical Skills</b>   |           |           |                            |              |             |           |            |              |
| Aseptic technique  | *         | *         | *                          |              | *           | *         |            |              |
| Administration of local anesthesia   | *         | *         | *                          |              | *           | *         |            |              |
| Wound closure with sutures, liquid skin adhesive, steri-strips and staples                   | *         | *         | *                          |              | *           | *         |            | *            |
| <b>Life Support Skills</b>   |           |           |                            |              |             |           |            |              |
| Basic life support (BLS) procedures  |           | *         |                            |              | *           | *         |            |              |
| Advance cardiac life support (ACLS) procedures   |           | *         |                            |              | *           | *         |            |              |
| Pediatric advanced life support (PALS) procedures  |           |           |                            |              | *           | *         |            |              |

| Table of Opportunities for Performing Clinical Skills and Procedures | FM | IM | PEDS       | OBGYN | SURG | EM | PSY | ORTHO |
|--|----|----|------------|-------|------|----|-----|-------|
|  |    |    | Adolescent |       |      |    |     |       |
| Anterior nasal packing   | *  | *  | *          |       | *    | *  |     |       |
| Doppler assessment of peripheral or prenatal fetal pulses add US     | *  | *  |            | *     | *    | *  |     |       |
| Needle decompression of a pneumothorax                               |    |    |            |       | *    | *  |     |       |
| Thoracentesis and chest tube placement                               |    | *  |            |       | *    | *  |     |       |
| Anoscopy   | *  | *  |            |       |      | *  |     |       |
| Lumbar puncture  |    | *  |            |       |      |    |     |       |
| Superficial wound incision and drainage and packing                  | *  |    | *          |       | *    | *  |     |       |
| Wound care, debridement, and dressing                                | *  | *  |            |       | *    | *  |     |       |
| Skin punch, excisional and shave biopsy procedures                   | *  | *  |            |       | *    |    |     |       |
| Toenail removal/wedge resection                                      | *  |    |            |       | *    | *  |     |       |
| Chemical and electrical cauterization                                | *  |    |            |       | *    | *  |     |       |
| Cryotherapy of skin lesions  | *  |    | *          |       | *    |    |     |       |
| Electrodessication of skin lesions                                   | *  |    | *          |       | *    |    |     |       |
| Subungual hematoma trephination                                      | *  |    | *          |       |      | *  |     |       |
| Ventilator Management  |    | *  |            |       |      |    |     |       |
| Central Line (insertion and management)                              |    | *  |            |       |      | *  |     |       |
| Intraosseous Line (insertion and management)                         |    |    |            |       |      | *  |     |       |
| Bladder catheterization  | *  | *  | *          | *     |      | *  |     |       |

Appendix B —Student Exposure Report Form



Student Exposure Report Form

This form is to be completed when there has been a needle stick or bodily fluid exposure. Form must be submitted via email or in person to the Director of Didactic or Clinical Education within 24 hours of the exposure.

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_
Panther ID: \_\_\_\_\_ Date and Time of Exposure: \_\_\_\_\_
Rotation #: 1 2 3 4 5 6 7 8 9
Rotation Type: \_\_\_\_\_ Name of Site: \_\_\_\_\_
Name of person notified at the site: \_\_\_\_\_ Contact Number: \_\_\_\_\_
Date and time of site notification: \_\_\_\_\_
Name of witness(es) if any to the incident: \_\_\_\_\_

Please provide a detailed description of the incident, including how the exposure occurred and location (body part).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you receive medical evaluation and/or treatment? Yes [ ] No [ ]

Was the MPAS program (Director of Didactic or Clinical Education) notified? Yes [ ] No [ ]

Date and time MPAS program was notified: \_\_\_\_\_

Name of person notified at the MPAS program: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Director of Didactic or Clinical Education/Faculty Signature: \_\_\_\_\_

Appendix C —Student Accident/Injury Report Form



Student Accident/Injury Report Form

Immediately notify the Director of Didactic or Clinical Education and submit this report, via email or in person, within 24 hours an accident/injury occurring in the didactic or clinical setting. (This form is not for needlestick or body fluids exposures.)

Print Name: \_\_\_\_\_ Panther ID: \_\_\_\_\_

Name and location where accident/injury occurred: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Witness Name and Contact Information (if applicable):  
\_\_\_\_\_

STUDENT STATEMENT: Please describe in full detail how the accident occurred.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you receive medical evaluation and/or treatment? Yes  No

Was the MPAS program (Director of Didactic or Clinical Education) notified? Yes  No

Date and time MPAS program was notified: \_\_\_\_\_

Did you miss time from the clinical rotation? Yes  No

If yes, how many days? \_\_\_\_\_

NOTE: If your absence from a clinical rotation exceeds two (2) days, you will need a medical note from the physician who saw and examined you in an office/clinic or hospital and the date you can resume clinical activities. You may not return to rotations until this note has been processed by the MPAS program.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Appendix D — Student Incident Report Form



Student Incident Report Form

|                                       |
|---------------------------------------|
| Today's Date:                         |
| Student Name and Panther ID:          |
| Course/Rotation:                      |
| Course Director/Instructor/Preceptor: |
| Student's Academic Advisor:           |
|                                       |
| Date of Incident:                     |
| Location of Incident:                 |
| Time of Incident:                     |
| Student's Account of Incident:        |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
| Student Signature:                    |
| Date:                                 |
|                                       |
| Received by:                          |
| Signature:                            |
| Date:                                 |