The information in this handbook is effective Summer 2023. 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.
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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 August 2022.

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 and training of physician assistants by providing an innovative and equitable academic environment to inspire graduates to achieve our mission, improve health care, and advance the profession.

**Mission**
The Florida International University Herbert Wertheim College of Medicine Master in Physician Assistant Studies program prepares a diverse, dynamic workforce of competent and compassionate graduate-level health care professionals who are qualified to practice collaboratively in primary care and specialty interprofessional teams, serve their communities, and advance the physician assistant profession.

**Goals**
- Provide a comprehensive physician assistant curriculum to ensure that graduates will possess the clinical knowledge, skills, attitudes, and behaviors appropriate to provide competent and ethical patient care necessary to enter the workforce in the healthcare profession.
- Recruit and support diverse students, faculty, and staff.
- Provide a culturally responsive environment for student learning that supports community outreach and promotes interprofessional patient-centered care teams in the underserved population.

**Values**
Our conduct, ideals, and ethics are:
- Integrity
- Diversity
- Inclusion
- Compassion
- Excellence
- 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

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

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

Domains of Competency

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

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.

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<tr>
<th>Competency</th>
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<tbody>
<tr>
<td>KP1</td>
<td>MK</td>
</tr>
<tr>
<td>Demonstrate an investigative and critical thinking in clinical situations. [AAPA 1.1]</td>
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<tr>
<td>KP2</td>
<td>MK</td>
</tr>
<tr>
<td>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]</td>
<td></td>
</tr>
<tr>
<td>KP3</td>
<td>MK</td>
</tr>
<tr>
<td>Discern among acute, chronic, and emergent disease states. [AAPA 1.4]</td>
<td></td>
</tr>
<tr>
<td>KP4</td>
<td>MK CRPS</td>
</tr>
<tr>
<td>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]</td>
<td></td>
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</table>
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.

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<tr>
<th>Competency</th>
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<tr>
<td>ICS1</td>
<td>Communicate effectively to elicit and provide information. [AAPA 2.3]</td>
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<tr>
<td>ICS2</td>
<td>Accurately and adequately document medical information for clinical, legal, quality, and financial purposes. [AAPA 2.4]</td>
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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.

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<th>Competency</th>
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<tr>
<td>PCC1</td>
<td>Gather accurate and essential information about patients through history-taking, physical examination, and diagnostic testing. [AAPA 3.1]</td>
</tr>
<tr>
<td>PCC2</td>
<td>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]</td>
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<tr>
<td>PCC3</td>
<td>Develop, implement, and monitor effectiveness of patient management plans. [AAPA 3.4]</td>
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<tr>
<td>PCC4</td>
<td>Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty. [AAPA 3.5]</td>
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<tr>
<td>PCC5</td>
<td>Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making. [AAPA 3.6]</td>
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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.

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<th>Competency</th>
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<tr>
<td>IC1</td>
<td>Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams. [AAPA 4.2]</td>
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<tr>
<td>IC2</td>
<td>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]</td>
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Professionalism and Ethics (PE)
The Professionalism and Ethics core competencies enable the PA student to treat all people with respect, compassion, and dignity.

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<tr>
<th>Competency</th>
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<tr>
<td>PE1</td>
<td>Adhere to standards of care in the role of the PA in the healthcare team. [AAPA 5.1]</td>
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<tr>
<td>PE2</td>
<td>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. [AAPA 5.6]</td>
</tr>
</tbody>
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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.

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<th>Competency</th>
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<tr>
<td>PBLQI</td>
<td>Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes. [AAPA 6.2]</td>
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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.

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<tr>
<td>SPH1</td>
<td>Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance. [AAPA 7.1]</td>
</tr>
<tr>
<td>SPH2</td>
<td>Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community. [AAPA 7.2]</td>
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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 fulfill 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 they apply 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. For more information about DRC services, visit the website at [https://drc.fiu.edu](https://drc.fiu.edu).

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.
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 are 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
Email: 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 provides support services for students in an effort to help students reach their academic and career goals. The program provides academic advising and career counseling, fellowship opportunities, career announcements, community outreach volunteer activities, and alumni networking.

Each student is assigned a faculty advisor who provides academic and career counseling. Faculty advisors monitor students’ academic progress and success and provide guidance in navigating course work, clinical rotations, and 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/](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

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<th>Email Address</th>
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</tbody>
</table>
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 charged at a flat yearly rate. Tuition is billed three times yearly: one-third the cost of tuition is billed each fall, spring, and summer semester. In the third year, students are only required to pay the mandatory University fees for their last Fall semester.

Refund Policy (A1.02k)

If a student withdraws or separates from the FIU MPAS program for any reason once the semester has started, a credit for fees is given as delineated by FIU OneStop. The FIU OneStop Academic Calendar contains the following dates:

- **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 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. There are two segments to the program. The first 15 months are dedicated to didactic education (commonly referred to as “the didactic phase”). During the last 12 months (commonly referred to as “the clinical phase”), is comprised of the 9 clerkship courses, where students attend supervised clinical rotations. The clerkship courses are between four and five weeks at a minimum. The required clerkship courses include the following medical specialties: Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology (Women’s Health), Pediatrics, Psychiatry (Behavioral Health), and Surgery. Students also complete two elective clerkship courses. The program reserves the right to utilize one of the electives for remediation. The clinical rotation sites used for each clerkship course may vary in schedule, expectations, and assignments. More information is provided in the Clinical Rotation Guide available online on CanvasMed and eMedley.

The didactic phase (15 months) of the program is based on a broad curriculum. The full curriculum is available online (https://medicine.fiu.edu/academics/masters-in-physicians-assistants-studies-mpas/curriculum/index.html). Courses are offered at the Modesto A. Maidique Campus.

The clinical phase (12 months) of the program allows students to apply knowledge and skills gained during the didactic phase into health care practice. Prior to starting the clinical phase, students receive the Clinical Rotation Guide. This guide delineates requirements, policies, procedures, and guidelines relevant to the clinical phase of the program.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Semester 1 [Fall]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 6014</td>
<td>Physiology I</td>
</tr>
<tr>
<td>PAS 6022</td>
<td>Gross Anatomy</td>
</tr>
<tr>
<td>PAS 6040</td>
<td>Clinical Assessment I</td>
</tr>
<tr>
<td>PAS 6184</td>
<td>Medical Microbiology and Infectious Disease</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Semester 2 [Spring]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 6011</td>
<td>Clinical Medicine I</td>
</tr>
<tr>
<td>PAS 6015</td>
<td>Physiology II</td>
</tr>
<tr>
<td>PAS 6016</td>
<td>Integration into Clinical Concepts I</td>
</tr>
<tr>
<td>PAS 6023</td>
<td>Pharmacology in Disease Pathology I</td>
</tr>
<tr>
<td>PAS 6031</td>
<td>Clinical Skills I</td>
</tr>
<tr>
<td>PAS 6041</td>
<td>Clinical Assessment II</td>
</tr>
<tr>
<td>PAS 6090</td>
<td>Clinical Application of Evidence-Based Practice I</td>
</tr>
<tr>
<td>Course ID</td>
<td>Semester 3 [Summer]</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>PAS 6012</td>
<td>Clinical Medicine II</td>
</tr>
<tr>
<td>PAS 6017</td>
<td>Integration into Clinical Concepts II</td>
</tr>
<tr>
<td>PAS 6026</td>
<td>Pharmacology in Disease Pathology II</td>
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<table>
<thead>
<tr>
<th>Course ID</th>
<th>Semester 4 [Fall]</th>
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</thead>
<tbody>
<tr>
<td>PAS 6005</td>
<td>Human Behavior</td>
</tr>
<tr>
<td>PAS 6018</td>
<td>Integration into Clinical Concepts III</td>
</tr>
<tr>
<td>PAS 6032</td>
<td>Clinical Skills II</td>
</tr>
<tr>
<td>PAS 6033</td>
<td>Clinical Medicine III</td>
</tr>
<tr>
<td>PAS 6050</td>
<td>The Role of the PA in American Health Care</td>
</tr>
<tr>
<td>PAS 6091</td>
<td>Clinical Application of Evidence-Based Practice II</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Semesters 5 – 7 [Spring – Fall]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 6103</td>
<td>Internal Medicine</td>
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<tr>
<td>PAS 6125</td>
<td>Psychiatry</td>
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<tr>
<td>PAS 6200</td>
<td>Surgery</td>
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<tr>
<td>PAS 6300</td>
<td>Pediatric</td>
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<td>PAS 6400</td>
<td>Family Medicine</td>
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<tr>
<td>PAS 6500</td>
<td>Obstetrics/Gynecology</td>
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<tr>
<td>PAS 6600</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>PAS 6940</td>
<td>Elective (x2)</td>
</tr>
</tbody>
</table>

**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 weekend 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 HWCOM’s signature longitudinal service-learning program incorporating the social determinants of health. This program provides students 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 available at https://medicine.fiu.edu/about/community-engagement/green-family-foundation-neighborhoodhelp/).

Attendance – Didactic Phase (A3.02)
Attendance at all classes is mandatory. On-time arrival and participation is expected for every student; this includes all classes, examinations, labs, small-group sessions, society meetings, and program activities. Students must be aware of the following expectations:

1. Classes and exams begin on time.
   All absences must be reported with the submission of an Absence Excusal Form (AEF) [Appendix B] via the MPAS Student Affairs module within CanvasMed. 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 Didactic Education.
   - Planned Absence:
     ▪ Students are permitted one (1) planned absence per semester with advanced notification. This excludes all assessments and major programmatic events.
   - Episodic/Unplanned Absence (e.g., doctor’s appointment, program health requirements):
     ▪ Students must follow the procedure for a planned excused absence.
     ▪ 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.
   - Military Leave of Absence:
     ▪ A military deployment is addressed according to Federal Law.
   - Jury Duty:
     ▪ Students must submit an Absence Excusal Form, with supporting documentation, to notify the program.
     ▪ The program will provide a letter requesting a deferral.
   - Emergencies:
     ▪ In the event of an emergency, students must notify the Didactic Senior Program Coordinator, Director of Didactic Education, and Course Director/Instructor via the FIU email system (not CanvasMed email) within 24 hours. The student must also submit an Absence Excusal Form.
     ▪ 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.

2. Students who are absent five (5) days or more within a semester or do not comply with the absence reporting policies will be referred to the Student Evaluation and Progress Committee (SEPC) for unprofessional behavior.
3. Students are responsible for the content and assignments missed during their absence.
**Make-up Work for Excused Absences**
The program will notify the student of the dates and times for all make-up work. Students who miss the make-up assignment/assessment will receive 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 who are absent without prior excusal forfeit all points for that day’s activity. No opportunities for makeup work are given for unexcused absences.

**Religious Observances**
It is university policy that instructors reasonably accommodate students because of observation of religious holy days. The student shall be given a reasonable amount of time to complete coursework and/or assignments missed during their approved absence. The approved make-up assignment must be equivalent in content, type, and grading scale to the missed coursework and/or assignment. If a student feels that an instructor has not complied with this policy, they may file a complaint of discrimination in accordance with FIU Regulation 105. Because there are some classes and other functions where attendance may be considered essential, the following policy is in effect:

1. Each student must notify the program at the beginning of the semester via an Absence Excusal Form to be excused from class in observance of a religious holy day of their faith.
2. While the student will be held responsible for the material covered in their absence, each student shall be permitted a reasonable amount of time to make up any work missed.
3. No major test, major class event, or major University activity will be scheduled on a major religious holy day.
4. Professors and University administrators shall not arbitrarily penalize students who are absent from academic or social activities because of religious observances.

**Leave of Absence**
The MPAS program defines a Leave of Absence (LOA) as a temporary break in a student’s attendance of five (5) consecutive days or longer within a semester. A Leave of Absence must be requested via an Absence Excusal Form prior to the beginning of the anticipated leave time and must be approved by the Program Director. Leave will generally be granted in cases involving personal hardship or family needs. Academic standing is not considered a reason for granting a leave of absence. When a Leave of Absence is 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 year. The MPAS program reserves the right to determine the conditions for re-entry after any Leave of Absence.
Assessment Policies

- Students who arrive after an examination has begun will not be given extra time to complete the assessment. The assessment will finish at the originally scheduled time.

Seated Testing Procedures

1. Students should be respectful of each other and reduce distractions in the room.
2. All students are expected to be seated, remain quiet, and ready to log in at the appointed exam start time.
3. Students are not permitted to take exams outside of the testing environment.
4. Students must put away all study materials before entering the testing environment.
5. Students must not bring personal items, including electronic devices (e.g., smart watches, smart phones, tablets, electronic earbuds/headsets). Electronic devices must be turned off and stored away.
6. Students may bring one writing utensil such as a pencil or pen.
7. Hats/hoodies/obstructive headwear are not allowed during the exam, unless otherwise permitted to observe religious practices.
8. Food and drinks are not allowed in the testing environment.
9. Students must not leave the testing environment until their individual exam is complete and submitted.
10. Students may not leave the testing environment unless there is an emergency. If an emergency occurs during an exam, notify the exam proctor immediately.
11. Students must not leave the testing environment to go ask faculty members questions about the exam.
12. Students are not permitted to photograph, record, or copy exam questions for any purpose at any time.
13. Scratch paper will be provided by the proctor and collected at the end of the exam prior to the student leaving the testing environment.
14. If the student’s computer or exam software “freezes” during the upload/submission of answers, notify the proctor immediately.
15. Prior to leaving the testing environment, each student is required to show the proctor evidence of exam upload and submission.
16. Once finished with the exam, students must exit the testing environment quietly.
17. Gathering is prohibited outside or near the testing environment.
18. Students must abide by the FIU’s Honors Code and must not discuss or share exam contents with their peers.
19. Students must not discuss or share exam contents with students outside their cohort.
20. Exam feedback will not be provided until all students have taken the exam and final grades are released.
**Online Testing Procedures [applicable as determined by the program]**

| 1. Students are required to have audio and video access via Zoom (or other platform as 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. | 2. Audio and video monitoring by the exam proctor may be recorded.  
3. All methods of communication are prohibited during an exam.  
4. Copying of exam questions is strictly prohibited. |

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

| 1. Audio and video monitoring by the exam proctor may be recorded.  
2. On the day of an examination, students are expected to be at the appointed station fifteen minutes prior to the scheduled start time for the examination.  
3. Study materials and personal belongings are to be stored outside of the station where the examination is occurring (i.e., the student locker or other personal space).  
4. Food or beverages are not permitted at the stations.  
5. Scratch paper will be provided and collected at the end of the session.  
6. Gathering is prohibited outside or near the testing environment.  
7. Students participating in the role of patients during a graded OSCE session will refrain from giving verbal or non-verbal prompts, hints, cues, or clues to students who are being graded.  
8. Students must abide by the FIU’s Honors Code and must not discuss or share exam contents with their peers.  
9. Students must not discuss or share exam contents with students outside their cohort.  
10. Exam feedback will not be provided until all students have taken the exam and final grades are released. |
Academic Standards (A3.15a)

Satisfactory Academic Progress Policy
Students must maintain a cumulative grade point average (GPA) equal to or greater than 3.0 to remain in good academic standing. Students must earn a final grade of 75 percent (“C”) or higher in all courses. A final course grade lower than 75 percent is considered a failing grade.

The program reviews the academic performance of students on an ongoing basis to identify at-risk students and establish academic plans. Students with GPAs below a 3.0 will be referred to the SEPC.

Grading System
The grading system used for all courses is presented below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA (Points per Credit Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>&lt;75%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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)

Progression and continuance in the FIU MPAS program are not only based on scholastic achievement, but also professional performance and the ability to meet all requirements of the program. Students must meet the following requirements:

- Successfully complete each required course with a grade of 75 percent or higher.
- Successfully complete assessments (written exams, quizzes, practicums/focused clinical skills assessments, simulations) with a 75 percent or higher.
- Successfully complete summative assessments (Objective Structures Clinical Exam, End-of-Didactic Summative, End-of-Rotation, and End-of-Curriculum examinations) with a 75 percent or higher.
- Maintain a 3.0 GPA each semester.
- Maintain a cumulative GPA of 3.0.
- Comply with standards for ethical conduct and professional behavior.

Non-compliance with any of the above requirements will result in referral to the SEPC for hearing and recommendations.

Academic Warning
A student whose cumulative graduate GPA falls below a 3.0 will be placed on warning, indicating academic difficulty. The designation will be notated on the transcript.

Academic Probation
A student on warning whose cumulative graduate GPA remains below 3.0 in the following semester will be placed on probation, indicating serious academic difficulty. The designation will be notated on the transcript. The program will indicate the conditions which must be met to continue enrollment.

Strategy for Success for Students on Academic Warning and Probation

- Referral to the SEPC for the formulation of an individualized academic plan
  - Components of an individualized academic plan:
    - A written document that outlines what criteria the student meets for an Academic Assistance Plan, how the student could meet program requirements, and the timeline for which the student must meet those requirements.
    - The plan should also explain what the consequences are if the student does not meet all requirements in the specified time frame, including the consequences of failing any assessment that is allowed to be remediated.
    - The plan should be signed and dated by the student acknowledging their understanding of the academic plan and potential consequences as outlined in that plan.
  - Mandatory meetings with Academic Advisor, frequency to be determined by the SEPC.
  - Failure to meet the requirements outlined in the academic plan will result in referral to the SEPC.
Academic Dismissal
A student on probation whose cumulative and semester GPAs fall below a 3.0 will be automatically dismissed from the program and the University. The designation will be notated on the transcript. A student will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student.

Appeal Process
The student has ten (10) working days to appeal the dismissal decision.

- This appeal must be made in writing to the Dean of the University Graduate School.
- To appeal, a Petition for Exception to Graduate Requirements must be completed. The petition is an online process which is initiated by the program. Should you wish to initiate this appeal, you must contact the Program Director.
- The dismissal from the University is for a minimum of one year and prohibits students from registering for any courses.
- After one (1) year, the student may apply for readmission to the University in the same or a different program, or register as a non-degree-seeking student if applicable.
- Dismissed students who are readmitted or who register as non-degree-seeking students are placed on academic probation.

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 student who has been dismissed from a graduate program for failure to maintain a 3.0 GPA may re-apply to the same program or apply to any other graduate program at FIU under the program requirements and policies in force at the time of re-application. In applications for readmission to the same program or admission to another program, admission criteria shall include consideration of previous performance at the graduate level in addition to the normal admission requirements.

Deceleration (A3.15c)
Deceleration is defined in the ARC-PA 5th Edition Standards as the loss of a student from the entering cohort, who remains matriculated in the physician assistant program. The decision to offer a deceleration plan is made 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 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 45 students. Students who enter into a deceleration plan agreement with the MPAS program must meet all conditions and terms defined in the plan within the specified timelines. Students who do not comply with the deceleration plan will not be accepted to the program.

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 will not constitute a withdrawal. For specific information on the Withdrawal from the University policy, refer to the Graduate Catalog.

Students may petition for a removal of grade and course or replacement of grade with a DR/W grade. Petitions for removal of grade and course must be submitted no later than six months after the end of the term in which the courses were taken. Drop requests received later than six months after the end of the term in which the courses were taken will only be considered for replacement of grade with a DR/W grade. For further information on the petition process, please refer to the Student Petitions website (https://onestop.fiu.edu/classes/student-petitions/).

**Voluntary Withdrawal Steps**
1. The student notifies faculty/faculty advisor of pending withdrawal.
2. The faculty notifies the Program Director.
3. The Program Director meets with the student.
4. The Program Director completes the executive summary of the meeting with signatures.
5. The student completes and submits withdrawal form (available through One Stop)
6. The Program Director notifies faculty and staff, including the HWCOM finance team, IT team, assessment team, etc.
7. If drop deadline passes, the student must complete student petition for withdrawal: https://onestop.fiu.edu/classes/student-petitions/

**Remediation Process (A3.15c)**
Remediation is the process of providing intervention and activities to raise a student's academic achievement level. The goals of remediation are to close the achievement gap and ensure that all students have the skills and knowledge necessary for success.

**Passing Grade Benchmarks for Assessments**
The program has established the following passing grade benchmarks:
- 75 percent or higher for assessments (written exams, quizzes, practicums/focused clinical skills assessments, simulations)
- 75 percent or higher for summative assessments (Objective Structures Clinical Exam, End-of-Didactic Summative, End-of-Rotation, and End-of-Curriculum examinations)

Failure to meet the passing grade benchmarks for assessments, other than quizzes, triggers remediation of educational gaps and competencies.

**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.
- The final course grade awarded after successful completion of a remediation exam is 75 percent, regardless of the score obtained on the remediation exam.
- Once lifelines are exhausted, there are no further opportunities to remediate a course for a grade
improvement.

- Students that fail a course after exhausting lifelines will be referred to the SEPC and are subject to dismissal.

**What is being remediated?**

1. **Remediation of Content** - Addresses area of weakness as evidenced by poor performance on examinations. Gaps in learning are addressed using remediation assignments mapped to course instructional objectives to assist student in overcoming those weaknesses and develop mastery of the material.
   
   a. All exam grades below 75 percent must be remediated for content.

2. **Remediation for Grade Change “lifelines”** - Replaces a course grade below 75 percent.
   
   a. Maximum of three (3) opportunities in the didactic year.

**Individual Courses**

Failure of an Assessment (other than quizzes):

1. Students will meet with the instructor to review areas of deficiencies and gaps in knowledge.
2. The instructor will assign a remediation activity aligned to the identified areas of deficiencies.
   
   a. Remediation activity will be assigned using one of the program’s learning platforms (e.g., Osmosis, Exam Master). Faculty will set up the activity to allow for multiple attempts.
   b. Students must earn a score of 100 percent on the remediation activity.
   c. Upload proof of successful completion in CanvasMed.
   d. Failure to complete the remediation activity in the timeline provided results in referral to the SEPC.

Failure of a Course:

1. Final course grades below 75 percent will be remediated with a multiple-choice exam. The number of questions will be equal to the number that was given on the original exam.
   
   a. Administered at the end of the semester during remediation week.
   b. Successful completion of the remediation exam will result in a final course grade of 75 percent.
   c. Failure to pass the remediation exam constitutes a failure of the course and will result in referral to the SEPC.

**Summative Evaluations**

The End-of-Didactic Summative 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).

If a student does not obtain the required grade (75 percent), they will have one (1) opportunity to successfully complete a required remediation plan tailored to the deficiencies identified in the summative exam.
exam. All remediation assignments must be completed, and the student must take the remediation exam by the end of semester 4 and pass with a grade of 75 percent or higher.

- Failure to complete the remedial assignments and pass the remediation examination will result in referral to the SEPC for recommendations.

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

If a student does not obtain the required grade (75 percent), they will have one (1) opportunity to successfully complete a required remediation plan tailored to the deficiencies identified in the OSCE. All remediation exercises must be completed, and the student must repeat the missing components of the OSCE by the end of semester 4 and pass with a grade of 75 percent or higher.

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
- Documentation of drug screening and criminal background check clearance
- Completed Student Health Clearance form, including documentation of required immunizations, annual TB screening, and influenza vaccination
- Documentation of Occupational Safety and Health Administration (OSHA) training
- Documentation of Health Insurance Portability and Accountability Act (HIPAA) training
- Current certification, with certification expiration date, in Basic Life Support (BLS) and 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 or preceptor

Note: A delay in meeting the requirements set forth by the MPAS program and/or a clinical site or preceptor may prevent student promotion into the clinical phase of the program. Clinical rotations begin the 1st week of January (semester 5); any delay will likely result in a delay of timely progression and promotion to the clinical phase, which also may result in a delay of graduation.

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 may be 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.

**Clinical Progression**
The clinical phase of the program is comprised of nine (9) clinical clerkship courses, where students complete their supervised clinical practical experiences (SCPE). The student MUST achieve a minimum grade of 75 percent and complete all of the following clinical rotation assessments/assignments in order to pass the clinical clerkship:

- End-of-Rotation Exam (EORE)
- PANCE Mock Exams
- Preceptor Evaluation of Student
- Case Log
- Procedure Log
- Student Evaluation of Clinical Site
- Student Evaluation of the Preceptor

When assigned, students must achieve a minimum grade of 75 percent in the following clinical rotation performance assessments to pass the clinical clerkship:

- SOAP Notes (x2)
- Written Case Presentation (x1)
- Oral Case Presentations (x2)
- OSCE (Midterm and Final)

**Clinical Remediation**
Students who achieve all passing benchmarks will continue to progress to subsequent clinical courses. Students who do not meet the passing benchmarks will be referred to the SEPC and may be placed on academic warning or academic probation, required to complete a remediation plan, or may be decelerated or dismissed from the program.

**End-of-Rotation Exam (EORE)**

- A student who does not achieve a 75 percent or greater on an End-of-Rotation Exam will take an EORE remediation exam after the initial examination.
- The highest grade awarded on remediation exams is a minimum pass score of 75 percent.
- Students who do not successfully pass the remediation exam fail the rotation and are referred to the SEPC for recommendations.
  - A grade of incomplete “IN” will be assigned to the rotation.
  - Students will be given the opportunity to repeat the rotation.
  - 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 recommendations.
- 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.
Objective Structured Clinical Evaluation (OSCEs)
If a student scores below the benchmark (75 percent), the student will meet with the Director of Clinical Education to discuss areas of deficiency.

- An individualized plan of remediation will be formulated to address areas of deficiency.
- The student will be notified of the date/time and type of remediation assignment via email and/or CanvasMed.
- Failure to pass the reassessment will lead to referral to the SEPC committee for recommendations.
  - Students will have one (1) opportunity to remediate OSCE’s during the clinical phase of the program.
  - All remediation exercises must be completed, and the student must repeat the missing components of the OSCE and pass with a grade of 75 percent or higher.

Remediation of other Assessments
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 (B4.03 a, b, c, d, e)
To be eligible for promotion to graduation, students must successfully complete all required formative and summative assignments and assessments, which include:

- End-of-Rotation Exams
- OSCEs
- End-of-Curriculum Summative Exam
- Completion of the PACKRAT
- Completion of the program’s Physician Assistant Board Review Course

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; and are necessary to enter clinical practice. The assessments composing the summative evaluation correlate with all the didactic and clinical curricular components of the program.

Students who do not satisfy the requirements for promotion to graduation will be referred to the SEPC and may not be eligible for graduation. Students who do not graduate are NOT eligible to take the PANCE.

Remediation of the Summative Evaluation (A3.15c)
Students must score a minimum of 75 percent on each component of the summative evaluation. Students who do not achieve the established benchmark for any of the components of the summative evaluation:

- Deficiencies identified from the performance data will be reviewed with the student.
The student will be referred to the SEPC for recommendations.

Application for Graduation
Students are required to apply for graduation through my.fiu.edu – prior to the deadline as noted on the student dashboard. Untimely submission may result in a delay in graduation.

Graduation Requirements
The university will confer the master’s degree when the student has met the following conditions:

1. Earned an overall average GPA of 3.0 in all courses in the graduate degree program.
2. Recommended by the faculty of the college or the school.
3. Certified by the academic Dean of the college or the school that all requirements for the degree being sought have been completed.

In addition, PA students must complete additional requirements as follows:

4. Successfully complete all assessments and summative evaluations.
5. Complete a minimum of 92 credits.
6. Submit and obtain faculty endorsement of a signature paper/capstone project.
7. Comply with program standards of conduct and guidelines for ethical conduct.
8. Complete the program’s physician assistant board review course.

Master’s students who have been recommended for the degree by the faculty of the school or college may participate in the commencement ceremonies.
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. Unprofessionalism 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.

Expected Behaviors
All currently enrolled students of the FIU MPAS program are expected to demonstrate at all times behaviors consistent with 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:

- Excessive absences or tardiness (unexcused or unexcused) as defined in this handbook. Students are expected to participate in all instructional and clinical activities.
- 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.
- Violation of principles related to academic integrity and/or plagiarism as outlined by FIU Regulation 2501.
- Use of inappropriate communication, either verbally or in writing, with anyone to include yelling/screaming, swearing/curse words, derogatory language, or language that could be interpreted as threatening, demeaning, or intimidating.
- Student intoxication with alcohol, prescription, or any illicit drug(s) or substance(s)
- Violation of dress code
- 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.

Students should understand this is not an exhaustive list and it is ultimately up to the discretion of the program to determine what constitutes unprofessional behavior and what constitutes appropriate
disciplinary action on a case-by-case basis.

**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 responsible for promptly reaching out to the FIU MPAS IT department if they have technical difficulties with their FIU 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.

**Requirement to Report Criminal Incident**
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 must 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**
Students should wear professional attire reflecting the dignity and standards of the medical profession. The MPAS program has the authority to determine dress code requirements for students admitted to the program.
The required attire is “business casual” or program approved scrubs for lab or clinical activities. Students must always wear their short white lab coat while on campus and during clinical activities.

- 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 will be asked to leave the classroom or clinical setting and change into appropriate attire. Students will be marked absent for the time missed and may forfeit points for any missed activities. Violations may result in the referral of the student to the SEPC for disciplinary action.

**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.

**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.

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.
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 serves to ensure 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. Elements essential to the effectiveness of the process include, but are not limited to:

- timely notice of the impending action,
- disclosure of the evidence on which the action would be based,
- an opportunity for the PA student to respond, and
- an opportunity to appeal if they feel their due process has been violated based on the guidelines included in this handbook.

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. The Medical Director will serve as chair of the committee at all times.

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.
- The SEPC makes recommendations regarding academic progress and promotion, deceleration, and dismissal.
- 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 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 physician assistant scrubs
17. Plain, short white lab coat (to be worn during the didactic phase of the program)
18. Short white lab coat with embroidered HWCOM MPAS logo (to be worn during the clinical phase of the program)
19. FIU Panther ID
20. Laptop computer (no iPads or Chromebooks). Minimum requirements include:
   o Combo DVD and RW drive
   o Sound capability and speakers
   o Internet connection with private internet service provider (ISP) for universal access to the internet
   o Wireless and printer capability
   o Webcam (internal or attached)
   o Intel Core i5 or i7 processor
   o 4GB RAM (upgradable to 6GB or more)
   o 250 GB hard disk or larger (7200 RPM)
   o Windows 10 PRO, Enterprise, Mac OS Ventura 13.3.1, or higher
   o Microsoft Office 2016 or newer
   o Surge protector
   o Flash drive

Required textbooks may be purchased by the student or may be accessed online through the HWCOM 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](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 or confidentially reported to the Ethical Panther Line (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/](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 for the Modesto A. Maidique Campus

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](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](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](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 HWCOM 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 C]. 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 C] 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 D] 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 E].
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](https://policies.fiu.edu/policy/96)
- Policy 1930.021 Data Stewardship: [https://policies.fiu.edu/policy/560](https://policies.fiu.edu/policy/560)
- FIU Policy 1930.022 IT Security: Sharing Access to IT Resources; Password Management: and Access Sharing Policy: [https://policies.fiu.edu/files/559.pdf](https://policies.fiu.edu/files/559.pdf)
- FIU 1930.023 IT Security: System and Application Management: [https://policies.fiu.edu/procedure/562](https://policies.fiu.edu/procedure/562)
- FIU Policy 1930.010 Digital Millennium Copyright Act: [https://policies.fiu.edu/policy/545](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 of the following professional organizations:

- American Academy of Physician Associates (AAPA). The Student Academy of the American Academy of Physician Assistants (SAAAPA) is the student chapter of AAPA. Membership in SAAAPA can keep students abreast of important and current issues affecting physician assistant education and practice.
- Florida Academy of Physician Assistants (FAPA), a state chapter of AAPA.
- AAPA specialty organizations. AAPA offers opportunities for membership in several specialty organizations.

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.

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](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](https://dasa.fiu.edu/all-departments/victim-empowerment-program/index.html)).

**Other FIU Student Services**
- University Police Department, [https://police.fiu.edu/](https://police.fiu.edu/)
- Department of Emergency Management, [http://dem.fiu.edu/](http://dem.fiu.edu/)
- Campus Life, [http://campuslife.fiu.edu](http://campuslife.fiu.edu)
- Dean of Students, [https://studentaffairs.fiu.edu/get-support/dean-of-students/index.php](https://studentaffairs.fiu.edu/get-support/dean-of-students/index.php)
- Graham Center, [http://guc.fiu.edu/default.aspx](http://guc.fiu.edu/default.aspx)
- FIU Athletics, [http://fiusports.com](http://fiusports.com)
- Wellness and Recreation Services, [http://www.recreation.fiu.edu](http://www.recreation.fiu.edu)
- Housing and Residential Life, [http://housing.fiu.edu/](http://housing.fiu.edu/)
- Parking and Transportation, [http://parking.fiu.edu/](http://parking.fiu.edu/)
- Office of Civil Rights Compliance and Accessibility, [https://dei.fiu.edu/crca/overview/](https://dei.fiu.edu/crca/overview/)
- Student Conduct and Academic Integrity, [https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/)
Appendix A—Acknowledgement of FIU Student Handbook and MPAS Student Handbook Form

I, _______________________________________________ (print name), acknowledge that I have read and understand the requirements, policies, procedures, and guidelines set forth in the FIU Student Handbook and the MPAS Student Handbook.

By signing this form, I agree to abide by all requirements, policies, procedures, and guidelines contained in the FIU Student Handbook and the MPAS Student Handbook.

This form must be signed and returned to the Program Director by the established due date.

Print Name: _______________________________________ Panther ID: ______________________________

Student Signature: ________________________________ Date: ______________________________
Appendix B—Absence Excusal Form

Absence Excusal Form (Electronic Form)

Any student anticipating time away for an exceptional event during the didactic or clinical portions of the MPAS program should complete and submit this form to the Program Specialist at least one month in advance of the event.

Students absent from a clinical rotation as a result of an emergency must fill out and submit this form to the Program Specialist within 24 of their absence. Failure to do so may result in referral to the Student Evaluation and Progress Committee (SEPC).

Student Information

Student ID:  
Student Name:  
Class:  

Anticipated date(s) off: MM/DD/YYYY

Reason for Absence(s):

Herbert Wertheim College of Medicine | 11200 SW 8th Street | AH2 | Miami, FL 33199
Appendix C—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 D—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 E—Student Incident Report Form

## Student Incident Report Form

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<tr>
<th>Field</th>
<th>Details</th>
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<td>Today’s Date:</td>
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<tr>
<td>Student Name and Panther ID:</td>
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<tr>
<td>Course/Rotation:</td>
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<tr>
<td>Course Director/Instructor/Preceptor:</td>
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<tr>
<td>Student’s Academic Advisor:</td>
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<tr>
<td>Date of Incident:</td>
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<td>Location of Incident:</td>
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<td>Time of Incident:</td>
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<tr>
<td>Student’s Account of Incident:</td>
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<td>Student Signature:</td>
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