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Disclaimer: The information contained in this manual is specific to the PA program and should be used in conjunction with the Monmouth University Student Handbook and Graduate Catalog. In the event of an inconsistency between this manual and the Monmouth University Student Handbook or the Graduate Catalog, the terms and conditions of this manual shall govern. All information in this manual is accurate at the time of publication. The material published in this handbook is for use by prospective and current MU PA students to inform them of current policies and procedures. Program policies apply to all students, faculty, and the program director.

The PA Program reserves the right to make appropriate changes at any time with timely notification to students. The changes may include: changes in the rules and regulations of the program, its academic calendar, admission policies, procedures and standards, degree requirements, and standards necessary for successful completion of the program in its sole discretion. Additionally, change may include, but is not limited to changes in course content, scheduling of courses offered, and canceling of scheduled classes and/or other program related activities.
## Important Telephone Numbers

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<td>Local Police/Fire/Ambulance</td>
<td>911/732-229-5000</td>
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<td>MU Campus Police</td>
<td>732-571-4444</td>
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<td>Bookstore</td>
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<td>Center for Student Success</td>
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<td>Counseling Services</td>
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<td>General Counsel</td>
<td>732-571-3598</td>
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<td>Graduate School</td>
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<td>Disability Support Services</td>
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<td>Financial Aid</td>
<td>732-571-3463</td>
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<tr>
<td>Health Services</td>
<td>732-571-3464</td>
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<td>Help Desk (email/technology issues)</td>
<td>732-571-3539</td>
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<tr>
<td>Monmouth University Library</td>
<td>732-571-3450</td>
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<tr>
<td>Registrar</td>
<td>732-571-3533</td>
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<td>Office of Equity and Diversity</td>
<td>732-571-7577</td>
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<tr>
<td>Office of Judicial Affairs</td>
<td>732-263-5218</td>
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<tr>
<td>PA Program Office</td>
<td>732-923-4505</td>
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<td>School of Nursing and Health Studies</td>
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INTRODUCTION
Welcome to Monmouth University’s Physician Assistant Program! The PA profession is at a time of abundant growth; as of June 2014, there were more than 100,000 currently certified PAs! As the landscape of health care changes, there are numerous opportunities for PAs. Our program is designed to prepare you to meet current and future healthcare changes while providing high quality patient care. The faculty will prepare you to think critically while using evidence-based medical practices.

This handbook contains many details that you will need during the time you are a student in the program. You should keep this book in a prominent area and refer to it for specific policies when needed.

The PA Program resides within the Marjorie K. Unterberg School of Nursing and Health Studies (SONHS). The SONHS has educated nurses for 30 years from the level of BSN to the recent addition of the Doctor of Nursing Practice (DNP) program. The department of health studies offers undergraduate degrees in health studies and physical education.

MONMOUTH UNIVERSITY PA PROGRAM

Accreditation
At its March 2017 meeting, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) placed the Monmouth University Physician Assistant program sponsored by Monmouth University on Accreditation-Probation status until its next review in March 2019.

Probation is a temporary status of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Only graduates of PA programs accredited by ARC-PA or its predecessors are eligible to take the Physician Assistant Certifying Examination (PANCE). Graduates who pass the exam become certified and are then eligible for state licensure.

Program Closure
In the event that Monmouth University decides not to continue the PA program or the program loses its accreditation status, the University will either matriculate out the remaining students or assist students in obtaining matriculation at another institution. In the event that the Program will need to matriculate out students, it is the program director’s responsibility, with oversight from the Dean of the School of Nursing and Health Studies, to ensure that the students’ education is completed.
Mission Statement
The mission of the Monmouth University Physician Assistant Program is to educate physician assistants to provide compassionate, patient-centered quality health care in a variety of settings. Program graduates will possess clinical skills to serve a diverse patient population and have the ability to advance the profession through leadership and research.  
April 2012

Vision Statement
Our vision is to become a premier PA program offering our students extensive, high quality education experiences that will allow them to become empathic practitioners and leaders in their community.  
August 2012

Program Goals
Our goals are to prepare physician assistants who:

• Function as a high-quality physician assistant providing patient care in a variety of medical or surgical specialties.
• Learn how to integrate critical thinking and clinical reasoning into an evidence-based approach to patient management.
• Understand the importance of delivering high-value, cost-conscious care while adding quality improvement to a practice setting.
• Develop professional skills in order to work as a collaborative member of the health care team.
• Understand and respect diversity with interpersonal skills that allow effective communication with patients, their families, physicians, and other health care professionals.
• Develop an intellectual curiosity by engaging in critical evaluation of the practice of medicine through research and publishing.  
June 2018

NCCPA Code of Ethics for Certified and Certifying PAs*
The National Commission on Certification of Physician Assistants endeavors to assure the public that certified physician assistants meet professional standards of knowledge and skills. Additionally, NCCPA attempts to ensure that the physician assistants it certifies are upholding appropriate standards of professionalism and ethics in practice. The NCCPA’s Code of Conduct for Certified and Certifying Physician Assistants outlines principles that all certified or certifying physician assistants are expected to uphold.

Breaches of these principles may be cause for disciplinary review. Disciplinary actions taken at the conclusion of that review may include formal censures, fines, revocation of certification or eligibility for certification and/or other actions as deemed appropriate by
NCCPA. Some disciplinary actions are reported to the state licensing authorities and the Federation of State Medical Boards. This Code of Conduct represents some, though not necessarily all, of the behaviors that may trigger review under NCCPA’s Policies and Procedures for Disciplinary Review.

Principles of Conduct

Certified or certifying physician assistants shall protect the integrity of the certification and recertification process.

- They shall not engage in cheating or other dishonest behavior that violates exam security (including unauthorized reproducing, distributing, displaying, discussing, sharing or otherwise misusing test questions or any part of test questions) before, during or after an NCCPA examination.
- They shall not obtain, attempt to obtain or assist others in obtaining or maintaining eligibility, certification, or recertification through deceptive means, including submitting to the NCCPA any document that contains a misstatement of fact or omits a fact.
- They shall not manufacture, modify, reproduce, distribute or use a fraudulent or otherwise unauthorized NCCPA certificate.
- They shall not represent themselves in any way as a Physician Assistant-Certified (PA-C) designee unless they hold current NCCPA certification.
- When possessing knowledge or evidence that raises a substantial question of cheating on or misuse of questions from an NCCPA examination, fraudulent use of an NCCPA card, certificate or other document or misrepresentation of NCCPA certification status by a physician assistant or any other individual, they shall promptly inform the NCCPA.

Certified or certifying physician assistants shall comply with laws, regulations and standards governing professional practice in the jurisdictions and facilities in which they practice or are licensed to practice.

- Certified or certifying physician assistants shall respect appropriate professional boundaries in their interactions with patients.
- Certified or certifying physician assistants shall avoid behavior that would pose a threat or potential threat to the health, well-being or safety of patients apart from reasonable risks taken in the patient's interest during the delivery of health care.
- Certified or certifying physician assistants shall recognize and understand their professional and personal limitations.
- Certified or certifying physician assistants shall practice without impairment from substance abuse, cognitive deficiency or mental illness.
- Certified or certifying physician assistants shall maintain and demonstrate the ability to engage in the practice of medicine within their chosen areas of practice safely and competently.

* Adapted from NCCPA website: [www.nccpa.net](http://www.nccpa.net)
MU Student and Faculty Code of Ethics

Students enrolled in the Monmouth University Physician Assistant Program are responsible for adhering to the policies outlined in the Monmouth University Student Handbook as well as the Student Code of Ethics.

The MU Student Handbook can be found at:
http://www.monmouth.edu/student_handbook/default.asp

The Monmouth University Student and Faculty Code of Ethics can be found at the following website:
http://www.monmouth.edu/resources/general_counsel/ethics.asp

Academic Dishonesty
Monmouth University encourages students to grow academically and does not tolerate any instances of academic dishonesty. Academic dishonesty may include: cheating on an exam, submitting work that is not your own, or plagiarizing another author’s work. Students should familiarize themselves with the Academic Honesty policy contained in the Graduate Catalog.

Students enrolled in the physician assistant program are expected to abide the policy on academic integrity that was recently adopted by the faculty of the School of Nursing and Health Studies:

ACADEMIC INTEGRITY: In order to provide a learning process and academic environment that permits students to pursue their educational goals, you are expected to exhibit honesty in this and every class in which you enroll at Monmouth University. Academic dishonesty includes cheating and plagiarism.

Cheating:
1. Submitting, without prior faculty permission, any work that has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.
2. Copying from someone’s test.
3. Submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.
4. Unauthorized collaboration with others on assignments, quizzes and examinations in Traditional, Hybrid and/or On-Line courses.

Plagiarism:
Submitting written material without proper acknowledgement of the source, deliberate attribution to or citation of a fictitious source, or submitting data which have been willfully altered or contrived. Students cheating, plagiarizing and/or involved in unauthorized collaboration on any assignment, paper or examination will receive a
grade of 'F,' with no opportunity to resubmit for partial credit. As per the Physician Assistant Student Handbook, students can be dismissed for any episodes of academic dishonesty, including but not limited to cheating on exams or plagiarism on any written assignment. Students should refer to the Monmouth University Student Handbook for guidance related to academic honesty and other relevant policies. (5.17 Enhancing Academic Honesty pages 42-45, Monmouth University Faculty Desk Reference https://www.monmouth.edu/uploadedFiles/Content/University/faculty-and-staff/FacultyDeskReference.pdf, (Article IV: Discipline Polices: https://www.monmouth.edu/uploadedFiles/Content/University/student-life/student-services/StudentHandbookComplete.pdf (page 100).

Competencies of the PA Profession

A physician assistant (PA) is a medical professional who works as part of a team with a physician. A PA is a graduate of an accredited PA educational program who is nationally certified and state-licensed to practice medicine with the supervision of a physician. PAs perform physical examinations, diagnose and treat illnesses, order and interpret lab tests, perform procedures, assist in surgery, provide patient education and counseling and make rounds in hospitals and nursing homes. All 50 states and the District of Columbia allow PAs to practice and prescribe medications. (AAPA, 2012)

Competencies for the PA Profession were defined in 2003 with input from four organizations, American Academy of Physician Assistants (AAPA), Physician Assistant Education Association (PAEA), Accreditation Review Commission for the Education of the Physician Assistant (ARC-PA), and the National Commission on the Certification of Physician Assistants (NCCPA). The competencies are published in Appendix B of this document.

MU PA Program Graduate Competencies

The educational goals of the MU PA Program are to produce a graduate who will have the requisite skill set to practice in the health care community as a physician assistant. We are providing our students with the training and education to meet our objectives and achieve stated outcomes. To ensure that the program has achieved its goals, students will undergo several evaluation methods throughout the curriculum to confirm that they are competent in the areas listed below. We have developed these competencies by integrating the Competencies of the PA Profession and the competencies defined by ARC-PA (knowledge, interpersonal, clinical and technical skills, professional behaviors, clinical reasoning and problem-solving abilities).

MEDICAL KNOWLEDGE

• Integrate understanding of the normal structure, function, and mechanisms responsible for maintaining the body's homeostasis in each organ system as applied to clinical medicine
• Acquire knowledge of the various causes of disease states and how the body's functions may be altered due to genetic, developmental, metabolic, autoimmune, neoplastic, degenerative, and traumatic conditions
• Critically recognize and analyze the presentation of life-threatening diseases and injuries and evaluate the principles of treatment and clinical management
• Recognize and implement the use of the most common diagnostic and laboratory studies utilized in primary care
• Examine the epidemiology of common illnesses within a defined population and the systematic approaches utilized in reducing the incidence and prevalence of those diseases
• Critically analyze, by clinical reasoning, a differential diagnosis for common clinical entities
• Appraise patients with life-threatening conditions and describe appropriate initial therapies
• Develop appropriate management strategies for patients with common acute and chronic conditions, compared to those needing short and long-term rehabilitation and end-of-life care

INTERPERSONAL COMMUNICATION SKILLS
• Employ techniques that assist with communicating effectively with patients, their families, colleagues, and other staff
• Discern the importance of proper documentation while implementing effective written and oral skills to elicit and deliver information
• Synthesize and interpret verbal and nonverbal communication during patient encounters while examining how these interplay with cultural, ethnic, and gender influences
• Develop critical skills to maintain emotional stability while demonstrating the ability to adapt to situations of uncertainty
• Create and foster professional relationship with patients

PATIENT CARE
• Develop an accurate medical history for patients across the life span and compare and contrast issues related to gender, socio-economic, cultural, and ethnic factors
• Perform a physical examination that encompasses all body systems
• Competently execute routine technical procedures including but not limited to: venipuncture, intravenous catheterization, nasogastric tube insertion, suturing, insertion of Foley catheter, injections, basic and advanced cardiac life support, and other office-based procedures and diagnostic tests
• Identify the principles of health maintenance and disease prevention
• Critically analyze and distinguish the nonclinical influence on poor health including the economic, psychological, social, and cultural factors that contribute to the development and/or prolongation of illness
PROFESSIONALISM
- Develop the ability to critically analyze the role of the physician assistant as part of the health care team and develop familiarity with regulatory and legal requirements
- Organize an appreciation for ethical and moral interpretations of clinical practice
- Understand and respect the roles of other health care providers and know when to organize collaboration with others to promote the health of patients
- Exhibit tolerance toward the beliefs and values of patients and colleagues to avoid bias
- Demonstrate reliability, dependability, and intellectual curiosity
- Develop sound judgmental practice, as to when to seek help to address any academic, personal, or interpersonal problems
- Examine the commitment to critically analyze personal excellence and on-going professional development

PRACTICE-BASED LEARNING AND IMPROVEMENT
- Analyze practice experience and perform practice-based improvement activities with other members of the health-care team
- Develop skills to research and retrieve studies from the medical literature and perform an appraisal of pertinent data to solve clinical problems and make appropriate patient-care decisions
- Appreciate limitations through self-reflection and openness to critical feedback to support a commitment to life-long learning

SYSTEMS BASED PRACTICE
- Identify various approaches to the organization, financing, and delivery of health care
- Choose constructs to practice cost-effective health care and evaluate how to practice good stewardship of healthcare services
- Assess situations, circumstances and actions that contribute to medical errors

Functions and Tasks Graduates Should Be Able to Perform

The expected outcomes of the Program is to produce graduates who will possess the knowledge, skills, and abilities necessary to provide those services appropriate to the primary care setting. These outcomes will include, but are not limited to, the following:

- Make an initial approach to a patient of any age group in any setting to elicit an accurate and detailed or problem-oriented history
- Perform an appropriate physical examination utilizing either a pattern recognition or a problem-solving approach
- Record and present pertinent data in a professional and meaningful manner
• Integrate basic sciences in making diagnoses and understanding treatment procedures

• Develop effective communication skills a required for history taking, patient education and counseling, and for conveying pertinent medical information to other members of the health team

• Diagnose health problems objectively through a problem-oriented approach

• Development of moral, ethical, and social attitudes

• Work cooperatively and professionally with other members of the health care team

• Develop technical competency and medical skills in treating individuals and enable graduates to function at a level appropriate to their professional role and capabilities in assisting individuals of all ages in various stages of health

• Initiate requests for imaging studies and analyses of blood, urine, and stool specimens when appropriate

• Collect specimens for, perform, or assist in the performance of routine diagnostic studies as appropriate. In addition, be able to interpret the results of these diagnostic studies. These include but are not limited to:
  
  o Urinalysis including microscopic analysis, urine culture and sensitivity
  o Complete blood count including indices, differential, sedimentation rate and coagulation tests
  o Examination of stool for ova and parasites and occult blood
  o Culture and sensitivity of various exudates: throat, wound, vaginal, cervical, and sputum
  o Electrocardiography
  o X-ray studies

• Perform routine therapeutic procedures such as:
  
  o Cardiopulmonary resuscitation and assist in defibrillation
  o Artificial respiratory ventilation
  o Control external hemorrhage; care for and suture wounds
  o Apply and remove splints and plaster casts
  o Insert urinary catheters
  o Assist at surgery
  o Administer medication orally or by injection
Administer intravenous fluids and transfuse blood or blood components
Perform visual and auditory screening

- Assist in the formation of therapeutic plans including further diagnostic studies and patient education
- Instruct and counsel patients regarding physical and mental health on matters of diet, disease, therapy, and normal growth and development
- Assist the physician in the hospital setting by making patient rounds, recording patient progress notes, accurately and appropriately transcribing and/or executing standing orders and other specific orders at the direction of the supervising physician, and compiling and recording detailed narrative summaries
- Display sensitivity to a diverse population by identifying the socioeconomic, familial, cultural, psychological, and environmental factors that impact healthcare or health related decisions
- Provide assistance in the delivery of services to patients requiring continuing care (home, nursing home, or other extended care facilities) including review and monitoring of treatment and therapy plans
- Perform independent evaluation and treatment procedures essential to provide an appropriated response to life-threatening emergency situation
- Facilitate physician’s referral of appropriate patients by maintaining an awareness of the community’s various health facilities, agencies, and resources
- Become involved in community service
- Contribute service to the PA Profession
- Recognize limitations of abilities of PAs

**TECHNICAL STANDARDS**

All prospective and current students must possess essential skills, abilities and aptitudes necessary to complete the program’s curriculum successfully in the following categories:

- Observation
- Communication
- Sensory and Motor
• Intellectual-Conceptual, Integrative and Quantitative Abilities
• Behavioral and Social Attributes

Applicants must attest to their ability to meet these standards with or without reasonable accommodations (See Appendix C).

Observation

Students must have the appropriate skills of observation along with the use other senses (hearing, smell, touch, spatial relationships) in order to participate in classroom, laboratory, and clinical settings. Students must be able to observe and interpret accurately a patient’s verbal and nonverbal signs. Students must be able to observe the patient up close and at a distance.

Communication

Students must possess the ability to effectively communicate in oral and written English. The individual must be able to speak, to hear, and to observe patients in order to elicit information. In addition, students must be able to respond in written and oral exams, interact with peers and instructors during small group discussions, and when needed, write legibly in required documents.

Students must be able to converse with patients with a sense of compassion and empathy. They must be able to communicate information about a patient’s condition effectively and succinctly to other members of the health care team.

Sensory and Motor

Students must have adequate gross and fine motor function and coordination along with the use of their senses in order to elicit information from their patients. Many sensory skills are used during physical examination maneuvers of inspection, palpation, percussion, auscultation, and other special techniques. These motor skills are required to perform an adequate examination and patient evaluation as well as using diagnostic instruments. The performance of venipuncture, intravenous catheter placement, suturing and other diagnostic procedures are other examples needing motor function.

Sufficient physical stamina is required such that students can sit for long periods of time during didactic lectures and be able to move through physical environments such as clinics, hospitals, and classroom buildings. Students must have the ability to respond quickly to emergent clinical situations and be able to carry out functions that include bending, lifting, carrying, and running.
Intellectual, Conceptual, Integrated, and Quantitative Abilities

Required skills for PA practice include comprehension, measurement, calculation, reasoning, analysis, and synthesis. Students need to be able to independently interpret medical histories, identify significant findings from the physical examination, and distinguish normal from abnormal laboratory findings. Students must possess these skills in order to successfully meet the demands of didactic and clinical learning.

It is essential that students have the ability to integrate new knowledge into formulating diagnoses and plans when working with fellow students, instructors, and preceptors. Assimilation of new knowledge should additionally occur through reading the medical literature. Students must recognize their own limitations in knowledge and be able to communicate this to others.

Behavioral and Social Attributes

Students must possess the intellectual and emotional fortitude to promptly carry out and complete all assignments and to exercise good judgment. Students must work supportively with their peers in order to maintain a professional atmosphere that encourages active, cooperative learning. It is required that students be emotionally stable in order to withstand stress associated with intensive learning settings and uncertainties associated with the didactic and clinical environments.

During the admission process and throughout the educational experience, students will be assessed for the qualities of integrity, ethical standards, motivation, and compassion and concern for others. Students are expected to accept constructive criticism from instructors, clinical preceptors, and patients. They must also have the interpersonal skills to interact cooperatively with faculty, staff, students, patients, and members of the health care team.

Disability Support Services at Monmouth University

Monmouth University recognizes the special needs of students with disabilities who are capable, with appropriate assistance, of excelling in a demanding university environment. Accommodations and a supportive environment contribute to our students’ success. Our support services for students with disabilities are specific and individualized. Students with disabilities are enrolled in regular courses and participate fully in the life of the University. Each one’s status as a student with a disability is considered confidential. The Department of Disability Services for Students (DDS) is the contact office for students with physical, medical, learning, and psychiatric/psychological disabilities. Adjustments and modifications to a student’s program of study are assessed on a case-by-case basis in consultation with the appropriate academic personnel and in consideration of University policy.
The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 provide that no otherwise qualified person with a disability (student/employee/applicant) shall by reason of the disability be excluded from participation in or be denied the benefit of any program or activity receiving federal financial assistance. An otherwise qualified individual with respect to post-secondary education is one who meets the essential academic requirements and who, with reasonable academic adjustments, can fully participate in and perform the essential functions of the degree experience.

The primary purpose is to provide services that enable students to meet with success at the University, especially in the area of academics. In addition, recognition of the unique emotional needs of students with disabilities and provide support as appropriate is important.

**Eligibility for Services**

To receive services, students must submit current and adequate documentation of a condition that substantially affects a major life activity to the Department of Disability Services for Students. The documentation must present a diagnosis and provide evidence for the need of particular academic adjustments, or accommodations. The student should contact the DDS for the documentation required. Upon one's decision to attend Monmouth University, documentation should be submitted to the DDS.

More information can be found at the DDS website: [http://www.monmouth.edu/university/disability-services.aspx](http://www.monmouth.edu/university/disability-services.aspx)

**ACADEMIC POLICIES**

**Admissions**

A candidate for admission to Monmouth University’s Master of Science in Physician Assistant Program is required to:

- possess a baccalaureate degree from a regionally accredited college or university;
- have a cumulative grade point average (GPA) of 3.0 or above on a 4.0 scale and a minimum GPA of 3.0 in prerequisite courses;
- successfully complete the following prerequisite courses with a grade of “C” or better: Human Anatomy; Human Physiology; Chemistry I and II; Biology I; Microbiology (all science courses must have laboratory component); medical terminology; general psychology; and any one of the following math courses: pre-calculus, calculus, or statistics;
- have a minimum of 200 hours of shadowing/clinical experience;
- Graduate Record Examination (GRE), taken in the past five years, is required for all applicants except currently matriculated Monmouth University students. There is no specific score needed for consideration; however, competitive applicants have scores above the 50th percentile in each of the test areas.
- submit 3 letters of recommendation;
- have a personal interview with the Admissions Committee; and
- complete a background check prior to matriculation.
Preference will be given to students enrolled in MU's Biology and Health Studies programs who meet the admission criteria.

**Meeting minimal requirements does not guarantee an interview with the Admissions Committee nor guarantee admission to the program.**

**Advanced Standing**

The program does not award credit for either any courses taken outside the program or any experiential work completed prior to admission, thus no advanced standing is given to any student.

**Program Curriculum**

The program consists of 42 weeks of didactic instruction and 64 weeks of clinical clerkships. Students enrolled at MU PA program will have summer breaks between the first and second year, and between the second and third years. Therefore, no time off is required during active academic learning. Students will return to campus one day per week during the clinical phase to attend classes and, at the minimum once per month, attend seminar sessions with one of the co-Medical Directors or other guest lecturers.

The table on the following page lists the semester by semester course schedule and credit requirements.
Curricular Plan

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year I - Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PHA-601 Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>PHA-602 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHA-603 Introduction to Patient Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PHA-604 Behavioral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PHA-605 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>PHA-612 Introduction to PA Profession</td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td><strong>Year I - Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PHA-606 Physical Diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>PHA-607 Diagnostic and Clinical Procedures</td>
<td>5</td>
</tr>
<tr>
<td>PHA-608 Pharmacology for Physician Assistants</td>
<td>2</td>
</tr>
<tr>
<td>PHA-609 Clinical Therapeutics</td>
<td>2</td>
</tr>
<tr>
<td>PHA-610 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PHA-611 Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>19</strong></td>
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<tr>
<td><strong>Year II - Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PHA-621 Topics in Clinical Medicine and Surgery</td>
<td>5</td>
</tr>
<tr>
<td>PHA-622 Clinical Management</td>
<td>2</td>
</tr>
<tr>
<td>PHA-651 Clinical Clerkships I *</td>
<td>5</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Year II - Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PHA-652 Clinical Clerkships II *</td>
<td>12</td>
</tr>
<tr>
<td>PHA-625 Research Methods I</td>
<td>2</td>
</tr>
<tr>
<td>PHA-626 Biostatistics for Physician Assistants Research</td>
<td>2</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Year III - Fall Semester</strong></td>
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</tr>
<tr>
<td>PHA-653 Clinical Clerkships III *</td>
<td>10</td>
</tr>
<tr>
<td>PHA-632 Biomedical Ethics</td>
<td>2</td>
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<tr>
<td>PHA-633 Epidemiology for Physician Assistants</td>
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<tr>
<td><strong>Semester Total</strong></td>
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<tr>
<td><strong>Year III - Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PHA-654 Clinical Clerkships IV *</td>
<td>12</td>
</tr>
<tr>
<td>PHA-635 Research Methods II</td>
<td>1</td>
</tr>
<tr>
<td>PHA-636 Health Care Policy</td>
<td>2</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM CREDITS</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>

* Students assigned to 4- or 8-week clinical clerkships. These clerkships include internal medicine, general surgery, pediatrics, psychiatry, women’s health, outpatient medicine, long-term care/geriatrics, emergency medicine, and two elective rotations.
Grading Policy

The following grading system will be used generally for all courses in the PA program. In most courses, grades of 73% or above are needed to successfully pass a course. Some course directors may increase the minimal grade level to achieve a passing grade. Students should review all course syllabi in the event an instructor sets different guidelines.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% and above</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90% - 94%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>&lt; 73%</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Any grade less than 73% (“C”) is considered a failing grade.

Examination Policy

- Exams/Quizzes will begin promptly at the beginning of the class time. Students are strongly encouraged to arrive promptly at the scheduled exam time to avoid disturbing other students and to take advantage of the allotted test time.
- Students arriving late for an exam will not be given additional time to complete the exam.
- Failure to attend a scheduled exam/quiz does not automatically grant the student the right to take the exam at a later date.
- Students are required to be present at exams on the scheduled day and time of the examination. Serious personal illness/injury or the death of an immediate family member is the only excuse for missing an exam. Illness or injury requires a written statement from a licensed physician or health care provider explaining your illness or injury whenever possible prior to the examination session.
- Common upper respiratory infections or pharyngitis may not warrant a medical excuse to miss an exam. Students should contact the course director for an excused absence. Make-up exams are at the discretion of the course director on a case-by-case basis. Make-up exams may be given in a different format than the original exam, eg, essay or oral exam. Unexcused absences may result in an exam score of zero.
- Students are not allowed to ask for an alternate exam time because of personal reasons, eg, weddings, family vacations. Under no circumstances will a student ever be permitted to take an examination before the regularly scheduled exam. Students who need to make travel plans following the final exam periods should
consult with the Program Director prior to purchasing tickets or making travel plans.

- Students who are late for exams forfeit the time allotted and will not be permitted to make up that exam time. No student who arrives late will be allowed to take an exam if another student has already completed the exam and left the exam area. The student who is late will receive a score of zero for the exam.
- Exam proctors may assign students to specific seating during the exam. Students are to remain in their assigned seat during the testing period.
- Cellphones must be turned off and placed in book bags, back packs, or purses during the exam.
- No materials may be present on the desk during the exam except for needed pencils, pens, and answer sheet. Students may not wear hats or hooded clothing during the exam.
- In an emergency, if a student has to leave the room during the exam (restroom break) all testing materials will be left with the exam proctor. Students returning from breaks will not be given additional time to complete the exam.
- Questions about the exam must be limited to questions grammatical in nature that may need clarification. Exam proctors will not answer questions pertaining to exam content.
- If an exam is administered “on-line” through computer technology, students must not have any other “windows” open except that one displaying the exam. In the event of a technologic mishap prior to or during an on-line exam, the program reserves the right to cancel the exam and schedule it for a later date.

Attendance Policy

Attendance at every class, laboratory session, and clinical rotation is mandatory. If a student will be absent due to illness they should call or email the department secretary. If an exam is scheduled for the day of the absence, the student must contact the course instructor who will determine if the absence is excused or unexcused. An unexcused absence may mean a grade of zero on the exam. If the absence is excused, the student may be allowed to make up the exam. The format of the make-up exam may be different than the original exam, eg, oral or essay (see examination policy).

Students who are absent during clinical rotations must call both the department secretary and the clinical site. Students who miss time during clinical clerkships will need to check with their preceptor to see if they need to make up any lost time on the service.

Student Progress

Student progress in the program is related to the student’s academic performance and professional behaviors. Academic performance standards are criteria that students must meet each semester in order to move forward in the program. These standards
are outlined below. Professional behaviors are assessed yearly or sooner if student exhibits any unprofessional behavior. Repeat offenses of unprofessional behavior can lead to dismissal from the program.

The PA Program Student Progress Committee will monitor the grades of all students throughout the semester and at the end of the semester determines that each student met the requirements to progress to the next semester. Students will advance to the next semester when they satisfactorily complete academic and clinical requirements, and continue to display professional behavior. The Committee reserves the right to recommend that a student be placed on probation, complete additional coursework or specific assignments, be suspended or dismissed from the program when the academic standing, clinical performance, professional conduct, or personal health is interfering with their progress in the program.

No student will be allowed to progress to the next semester if they fail to meet both the academic and professional behavior requirements discussed below.

Program faculty meets regularly throughout each semester and monitor students’ academic progress. Any student who has grades that show a trend of potentially not meeting program standards will be referred for remediation (see page 23) and the Center for Student Success (see page 29).

**Academic Requirements**
Students enrolled in Monmouth University’s graduate programs are required to maintain an average of 3.0 or better in all courses in the degree program in which they are enrolled. Students should review the Graduate Catalog for the university’s academic policies. However, students should be aware that the PA Program may have requirements that are more rigorous than the university.

Students are subject to review by the Monmouth University’s Academic Standards and Review Committee when their GPA falls below 3.0 or accumulate as many as three credits of “B-“, “C+”, or “C”. Under no circumstances will more than 6 credits of “C+”, “C” or “F” grades accumulate toward degree credit. Students will not receive their degrees until the policies on the number of “C” grades are met.

Students are considered to be in good academic standing when they maintain a GPA of 3.0 and have met the grade criteria described above. The design of the PA Program curriculum is sequenced in such a way that all classes in one semester must be passed in order for a student to progress to the next semester.

Failure of one course may cause the student to decelerate and retake the course even if their GPA is greater than 3.0. Deceleration occurs because the student will have to wait one year before the failed course is offered again (see page 25). In no case may a student who has failed a course be allowed to move forward in the program. Students must obtain a grade of “B” or better in the repeated course in order to progress in the
program. Failure to get “B” or better will result in dismissal from the program. Students with a cumulative GPA below 3.0 may not repeat a failed course and thus will be dismissed from the program. Failure of two courses will result in dismissal from the program regardless of the student’s GPA.

Evaluation of Student Performance during the Clinical Phase
The Clinical Clerkship courses (I – IV) are assigned a single grade at the end of each semester. The semester grades are dependent upon successful completion of each of the following components:

- passing grade on the preceptor’s evaluation of student performance,
- achieving 73% or higher on the end-of-clerkship exams and the Summative Exam (Clerkship IV only),
- submitting and receiving passing grades on written assignments, and
- completing clinical activities documentation in a timely manner.

Each individual clerkship grade will count toward the semester grade by using a calculation that will weigh the number of weeks spent at the activity during the semester. The semester grade is counted in the student’s cumulative GPA. More information is provided in the Clinical Handbook distributed prior to starting clinical clerkships.

Professionalism Assessment
Patients not only expect their health care providers to be competent, but also expect them to be empathetic, honest, and behave in a professional manner. Students enrolled in the program are expected to exhibit professional behavior in any of the learning environments – classroom, laboratory, and clinical sites. Students must remember that they are representatives of the PA Program, Monmouth University, and the PA profession and should behave in the manner expected of a professional. These requirements for professional performance have been established to protect the rights of patients and communities, to promote a positive image of the Program and the profession, and to foster the team concept in the delivery of health care. The criteria for evaluating professional performance include, but are not limited to:

- Maintaining acceptable physical appearance
- Displaying respect for instructors, peers, and staff
- Attending class, laboratory, and clinical rotations as required and being on time
- Exhibiting academic integrity
- Demonstrating professional competencies and skills
- Abiding by PA program and University policies
- Displaying sensitivity to the needs of patients and the community
- Demonstrating ability to relate to fellow students, instructors, and other members of the health care team
• Displaying a positive attitude

Professional Dress Code
The MU Physician Assistant Student represents both the Program and the PA profession. Proper dress plays a large role in the student’s acceptance by other professionals as well as by patients. Be aware that at faculty discretion, students with inappropriate dress may be sent home to change and expected to return to class/rotation within a time frame established by the faculty. In the event of a second offense the student will be referred for disciplinary action ranging from remediation to being placed on probation. Students must adhere to the following:

For all classroom and didactic experiences
• No hats (men and women)
• No cutoff shorts or pant legs
• No tank, midriff, or halter tops
• No body jewelry/piercing that interferes with class function, especially during laboratory sessions
• No open-toed shoes during lab sessions

When required to be present at clinical sites, students must follow the criteria listed above as well as the guidelines below:

• Only short, white, consultation jackets are to be worn by MU students that must be clean and presentable at all times.
• A nameplate supplied by MU must be visible at all times with the student’s name and identifying them as a Physician Assistant Student.
• Body art must be covered and visible piercings (including tongue studs or other oral piercings) must be removed
• No jeans are permitted.
• No shorts of any kind allowed.
• Bare midriffs and tank tops are prohibited.
• No scrubs outside the operating room, delivery room or other prescribed area.
• All attire must be cleaned and pressed.
• Hair/facial hair should be worn neatly trimmed and clean. Long hair must be tied back off the face.
• Men must wear a tie.
• No sneakers, flip-flops, sandals or other open-toed shoes.
• In addition, for any professional meetings, academic or clinical training sessions, professional attire is required.

At the end of each academic year, students will complete the Professionalism Assessment form and review it with their faculty advisor, who will also make an assessment (Appendix C). In the event that a student displays any unprofessional behavior, the student will meet with their academic advisor and either the Academic
Coordinator or Director of Clinical Education. Following that meeting, the program’s Disciplinary Committee will convene to determine what disciplinary action should be taken. Students may be subject to remediation, program suspension, probation, or dismissal. In the case of students enrolled in Clinical Clerkships, students may be required to repeat a clerkship as part of a remediation plan.

Expectations of students during the didactic year:

• Attend all lectures
• Act professionally at all times
• Arrive on time and ready for class
• Complete all assignments on time
• Pass all courses
• Adhere to the student handbook
• Demonstrate sensitivity to a diverse population
• Check University email daily
• Submit immunization documentation in a timely manner
• Attend all program designated activities
• Do not ask faculty, lecturers or adjunct faculty about personal medical issues
• Include equal participation when completing group assignments and projects
• Be patient with necessary scheduling changes due to lecturer accommodations

Remediation Policy

The process of remediation is available to students who are having difficulty achieving academic competency while attending the physician assistant program. Academic requirements and student progress are outlined in this program handbook and each individual course syllabus. Deficiencies in academic knowledge or clinical skills are identified and addressed as early as possible.

The Student Progress Committee along with the Program Director ensures that each student meet the requirements for advancing into the next semester of the program. If a student’s average in a specific course or cumulative semester average drops below 80%, the Student Progress Committee will notify the student’s advisor and course instructor. The student’s advisor will provide the remediation plan for the student. A student, who fails a course due to academic misconduct, as outlined by the Monmouth University Student Handbook, will not be allowed remediation and will be subject to program dismissal. If a student’s course average falls below 65%, the student must meet with the Center for Student Success.

The remediation plan is developed to ensure that students adequately meet program and clinical practice expectations. The plan may take a form that includes but is not limited to one or several of the following methods:

• Focused reading topics
Remediation is not “extra credit”. Remediation is not a means for a student to increase an already passing course average or cumulative GPA.

Remediation of a Failed Exam
Students should review each individual course syllabus for exam grading criteria. If a student scores less than 73% on an exam, remediation will be considered based on the student’s overall course average. The course instructor, academic coordinator and the student’s advisor will meet with the student to review the remediation plan for the exam. If the overall course average is less than 80% remediation will be required.

The Summative Evaluation, which consists of a comprehensive written examination and the clinical skills examination, is scheduled in the last semester (Clinical Clerkship IV), prior to completion of the program. In order to qualify for graduation from the program, students must pass both components. Remediation of either part of the Summative Evaluation may occur one time. However, remediation of any component of the Summative Evaluation may lead to delay of the program completion and graduation. If a student fails the remediation of the Summative Evaluation, they will not graduate from the program.

If a student fails both components of the Summative Evaluation on their first attempt they will be referred to the Graduate Academic Standards and Review Committee. The Committee shall evaluate whether the student should be allowed to retake both portions of the Summative Evaluation or be dismissed from the program based on the recommendations from the Program Director.

Remediation of Failed Course
If a student fails one didactic course, they are allowed to repeat the course if their cumulative GPA is 3.0 or greater. Students must receive a grade of 80% or greater in the repeated course; failure to do so results in dismissal from the program. The remediation of a failed course occurs only once per semester.

Due to the sequenced learning of the curriculum, students must successfully pass all courses in a given semester before becoming eligible to take courses in the subsequent semester. If a course is failed, a student will “decelerate” (see page 24) and must wait one year for the course to be offered again.
**Remediation of a Failed Clerkship**
Information is provided in the Clinical Handbook.

**Time Limitation for Completion of Requirements**

The requirements of the PA program must be satisfied commencing from the first day of class within a period of 5 years, not including any period of service in the Armed Forces. Students are expected to complete program requirements in effect at the time of admission and published in the graduate catalog. However, the program may require changes to the curriculum based on either changes in the accreditation standards or the clinical arena. In these cases, students will be notified of the changes and be asked to sign an acknowledgement of the changes in their graduation requirements.

**Probation**

All graduate students will be placed on academic probation when their cumulative GPA falls below 3.00.

Any student who has a cumulative GPA less than 3.0 will be referred for remediation (see page 25).

**Deceleration**

A student becomes “decelerated” when they leave the class cohort they entered with and move to the class cohort that entered one year later. Deceleration means that the student’s graduation date is delayed by one year. Deceleration occurs when:

- The student fails a course and must wait until the next academic year to retake the course
- Is approved to take a leave of absence

**Dismissal**

Students will be dismissed from the program for either academic reasons or exhibiting unprofessional behavior.

Academic dismissal will occur when:

- The student fails to earn in three consecutive semesters a cumulative GPA of at least 3.0
- A student shall become subject to academic dismissal for failure to meet the minimum standards listed below:
  
  **Minimum Cumulative GPA**
  
  3 – 9 Credits 2.25
  9.5 – 15 Credits 2.50
15.5 – 21 Credits 2.75
21.5 & higher Credits 3.00
(**Credits completed include all credits not officially withdrawn from)
• Failure of two courses, i.e., receiving two grades of “F”
• Failure to receive a grade of “B” or better on retake of a previously failed course.
• Failure of two end-of-clerkship exams or two preceptor evaluations in one semester.

Dismissal due to unprofessional behavior occurs when:

• The student fails to maintain the professional demeanor expected of PA students such as having two or more unexcused absences, excessive tardiness to classes and laboratory sessions, or not handing in clinical assignments.
• The student fails to remediate behavior designated as “unsatisfactory” on the professionalism self-assessment form
• Any episodes of academic dishonesty including but not limited to cheating on exams, plagiarism on any written assignments.
• Any episodes during clinical experiences that led to placing patients in immediate danger.

Students who have been dismissed have the right to appeal that decision in writing to the Academic Standards and Review Committee.

Graduation

In order to graduate from the program, students must:

• Meet academic requirements of maintaining cumulative GPA of 3.0 and letter grade requirements
• Successfully pass all didactic and clinical courses
• Successfully pass both parts (written exam and clinical skills assessment) of the Summative Evaluation process
• Maintain satisfactory professionalism assessments
• Submit requisite paperwork to University Registrar

Additional information on Graduate Academic Policies can be found in the Monmouth University Graduate Catalog [http://www.monmouth.edu/university/graduate-catalog-2015-2016.aspx](http://www.monmouth.edu/university/graduate-catalog-2015-2016.aspx)
Academic Advisor

Students will be assigned an academic advisor who will be their mentor during their enrollment in the program. Students will meet with their advisor during each semester during each year of the program to discuss academic progress. Advisors are available to help you with academic issues and give assistance with study habits, time management, and PA career guidance. Students are encouraged to speak to their advisor with questions or if they want referral for any campus student services. It should be noted that students may seek services of tutoring or counseling without referral from a faculty member.

In addition, your academic advisor will mentor you in developing your professional goals and ambitions. You will meet with your advisor after completing self-assessment and will work together on goals for improved learning. These sessions will guide into developing a professional portfolio and enhance your skills to become a life-long learner. This will be discussed further at beginning of the first year of the program and throughout the academic year.

Leave of Absence

Occasionally situations arise where students may need to request a leave of absence (LOA) from the program. Students should first speak with their advisor and then the Program Director. The request for LOA must be submitted in writing to the Program Director. Only students who are in good academic standing may request a LOA. The LOA cannot exceed one calendar year. The student may be asked to repeat course work as determined by the faculty prior to re-entry into the program. Students granted a LOA are still expected to complete the program within the requisite time limit, ie, 5 years. Due to curriculum sequencing, students may not take a LOA for only one semester. Students on a LOA are considered “decelerated” and their date of graduation will be delayed one year (see page 25).

Withdrawal from the Program

Students who want to withdraw from the Program must also withdraw from MU. A letter indicating withdrawal from the program must be submitted in writing to the Program Director. Students must also complete “Total Withdraw from the University” e-FORM. Students should review the University’s Academic Calendar and policy on Refunds for Complete Withdrawals to determine if they are due any return of tuition paid.
Program Withdrawal and Refunds

Graduate students who withdraw from one or more courses during the semester while remaining registered for one or more courses are entitled to 100 percent refunds on the courses dropped if the courses are dropped during the first week of the semester or on the day following the first class meeting. **However, students must be registered for all required courses in order to maintain matriculation in the PA program.** Fifty percent refunds will be given if a student withdraws from a course during the second week. Withdrawals after the second week are not eligible for refunds. Further information can be found at the web page: [http://www.monmouth.edu/campus_life/bursar/refund.asp](http://www.monmouth.edu/campus_life/bursar/refund.asp)
COSTS RELATED TO THE PROGRAM

*Tuition and Fees*

The following is an estimate of tuition and fees for the next 3 years; it should be noted that these costs may change each year. Students should check the MU Registrar web page for the most current information concerning tuition and fees. As of July 2017, the tuition and fee costs are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate credits/Tuition for 95 credits @ $1187/credit</td>
<td>$112,765</td>
</tr>
<tr>
<td>Comprehensive Fee per semester ($350 per semester)* for 6 semesters</td>
<td>$2100</td>
</tr>
<tr>
<td>Lab Fees for the following courses: PHA-606 $40, PHA-603, 607 $80/course, PHA-601, 621 $100/course</td>
<td>$400</td>
</tr>
</tbody>
</table>

* The Comprehensive Fee includes services provided by the Student Center, Student Activities, Health Center, Intercollegiate and Intramural Athletics, Placement, Counseling, and Registration.

The three-year estimated cost of tuition and fees is: **$118,965**.

*Other Expenses (excluding Housing costs)*

The following is a list of costs associated with enrollment in the program (all costs are approximate). It is the student’s responsibility to pay for these items.

- **Medical equipment** $1100; this is a one-time cost paid at the beginning of the program; students may choose to purchase additional equipment during clinical years.
- **Textbooks** approximate cost of $1400 over the 3 years; students may choose to purchase additional books during didactic and clinical years.
- **Short, white coat** $26/coat
- **Health Insurance** This is required and costs can vary. Students can purchase a policy through www.healthcare.gov.
- **Background checks** The cost for a statewide criminal/offense records search in the state of New Jersey is $49; searches for other states you may have lived in may have higher fees. Background checks are done each academic year and upon admission to the program.
- **AAPA/NJSSPA Membership** AAPA membership is $75 for 3 years and NJSSPA is $40 per year.
- **PANCE** The current cost for the certifying exam is $500.
- **NJ License** Student can apply for state licensure prior to graduation. The application fee is $125; once the application is approved the fee for a permanent license is $220. Students should check other individual state websites for licensure requirements.
It is required that each student has a laptop computer for the entire program and a “smartphone” (iPhone or Android platform) during the clinical rotations. These costs can vary upon the type of equipment purchased and telephone contract plans. Upon acceptance to the program, students will be issued suggested specifications for this equipment.

Students are expected to bear the costs of travel to clinical sites. Students thus will incur the costs associated with owning a car including car insurance, which is required in the state of New Jersey. See https://www.monmouth.edu/university/cost-of-attendance-budgets.aspx for information on the cost of attendance for each year of the program.

UNIVERSITY SERVICES AND POLICIES

The MU PA Program wants you to have a learning environment that is safe and welcoming. The University has a number of policies related to student life. Some of these policies are summarized below; however, students should review the MU Student Handbook in its entirety. It can be found at the following link: http://www.monmouth.edu/uploadedFiles/Content/University/student-life/student-services/StudentHandbookComplete.pdf

Monmouth University Police Department
Information on campus safety and the Monmouth University Police Department can be found here: http://www.monmouth.edu/university/monmouth-university-police-department.aspx

Center for Student Success
The Center for Student Success (CSS) is the hub of a comprehensive, integrated advising system that provides academic and career counseling for all students at Monmouth University. Services and programs provided by the CSS include regular workshops, outreach services, and publications. The advising program is structured to assist students from their initial orientation through their entire university experience, helping them make vital connections between educational, career, and life choices. The CSS offers academic, personal, and career services to all Monmouth University students including graduate students. The CSS offers academic, personal, and career workshops each semester. Numerous workshops cover a variety of topics, including time management, study skills, resume writing, alcohol awareness, self-esteem, relationships, depression, and anxiety. The Writing Center is under the auspices of CSS and offers assistance with writing projects. More information on CSS can be found at: http://www.monmouth.edu/academics/CSS/default.asp
OTHER STUDENT/PROGRAM POLICIES

Clinical Clerkship Sites
Students are not required to solicit clinical sites in order to complete the clinical phase of the program. The program maintains a directory of sites to which students will be assigned during the 2nd and 3rd years of the program. If the student knows of physician or health care facility that is interested in having students at their site, the student should forward the information to the Director of Clinical Education (DCE) for follow-up and review of the appropriateness of the site to deliver quality experiences for our students.

If the student wishes to complete a rotation at a site that may lead to potential postgraduate employment or is a subspecialty that the program does not offer as an elective, the student must forward the information to the DCE as soon as possible. Students should be aware that it may take as long as 6 months or more in order to process agreements with other institutions. No student may function as a MU PA student at any facility without having an agreement in place signed by MU and the site.

Student Employment
Students are not required to perform any work for the program. Students must not substitute for administrative staff on campus nor at any clinical site. Students must not substitute for clinical staff at any clinical site during their rotations.

While many students enter the program having a wealth of clinical experiences or basic science knowledge, students must not substitute for a course instructor nor must any student be designated as a course instructor.

Students are discouraged from having outside employment during the academic year and while engaged in clinical clerkships. The program curriculum is rigorous and intensive and requires a good deal of time for study outside the classroom and clinics. Students who have outside employment may compromise their academic standing and thus should consider employment opportunities during the summer breaks. Under no circumstances are students to use “work” as an excuse for performing badly on any academic assignment. If students choose to seek part-time employment they must:

- Ensure that their work schedule does not interfere with the academic schedule or clinical clerkship schedules.
- The outside employment must not be more than 15 hours per week
- If a student who has outside employment is not meeting the academic standards of the program, they will be asked to stop working.
Background Checks
Students are required to complete a background checks prior to matriculation. Most clinical sites require background checks and a background check may be repeated during the clinical phase of the program. If a student cannot complete a clinical clerkship because of negative items contained in a criminal background check, the student will not be able to graduate. Neither MU nor the PA program will be held liable for the student's inability to obtain state licensing. Students will be subject to institutional and MU policies regarding alcohol and drug use.

Student Access to Files
Students have no access to any academic records or other confidential information pertaining to other students, faculty, or staff.

Student Health & Immunizations
Prior to matriculation students are expected to submit the following documentation:

- Full medical history and physical examination completed by a physician, physician assistant, or nurse practitioner
- Completed immunization form with documentation of titer levels for: measles, mumps, rubella, varicella, hepatitis B series. One recent dose of Tdap (tetanus, diphtheria and acellular pertussis) must be included.
- Completion of TB skin test (TST); a two-step TST must be done if either the student never had a TST or has not been tested in the past 12 months.

While enrolled in the program, students will need to receive vaccination against influenza and repeat TB skin test each academic year. Students will need to complete the “Authorization to Release Medical Information” form on the Health Services web page and authorize release of immunization information to the program. Clinical sites require that students are up-to-date with their immunizations so that release of this information is required. Appendix D contains a sample form asking for student signature to authorizing the program to release immunization information and background check clearance to clinical sites.

Health Services can be found on the north side of the main campus near the University Library. Health Services are free to all MU students. Students who become ill can go to the clinic without an appointment. Students can use this service if they become ill while on clinical rotations; documentation of your visit must be submitted to your advisor.

The services provided and hours of operation by this department can be found at their web site: [http://www.monmouth.edu/campus_life/health_services/default.asp](http://www.monmouth.edu/campus_life/health_services/default.asp)

Program faculty, including the co-medical directors, are not to perform in the capacity of health care providers for students, except in emergency situations. Students should
not expect to get medical advice for themselves or family members from the program faculty. Students should make an appointment with Health Services for any health concerns.

**Blood Borne/Bodily Fluids Pathogen Exposure**

Prior to any clinical experiences, all students will complete an on-line tutorial about exposure principles and practices as they relate to blood-borne pathogens. Anytime a student is exposed to any health hazard that may compromise or put them at risk due to exposure to blood borne pathogens or pathogens from certain bodily fluid exposures an incident report must be filed in the student’s PA Program records. A student must report any possible exposure to the preceptor or designee regardless of perceived insignificance. Moreover, the Director of Clinical Education as well as the Director of Compliance and Risk Manager must be contacted as soon as possible.

In the event a student is stuck by a used injection or suture needle or is exposed in any manner to blood or bodily fluids in the course of their assigned clinical work an incident report must be generated at the site with a copy of that report any subsequent medical exam reports sent to the PA Program through the office of the Director of Clinical Education. In addition, the student should complete the reports found in the appendices of this document (the same documents can be found in the Student Clerkship Handbook distributed prior to beginning of clerkships). All documents must be faxed to: 732-923-4510. The Director of Compliance and Risk Manager shall also receive a copy of all documentation by faxing it to: 732-263-5201.

For any incident the following are the necessary sequential steps to follow:

**Upon Exposure:**

1. Report immediately to the facility’s employee health department or emergency room. A call must be placed by that department’s clinician to the National Clinician’s Post-Exposure Prophylaxis Hotline (PEPline) at 888-488-4911 [http://www.nccc.ucsf.edu/](http://www.nccc.ucsf.edu/) for immediate post-exposure prophylaxis recommendations. The date, time, and name of the PEPline clinician must be documented as part of the report. For clinical clerkship sites without employee health or an emergency room, the student should go to the nearest emergency room or their private clinician’s office after making the PEPline call and documenting the recommendations (see reporting form).

2. As soon as feasibly possible, the student must notify their preceptor as indicated above and the Director of Clinical Education at jsena@monmouth.edu. The Director of Clinical Education is responsible for letting the Director of Compliance and Risk Manager know of the incident as soon as possible.

3. Complete the clinical site incident report found in Appendix E.
4. Every effort should be made to determine the patient’s HIV, hepatitis, or other communicable diseases status. Follow HIPAA and facility guidelines regarding patient information access.

5. Because the student is neither an employee of the facility nor Monmouth University, any costs incurred as a result of this incident are the responsibility of the student and their health insurance carrier.

Post Exposure

1. It is strongly encouraged that the student make an appointment with their private clinician within 5 working days of the exposure incident. The student should obtain counseling with possible (if necessary) treatment plans outlined, usually checking serum for evidence of hepatitis or HIV infection at specific intervals 30, 60, and 180 days. The PEPline clinicians can assist the clinician working in a private office setting with a plan if necessary.
2. If the student has difficulty or is unable to contact a private clinician, the program will provide sufficient referral for the student to access this prescribed care.
3. The cost of this care and prescribed medication is the responsibility of the student and their health insurance carrier.
4. A letter documenting this visit and subsequent follow-up must be forwarded to the Director of Clinical Education for inclusion in the student’s file (see Appendix E). This information is considered confidential and is available only to the student, health insurance carrier, and in certain circumstances, anonymously to the Monmouth University Health Services for statistical purposes.

Failure to comply with this protocol will result in the student being withdrawn from clinical clerkships. Non completion of a clinical clerkship(s) may result in a failing grade and subsequent dismissal from the program.

Student Grievances

Procedures for student grievances can be found in the MU Student Handbook. It is expected that students try to resolve any issues first by speaking with the individual to whom the grievance is directed. However, if it is believed that might be an unsafe way to handle the matter students should not approach the other party. If you cannot approach the other party or speaking with them doesn’t resolve the issue, you can contact the Office of Judicial Affairs (http://www.monmouth.edu/judicialaffairs.aspx) to assist you and they will conduct an investigation and determine if the complaint warrants a disciplinary hearing.
Any complaints of discrimination or sexual harassment should be discussed with the Department of Equity and Diversity: [http://www.monmouth.edu/university/equity-and-diversity.aspx](http://www.monmouth.edu/university/equity-and-diversity.aspx)

**Classroom Protocols**
In formal classroom and clinical situations, students will address MU faculty using the title “Professor”, “Doctor”, or other appropriate form of address.

Under no circumstances are children allowed in classrooms during formal lectures or clinical seminars.

**Appointments with Faculty**
Faculty members are available to students by appointment and by email, and most maintain an “open door policy”. If a student wants to meet with their advisor or another faculty member, the student should either email or telephone the faculty member or the program secretary to schedule an appointment. If a student has an appointment to see a faculty member or wishes to inquire that a faculty member is available to be seen, students must report to reception area upon arrival to the PA Program offices to be announced. In order to show respect for other students and in order to maintain confidentiality for other students and the academic process, under no circumstance should a student walk directly to the faculty member’s office.

**Email**
A MU student email account will be issued to each student. The Program will communicate with students through this account. Students should contact faculty and adjunct faculty with this account. Students should check their MU email daily. Students should contact the HELP DESK if any problems should arise with the MU email account. The student’s MU email account is the program’s official email contact address with the student. The program is not obligated to contact students’ personal accounts such as Gmail, Yahoo, etc.

Email is a form of professional communication and must be treated as such. Therefore, students must not use “texting” language or other informal word usage when writing to faculty.

**Use of Social Media**
Students may not use their smartphone, iPad, or any other device to take photographs or videos of any patient, preceptor, or patient care area of a clinical site. Students are not allowed to mention any clinical site or patient by name in their social media accounts, ie, Facebook, Twitter, SnapChat, Instagram.

Any violation of this policy is considered unprofessional behavior. Students who exhibit any of these behaviors will be called before the Graduate Academic Standards and Review Committee of the Graduate School. The student may be subject to program
dismissal for violations. Any other student who knows of any postings should inform the Program Director immediately.

**Emergency Phone Calls**
If any family members need to contact you during the day because of an emergency situation, they should contact the program secretary at the program phone (732-923-4505). A message will be delivered to the student. Cellular telephones must be switched off while in class.

**Bereavement Policy**
Absence from class or a rotation will be granted for the death of a first degree relative (parent, step-parent, sibling, child or grandparent). The student will be allowed 3 business days for in-state services and 4 days for out-of-state services. The Faculty Advisor should be consulted for all other family related matters.

**Emergency Closure**
In the event of inclement weather or other unforeseen emergencies, students can determine if there is a delayed opening or the University is closed through the following means:

- Monmouth University Web Site ([www.monmouth.edu](http://www.monmouth.edu))
- MU Emergency Information Line: 732-263-5900 (recorded message)
- Various local radio stations:
  - WMCX Monmouth University (88.9 FM)
  - WJLK Monmouth County (94.3 FM)
  - WRAT Point Pleasant (95.9 FM)
  - WJLK Ocean County (98.5 FM)
  - WOR New York (710 AM)
  - WWZY Long Branch (107.1 FM)
  - WXWW Trento (101.5 FM)

**Learning Facilities**
Students will attend classroom and laboratory sessions in the adjunct campus at the Graduate Center (Monmouth Park Corporate Center), which is approximately 2 miles from the main campus. Students will have access to a lounge area, microwave, computer lab, and food vendor (Gourmet Dining ®). The facility will be open from 8:00 AM to 10:00 PM Monday to Thursday, and until 5 PM on Fridays.

Monmouth University security personnel will patrol the facility at least once per day and a security officer will be on site 7:45 AM to 10:00 PM Monday to Thursday. Upon approval from the Academic Coordinator or Program Director, students may use the laboratory areas for additional practice of clinical skills after lectures are done for the day. Students can also use the Monmouth University Library for studying. Hours for the library are posted on the library’s web page ([http://library.monmouth.edu/](http://library.monmouth.edu/)).
The adjunct campus is shared with other academic departments. PA students must respect others’ use of the space and are responsible for cleaning or disposing of trash from any area that they use. Routine cleaning of the facility will be performed by Monmouth Park Corporate Center janitorial staff.

Students are prohibited from using program telephones, photocopy machines, and fax machine unless approved by the Program Director. Students will have access to the computer laboratory which will have a printer available for student use. The university’s technology staff will provide support as needed. Students are reminded that MU is “green” and asks that you limit your printing to only those materials that are absolutely necessary for your education.

University facilities
As a full-time student at Monmouth University you are encouraged to avail yourself for to the services offered by the University.

Rebecca Stafford Student Center: The student center houses many services for students. From the Center for Student Success to the Hawk’s Nest convenience store, students can find many amenities that are helpful. A directory of services can be found at http://www.monmouth.edu/campus_life/student_center/centerdirectory.asp

Wilson Hall: The academic services you will need can be found on the first floor of Wilson Hall including admissions office, financial aid, bursar, and the registrar.

Ocean First Bank Center: the center houses the Fitness Center and Bookstore. Students can use the Fitness Center at no cost. The center has the following equipment: treadmills, stationary bikes, free weights, indoor track, and swimming pool. Students should check the web site each semester for the hours of operations and other pertinent information: http://www.gomuhawks.com/ViewArticle.dbml?DB_OEM_ID=14300&KEY=&ATCLID=714830
Appendix A

PA Program Organizational Chart
Appendix B

Physician Assistant Competencies
(Adapted from www.nccpa.net)
PHYSICIAN ASSISTANT COMPETENCIES

The PA profession defines the specific knowledge, skills, and attitudes required and provides educational experiences as needed in order for physician assistants to acquire and demonstrate these competencies.

MEDICAL KNOWLEDGE Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Physician assistants are expected to:

- understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- identify signs and symptoms of medical conditions
- select and interpret appropriate diagnostic or lab studies
- manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities
- identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
- identify appropriate interventions for prevention of conditions
- identify the appropriate methods to detect conditions in an asymptomatic individual
- differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data
- appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis
- provide appropriate care to patients with chronic conditions

INTERPERSONAL & COMMUNICATION SKILLS Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients’ families, physicians, professional associates, and the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
- appropriately adapt communication style and messages to the context of the individual patient interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- apply an understanding of human behavior
- demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety
• accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

PATIENT CARE Patient care includes age-appropriate assessment, evaluation and management. Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness. Physician assistants are expected to:

• work effectively with physicians and other health care professionals to provide patient-centered care
• demonstrate caring and respectful behaviors when interacting with patients and their families
• gather essential and accurate information about their patients
• make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
• develop and carry out patient management plans
• counsel and educate patients and their families
• competently perform medical and surgical procedures considered essential in the area of practice
• provide health care services and education aimed at preventing health problems or maintaining health

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

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

PRACTICE-BASED LEARNING AND IMPROVEMENT Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate and improve their patient care practices. Physician assistants are expected to:
• analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
• locate, appraise, and integrate evidence from scientific studies related to their patients’ health problems
• obtain and apply information about their own population of patients and the larger population from which their patients are drawn
• apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
• apply information technology to manage information, access on-line medical information, and support their own education
• facilitate the learning of students and/or other health care professionals
• recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others

SYSTEMS-BASED PRACTICE Systems-based practice encompasses the societal, organizational and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger health care system of which their practices are a part. Physician assistants are expected to:

• use information technology to support patient care decisions and patient education
• effectively interact with different types of medical practice and delivery systems
• understand the funding sources and payment systems that provide coverage for patient care
• practice cost-effective health care and resource allocation that does not compromise quality of care
• advocate for quality patient care and assist patients in dealing with system complexities
• partner with supervising physicians, health care managers and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
• accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
• apply medical information and clinical data systems to provide more effective, efficient patient care
• use the systems responsible for the appropriate payment of services
Appendix C
Professionalism Assessment Form
Professionalism Assessment Form

Name _______________________________________________  Date _____________________

Both the student and faculty advisor will assess the student’s professional behavior at the end of each academic year using this Professionalism Assessment Form (PAF). The advisor and student will meet to discuss the ratings to assist the student in developing their professional behavior. In the event that a student exhibits any unprofessional behavior prior to the end of the academic year, a PAF will be completed by the student, the advisor, and Program Director.

Legend:
- Satisfactory (S): student exhibits behavior expected of a professional
- Needs Improvement (NI): student for the most part exhibits professional behaviors, but needs improvement in meeting appearance, attendance, or behavior skills
- Unsatisfactory (U): student does not demonstrate expected skill

NOTE: Two or more Unsatisfactory ratings require remediation plan

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Student Assessment</th>
<th>Advisor Assessment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appearance &amp; Attitude</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays positive attitude during classroom encounters and clinical sites</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Clothing neat and appropriate for setting; personal hygiene acceptable</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Respects instructors, peers, and other staff</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance and Timeliness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends class as required</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Reports to class, laboratory sessions, and/or clinical placements on time</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Written assignments submitted on date due to instructor</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Submitted required program documents, eg, immunization forms on time</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Responds in a timely manner to faculty emails</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Environment Behaviors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility for learning and academic challenges; respectfully requests help when recognizes need for assistance</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Accepts constructive feedback and adapts behavior when needed</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Respects peers’ learning styles and needs</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Exhibits academic integrity</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Prepares for class so as to contribute to classroom discussions</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>
PAF continued

Legend:
Satisfactory (S): student exhibits behavior expected of a professional
Needs Improvement (NI): student for the most part exhibits professional behaviors, but needs improvement in meeting appearance, attendance, or behavior skills
Unsatisfactory (U): student does not demonstrate expected skill
NOTE: Two or more Unsatisfactory ratings require remediation plan

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Student Assessment</th>
<th>Advisor Assessment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abides by Program and University policies</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Maintains confidentiality</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate self-confidence</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Remains cooperative during uncertain situations and during stress related to learning environments</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Works appropriately as a member of a team</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Upholds ethical behavior expected of a PA</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Advisor Overall Assessment and Comments

Remediation Plan (Y/N); if Y, explain:

Signature                                                                 Date

Student Signature                                                           Date
Appendix D

Acknowledgement Forms
RECEIPT AND ACKNOWLEDGEMENT OF STUDENT HANDBOOK

Please acknowledge receipt of the Physician Assistant Student Handbook by signing the Receipt & Acknowledgement form distributed by the Program Director. This page is a copy of the form and appears here for your future reference.

I, ________________________________, have received and read the Physician Assistant Program Student Handbook. I agree to abide by the rules and regulations contained therein. I have had an opportunity to have any questions answered with regard to its content and will contact the program if I have any questions about any policies contained in the handbook.

I also acknowledge that I am responsible to abide by the rules and regulations outlined in the Monmouth University Student Handbook.

________________________________________
(Signature)
ACKNOWLEDGMENT OF TECHNICAL STANDARDS

This form must be submitted with your application.

I, ________________________________, have read the Monmouth University
(Print name)

Physician Assistant Program’s Technical Standards and acknowledge that I can meet
these standards with or without reasonable accommodation(s). It is my responsibility to
contact, in writing, the Department of Disability Services for Students to determine if
any specific accommodations may be necessary.

_________________________________________  _______________________
(Signature)                                 (Date)

12/2012
RELEASE OF HEALTH INFORMATION

By signing below, I hereby consent to allow Monmouth University Physician Assistant Program to release information concerning my immunization history to any health care institution or preceptor office where I am scheduled to complete either a didactic learning experience or a clinical clerkship.

My signature acknowledges my understanding and agreement to provide the above stated information.

Student Name: ____________________________________________
(Please print)

Student Signature: _______________________________________

Date: ____________________________

9/2012
Participation of Students as Human Subjects

Human anatomy and physical examination/physical diagnosis are best learned through the study of living subjects. The Monmouth University Physician Assistant Program will instruct all students in physical examination and diagnosis. For the purpose of student learning, students will be required to serve as “patients” and examiners during selected courses. All students are expected to participate in all aspects of physical diagnosis in a professional, cooperative manner.

Students will not perform physical examination of the genitalia or breast on other students during the laboratory sessions. These physical examination skills will be acquired via model and simulation experiences.

Suitable laboratory attire will be necessary to allow for a productive learning experience. Students should be dressed appropriately at the onset of the laboratory session. Laboratory attire includes: gym shorts and tee shirts for men and women, sports bras or other appropriate tops for women, and an appropriate shirt or lab coat to wear when not in the role of the patient.

I have reviewed and understand the Participation of Students as Human Subjects policy. I agree to abide by the policy as well as all attire and appearance policies as indicated in this manual.

Student: ____________________________________________________________
(Print name)

Student Signature: _________________________________________________

Date: _____________________________________________________________

8/2015
APPENDIX E

SAMPLE INCIDENT REPORT AND
POST EXPOSURE TO HAZARDOUS MATERIALS FORMS
Blood Borne/ Bodily Fluids Pathogens Exposure Form

EXPOSURE INCIDENT REPORT
To be completed by student on day of incident

Student _________________________________________ Date ____________________
Home Phone ___________________________ Cell phone:___________________
Date of Birth ___________________________ Incident Date: ________________ Time: __________________
Clerkship name and location ___________________________________________________________
Nature of incident: Check appropriate box.
Exposure Type: [ ] Blood [ ] Chemical [ ] Body Fluid [ ] Airborne

[ ] PEPl ine contacted (888-488-4911)
Summarize PEPl ine physician recommendations:
______________________________________________________________
______________________________________________________________
Name of PEPl ine physician:
______________________________________________________________
Briefly describe incident:
--------------------------------------------------------------------------------------

Was Personal Protective Equipment (PPE) worn?  Yes [ ] No [ ]
What type: __________________________________________________________

Did the PPE fail?  I Yes [ ] No [ ] How:
______________________________________________________________

To what bodily fluids were you exposed?
______________________________________________________________
What part of your body was involved?
______________________________________________________________

Was this a puncture wound? Yes [ ] No [ ]
If yes, what caused the puncture
______________________________________________________________

Where were you stuck:
______________________________________________________________
Was any fluid injected into your body? Yes [ ] No [ ]
Approximate amount ___________________________
Where and when did you seek medical attention:
______________________________________________________________

Clinician Name:
______________________________________________________________
Source individual’s immunity status if known:
______________________________________________________________

Student Signature ______________________________________ Date ________________
Preceptor Signature ________________________________ Date ________________
Fax to: Monmouth University Physician Assistant Program 732-923-4510 and to the Director of Compliance and Risk Manager FAX: 732-263-5201.
Post exposure Follow-up Report

EXPOSURE FOLLOW-UP REPORT
For student use – due back no more than 10 days after incident

Student ________________________________
Clerkship ______________________________

Date of Exposure ______________________ Date Reported __________

Source Individual Follow-Up:
Request made of: ___________________________ Date __________

Student Follow-Up:
Student’s file reviewed by: ___________________________ Date __________
Information given on source individual’s blood test results by the appropriate healthcare provider only!
Yes ____ Not obtained ____

PEPline Recommendations (list):
______________________________________________________________________________

PEPline Recommendations followed? [ ] Yes [ ] No
If “No” why not?
______________________________________________________________________________

Referred to private clinician with required information:
Name of clinician ________________________________

Follow-up required:
By whom ___________________________ Date __________
Student Signature ___________________________ Date __________
Preceptor Signature ___________________________ Date __________

Fax to: Monmouth University Physician Assistant Program 732-923-4510 and to the Director of Compliance and Risk Manager FAX: 732-263-5201.