



LINCOLN MEMORIAL UNIVERSITY DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE

**DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES
2017-2018 ACADEMIC YEAR**

STUDENT HANDBOOK AND CATALOG

This handbook is designed to serve as a guide to the rules, policies, and services of the LMU-DCOM PA Program; therefore, it is not intended to establish a contract and the LMU-DCOM PA Program reserves the right to amend, modify, or change regulations, policies, and financial charges stated in the handbook throughout the year. In such a case, the LMU-DCOM PA Program will make reasonable efforts to notify the LMU-DCOM PA Students in a timely manner, of any changes in policies and regulations. Notification shall be made via the LMU-DCOM PA Program website or to University issued e-mail accounts as deemed appropriate.

HERITAGE

Lincoln Memorial University grew out of love and respect for Abraham Lincoln and today honors his name, values, and spirit. As the legend goes, in 1863 Lincoln suggested to General O. O. Howard, a Union Army officer, that when the Civil War ended he hoped General Howard would organize a great university for the people of this area.

NON-DISCRIMINATION POLICY

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the requirement applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at Lincoln Memorial University shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

All personnel and educational activities conducted by Lincoln Memorial University are subject to the equal opportunity, affirmative action, and nondiscrimination provisions of the Equal Pay Act of 1963; Title VII of the Civil Rights Act of 1964, as amended by H.R. 1746; the Civil Rights Act of 1991; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended by U.S.C. Title 41, Chapter 60; the Age Discrimination Act of 1967, as amended in 1974 and 1982; Executive Order 11246 (1965), amended by Executive Order 11375 (1968); the Americans With Disabilities Act of 1990 (PL101-336), as amended, and Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1972, amended in 1974.

All members of the University community bear responsibility for compliance with the equal opportunity, affirmative action, and nondiscrimination policies disseminated through the current University publications, including, but not limited to the *LMU Student Handbook* (ONLINE), the *Lincoln Memorial University Catalog*, *other program catalogs and handbooks*, and the *Lincoln Memorial University Faculty/Staff Policy Manual*. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs, the Vice President for Enrollment Management and Student Services, and the Office of Human Resources.

Student Handbook

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SECTION I: LMU AND THE LMU-DCOM PA PROGRAM

LMU MISSION AND PURPOSE

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principle of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to advance life throughout the Appalachian region and beyond.

Revised July 8, 2015; Approved by Board of Trustees, May 6, 2016

LMU INSTITUTIONAL GOALS

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals, which are derived from its mission and reflect its vision for the future:

- Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
- Maintain fiscal integrity in all its activities, programs and operations through concerted efforts to continuously increase its endowment and financial standing.
- Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
- Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, leadership development, recreation and the fine and performing arts.
- Serve as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind and spirit.
- Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research and service.
- Commit resources to support the teaching, research, and service role of the Institution.
- Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
- Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty, staff and students.
- Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
- Provide a caring and nurturing environment where students, faculty and staff with varied talents, experiences and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
- Provide quality educational opportunities through selected degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

WELCOME TO THE PHYSICIAN ASSISTANT PROGRAM

Welcome to the Physician Assistant Program here at Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM). The faculty, staff and I are happy to have you here and look forward to working with you over the next several years. I am sure you will find the program both challenging and rewarding as you go through each phase of your training. The faculty and staff are here to help you to take full advantage of the wonderful resources and rich experiences available to you here at LMU-DCOM.

This handbook will give you an overview of the program as well as policies and procedures that require compliance. During orientation, an overview of the handbook will be given, but please take the time to read the handbook and ask any questions you might have regarding its contents. In addition, review the LMU Student Handbook as it also holds information related to your education.

If you have any questions, please feel free to contact your faculty mentor or myself at any time should you have questions or concerns.

On behalf of the PA Program faculty and staff, best wishes in your academic career here at LMU-DCOM!

Professionally,

Rex L. Hobbs, MPAS, PA-C, DFAAPA
Assistant Dean & Program Director
Physician Assistant Program
LMU-DCOM

ACCREDITATION

University Regional Accreditation

Lincoln Memorial University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lincoln Memorial University.

Professional Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** to the Lincoln Memorial University-DeBusk College of Osteopathic Medicine Physician Assistant Program (LMU-DCOM PA Program) sponsored by Lincoln Memorial University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*. Accreditation-Continued remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn by the ARC-PA for failure to comply with the ARC-PA *Standards*. The approximate date for the next comprehensive review of the LMU-DCOM PA Program by the ARC-PA will be **March 2025**.

The ARC-PA Standards are available at: <http://www.arc-pa.org/accreditation/standards-of-accreditation/>. Or at: Accreditation Review Commission on Education for the Physician Assistant, Inc., 12000 Findley Road, Suite 150, Johns Creek, Georgia 30097, &(770)476-1224.

Accreditation Grievances

Any student wishing to file a complaint related to the accreditation standards and procedures should make these complaints in writing to the LMU-DCOM PA Program Director who will forward the complaint to the Dean of DCOM.

LMU-DCOM PA PROGRAM MISSION STATEMENT

The LMU-DCOM PA Program's mission is to educate future Physician Assistants to provide quality healthcare with an emphasis in primary care to the medically underserved of Appalachia and beyond.

LMU-DCOM PA PROGRAM GOALS

1. Professionalism: Create an atmosphere where integrity is valued and professionalism is expected.
2. Leadership: Engage students in opportunities to act as advocates and leaders within the PA profession.
3. Technology: Incorporate a technologically enhanced learning environment.
4. Critical Thinking: Promote early and ongoing clinical decision making skills through various learning experiences.
5. Multidisciplinary Education: Utilize a strong eclectic blend of instructive techniques to enhance all learning styles.
6. Experienced Faculty: Employ faculty who have diverse clinical and educational backgrounds.

ADMINISTRATION, FACULTY, AND STAFF

LMU Administration

Clayton Hess, Ph.D. – President of the University
Jonathan Leo, Ph.D. – Vice President of Academic Affairs and Provost
Cynthia Whitt, M.Ed. – Vice President for University Advancement

DCOM Administration

Brian Kessler, D.O. – Vice President and Dean
Michael Weiting, D.O. – Senior Associate Dean
Clarence Colle, Ph.D. – Associate Dean of Preclinical Academic Affairs and Basic Medical Sciences
JooHee Kim, M.P.H. – Chief Operating Officer
Casey Bassett, Ph.D. – Associate Dean of Students

PA Program Administration, Faculty, and Staff

Rex Hobbs, MPAS, PA-C, DFAAPA – Assistant Dean and PA Program Director, Full Professor
David Ferguson, M.D. – PA Program Medical Director, Assistant Professor of Family Medicine
Stephanie Hull, EdS, MMS, PA-C – Associate Program Director, Associate Professor
Stephen Noe, MPAS, PA-C – Director of Didactic Education, Assistant Professor
Paula Miksa, EdS, MHS, PA-C – Director of Clinical Education, Associate Professor

Anita Airee, PharmD – Assistant Professor
Shane Apperley, MS, PA-R – Assistant Professor
Mary Beth Babos, PharmD – Associate Professor
Melissa Day, MPAS, PA-C – Assistant Professor
John Gassler, PT, DPT, GCS – Assistant Professor
Jennifer Harrington, MHS, PA-C – Assistant Professor
Rachelle Kuhn, MPH – Assistant Professor
Christy McGhee, MPAS, PA-C – Assistant Professor
Mark Moran, MPAS, PA-C – Associate Professor
Chrystyna Senkel, MPAS, PA-C – Associate Professor
Joshua Shepherd, MMS, PA-C – Assistant Professor
Tonya Skidmore, MMS, PA-C – Assistant Professor
Michael Stephens, MMS, PA-C – Assistant Professor
Byron Turkett, MPAS, PA-C, FCCM – Assistant Professor
Kali Weaver, PharmD – Assistant Professor

Theresa Brooks – Program Administrative Coordinator
Olivia Marcum – Administrative Assistant, Didactic Education

Susan Owens – Admissions Coordinator
Norma Wells – Assistant Admissions Coordinator

Sherry Campbell – Rotations Coordinator
Katherine Colson – Hospital Relations Coordinator
Jennifer Hunley – Assistant Clinical Coordinator
Mary Mason – Preceptor Relations Coordinator

Patricia Peace – Director of Financial Services (LMU-DCOM)
Jonah Scent – Financial Aid Officer (LMU-DCOM PA Program)

Justina Hyfantis – Director of Academic Support (LMU-DCOM)
Jason Kishpaugh – Director of Counseling (Student Services/Development)

Helen Bailey – Registrar

SECTION II: LMU-DCOM PA STUDENT POLICIES AND PROCEDURES

TECHNICAL STANDARDS AND COMPETENCIES

Technical Standards for Admission and Retention

The LMU-DCOM PA Program seeks candidates who will be able to serve the needs of society by becoming skilled and effective Physician Assistants. To that end, the LMU-DCOM PA Program requires candidates for admission and continuing students to meet certain technical standards to ensure that graduates of the LMU-DCOM PA Program possess a level of cognitive and technical skill in order to achieve the levels of competency stipulated for graduates of the LMU-DCOM PA Program by the faculty, accreditation agencies, and the standards of Physician Assistant practice. The technical standards go beyond the curriculum's academic criteria and apply both to candidates for admission and continuing students. In order to acquire the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care, candidates for admission and continuing students in the LMU-DCOM PA Program must meet the established technical requirements in the following six areas: General Health; Observation and Visual Integration; Communication; Motor and Sensory; Intellectual, Conceptual, Integrative and Quantitative Abilities; Behavioral and Social Attributes.

1. **General Health:** Students must be able to work long hours in both the classroom and clinical settings with exposure to various body fluids, communicable diseases, radiation, and toxic substances. Students must maintain a general state of physical and mental health necessary to operate under the typical demands and performance requirements of the program and the PA profession. This includes standard preventative health measures such as annual immunizations. Please see *Section III: LMU-DCOM Student Catalog; Admissions Policies and Procedures* of this handbook.
2. **Motor and Sensory:** The provision of patient care often requires upright posture with sufficient total body strength, mobility, and cardiovascular endurance. Students must be able to tolerate physically taxing workloads and be able to sit, stand, and walk for long periods in both the classroom and clinical settings. Students must have adequate gross and fine motor function and coordination (including hand-eye coordination and manual dexterity) to elicit information from patients via auscultation, palpation, and percussion and to use appropriate diagnostic techniques and instruments to complete movements made to provide routine and emergent medical care, and to perform common diagnostic procedures. Examples include, but are not limited to, the following: assisting patients in range of motion, performance of cardiopulmonary resuscitation, administration of intravenous medications, suturing of simple and complex wounds, routine obstetric and gynecologic care, and assisting in surgical procedures. Students must be able to observe demonstrations, visual presentations, lectures, laboratory studies and microbiological specimens, and experiments in medical and clinical settings. Students must also possess adequate sensory skills, including normal or corrected to normal visual and hearing acuity, visual integration, olfactory, tactile, and proprioceptive capabilities to provide patient care. Examples include, but are not limited to, observation of patients close at hand and at a distance and evaluation of symmetry and asymmetry, range of motion, and tissue texture changes.
3. **Communication:** Students must be able to speak, hear, and observe patients to gather pertinent data, describe their observations (including activity and function, mood, and posture) and be able to perceive nonverbal communications. Students must be able to effectively, efficiently, and with sensitivity, communicate in English with patients, families, and colleagues, from different social and cultural backgrounds, orally and in writing, with clarity and accuracy. Students must be able to communicate effectively with students, instructors, clinicians, and patients in oral and written formats.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Students must exhibit skills in problem solving, critical thinking, measurement, calculation, comprehension of three dimensional relationships and structural spatial relationships consistent with medical practice. Students must be able to comprehend, retain, analyze and integrate a large amount of information related to medicine and process this information in an efficient and effective manner that allows for timely and appropriate patient care. Students must be able to engage in long hours of study; self-identify areas of weakness and utilize appropriate resources for remediation of deficits; and self-reflect and process constructive feedback for the purpose of improving knowledge and skills.
5. **Behavioral and Social Attributes:** Students must possess sufficient emotional health to allow them to optimally utilize intellectual, cognitive, and reasoning judgment required of medical professionals and must be able to quickly complete all duties and responsibilities commensurate with effective diagnosis and

treatment of patients of all ages. Students must be able to demonstrate empathy, sensitivity, and the ability to quickly establish rapport with patients from diverse backgrounds with different cultural beliefs and a wide variety of acute and chronic medical and surgical conditions. Students must be able to exhibit adequate interpersonal communication skills, compassion, concern for others, honesty, and integrity. Students must be able to tolerate physically demanding workloads (which may involve nights and weekends), noisy environments, long hours, and to maintain composure with emotional stability in challenging, stressful, and changing circumstances and to deal effectively with uncertain and possibly emotionally charged situations. Students must be able to accept constructive criticism and respond via appropriate behavior modification.

The LMU-DCOM PA Program will attempt, to the best of its ability, to develop mechanisms by which otherwise qualified candidates for admission and continuing students can be accommodated; however, the integrity of the curriculum and the need to provide optimal patient care must be maintained in order to ensure that all parts of the LMU-DCOM PA Program are delivered to all students. The affiliate organizations, such as outpatient clinics and hospital systems, that administer the clinical and practical portion of the LMU-DCOM PA Program curriculum expect students to perform their duties in a timely manner as such ability is a critical and essential part of patient care. Therefore, extra time will generally not be granted to students in clinical scenarios including rotations and the clinical performance examinations. Similarly, the use of trained intermediaries will generally not be approved in clinical situations. The determination regarding whether or not to grant an accommodation will be based on individual circumstances. Students wishing to request an accommodation for a disability should refer to the section **Accessible Education Services (Formerly Disability Services)**.

Competencies for the Physician Assistant Profession

Taken from the Accreditation Standards for Physician Assistant Education (3rd edition).

Physician Assistants are academically and clinically prepared to provide health care services with the direction and responsible supervision of a doctor of medicine or osteopathy. The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high quality health care. Within the physician-PA relationship, PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research and administrative activities.

Competencies for the Physician Assistant Profession

(Originally adopted 2005; revised 2012)

PREAMBLE

Between 2003-2004, the National Commission on Certification of Physician Assistants (NCCPA) led an effort with three other national PA organizations (Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA) – formerly Association of Physician Assistant Programs (APAP)) to define PA competencies in response to similar efforts conducted within other health care professions and the growing demand for accountability and assessment in clinical practice. The resultant document, *Competencies for the Physician Assistant Profession*, provided a foundation from which physician assistant organizations and individual physician assistants could chart a course for advancing the competencies for the PA profession.

This document was updated in 2012 and then approved in its current form by the same four organizations.

INTRODUCTION

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

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

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

PHYSICIAN ASSISTANT COMPETENCIES

Medical Knowledge

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

- Evidence-based medicine
- Scientific principles related to patient care
- Etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- Signs and symptoms of medical and surgical conditions
- Appropriate diagnostic studies
- Management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- Interventions for prevention of disease and health promotion/maintenance
- Screening methods to detect conditions in an asymptomatic individual
- History and physical findings and diagnostic studies to formulate differential diagnoses

Interpersonal & Communication Skills

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

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

Patient Care

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

- Work effectively with physicians and other health care professionals to provide patient-centered care
- Demonstrate compassionate and respectful behaviors when interacting with patients and their families
- Obtain essential and accurate information about their patients
- Make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- Develop and implement patient management plans
- Counsel and educate patients and their families
- Perform medical and surgical procedures essential to their area of practice
- Provide health care services and education aimed at disease prevention and health maintenance
- Use information technology to support patient care decisions and patient education

Professionalism

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

- Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- Professional relationships with physician supervisors and other health care providers
- Respect, compassion, and integrity
- Accountability to patients, society, and the profession
- Commitment to excellence and on-going professional development
- Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- Sensitivity and responsiveness to patients' culture, age, gender, and abilities
- Self-reflection, critical curiosity, and initiative
- Healthy behaviors and life balance
- Commitment to the education of students and other health care professionals

Practice-based Learning & Improvement

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

- Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team

- Locate, appraise, and integrate evidence from scientific studies related to their patients' health
- Apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- Utilize information technology to manage information, access medical information, and support their own education
- Recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

Systems-based Practice

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

- Effectively interact with different types of medical practice and delivery systems
- Understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- Practice cost-effective health care and resource allocation that does not compromise quality of care
- Advocate for quality patient care and assist patients in dealing with system complexities
- Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- Apply medical information and clinical data systems to provide effective, efficient patient care
- Recognize and appropriately address system biases that contribute to health care disparities
- Apply the concepts of population health to patient care

*Adopted 2012 by ARC-PA, NCCPA, and PAEA
Adopted 2013 by AAPA*

Taken from: <https://www.aapa.org/WorkArea/DownloadAsset.aspx?id=2178>

LMU-DCOM PA Program Competencies/Outcomes

Throughout the LMU-DCOM PA Program curriculum students are provided with instructional activities and faculty mentorship for the purpose of developing proficiency in program-specific tasks and functions derived, in part, from the *Competencies for the Physician Assistant Profession* noted above. Verification of knowledge, skill confidence, and competence will be assessed by performance on objective tests, evaluation by clinical preceptors, and/or direct observation by PA Program faculty. At the time of graduation, students will have demonstrated knowledge of and competence in the following program-specific tasks and functions:

Medical Knowledge

- Obtain, perform, and document focused and comprehensive history and physical examinations on adult, geriatric, and pediatric patients
- Identify normal and abnormal findings on history and physical examination of adult, geriatric, and pediatric patients
- Interpret laboratory study results, electrocardiograms, and radiographic images
- Integrate history and physical examination findings with diagnostic study data to formulate appropriate differential diagnoses and appropriate treatment plans
- Effectively communicate, in oral and written formats, patient history, physical examination, differential diagnosis, and proposed treatment plan for adult, geriatric, and pediatric patients
- Demonstrate an ability to develop an appropriate therapeutic plan taking into consideration patient specifics such as socioeconomic factors, therapeutic interventions, indications, contraindications, side effects, and scientific evidence
- Demonstrate an ability to provide health care services especially relating to preventive medicine and health promotion

Patient Care

- Demonstrate an ability to counsel and instruct patients and their families regarding general health issues as well as specific medical conditions
- Demonstrate an ability to provide health care services especially relating to preventive medicine and health promotion
- Demonstrate basic life support, advanced cardiovascular life support, and pediatric advanced life support skills
- Demonstrate an ability and increased willingness to practice medicine in rural settings, especially those in the Appalachian region

- Formulate and communicate a patient education plan/program for patients and/or their families
- Formulate and implement a plan for basic patient/family counseling
- Demonstrate an ability to correctly perform specific minor medical and surgical procedures and utilize aseptic technique

Interpersonal and Communication Skills

- Demonstrate an ability to build and sustain effective relationships with patients, families and colleagues
- Demonstrate appropriate physician assistant/patient relationships in all professional and non-professional situations
- Demonstrate compassionate behavior and good listening skills in controlled and routine clinical situations
- Demonstrate an ability to effectively communicate orally and in writing with patients, families, and other health care professionals
- Demonstrate an ability to collaborate with other health care professionals, including those from other disciplines, to provide patient-centered care

Professionalism

- Demonstrate respect for patients and families in clinical, professional and non-professional situations
- Demonstrate a commitment to advocate for the primacy of patients' welfare and autonomy
- Demonstrate an awareness and understanding of the issues underlying human diversity
- Demonstrate sensitivity and respect regarding differences in patients and colleagues' gender, race, culture, age, socio-economic status, sexual orientation, and physical or mental abilities
- Demonstrate sensitivity

Practice-based Learning and Improvement

- Demonstrate broad awareness of current clinical and scientific research findings
- Demonstrate an understanding of clinical research methods and medical informatics
- Demonstrate an ability to use clinical and scientific research findings to improve patient-care practices and outcomes
- Demonstrate an ability to self-evaluate clinical encounters for the purpose of improving future practice
- Demonstrate an ability to access, evaluate and assimilate current medical, research and technical literature
- Demonstrate an ability to approach patient care in an open-minded and questioning manner
- Compose a publishable medical research paper utilizing commonly accepted standards for medical writing

Systems-based Practice

- Demonstrate knowledge of local, regional and national health care delivery systems and policy and how those systems and policies impact other health professionals and organizations as well as society as a whole
- Demonstrate knowledge of how broader health care systems and societal demands affect health-care practices
- Demonstrate an understanding of how various medical practices and delivery systems differ, especially in relation to their broader costs
- Demonstrate an ability and desire to practice cost-effective health care
- Demonstrate a commitment and ability to help patients receive the best possible care, including assisting them in their interactions with an increasingly complex medical system
- Demonstrate an awareness and understanding of rural health care needs and challenges, especially those existing in the Appalachian region

Procedures

- Demonstrate knowledge of the following procedures on simulation devices and/or human subjects:
 - Arterial puncture
 - Central line placement
 - Interosseous access
 - Needle decompression and chest tube insertion
 - Remove foreign bodies from eyes, ears, nose, and skin

- Demonstrate proficiency in performing the following procedures on simulation devices and/or human subjects:
 - Universal precautions as they pertain to patient care and OSHA requirements
 - Sterile technique
 - Identification of common surgical instruments
 - Surgical scrubbing, gowning, and gloving
 - Ultrasound techniques for trauma evaluation
 - Venipuncture and intravenous catheterization
 - External control of hemorrhage
 - Administration of local anesthesia
 - Laceration repair
 - Wound dressing
 - Abscess incision and drainage
 - Skin lesion biopsy
 - Use of peak flow meter
 - Administration of nebulized medications
 - Administration of supplemental oxygen
 - Bag-Valve-Mask ventilation and endotracheal intubation
 - Spinal stabilization
 - Intra-articular injections
 - Orthopedic splinting
 - Lumbar puncture
 - Ophthalmologic examination with a slit lamp and fluorescein staining
 - Insertion of urinary and nasogastric catheters
 - Collection of vaginal and urethral specimens

STUDENT CODE OF CONDUCT

LMU-DCOM PA Students are expected to maintain high standards of private and public conduct on-campus, off-campus, and at University-sponsored events. Student code of conduct policies found in the *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section IV: Student Code of Conduct – Academic Policies and Section V: Student Code of Conduct – Nonacademic Policies* (<http://www.lmunet.edu/student-life/handbooks>) also apply to LMU-DCOM PA Students. Violation of these and other generally accepted rules of behavior, whether or not covered by specific regulations, may subject a student to disciplinary action. **Claims of ignorance of acceptable behavior or of enumerated rules and regulations will not be accepted as an excuse for violation.** Students who reside in LMU housing are expected to follow the policies and procedures as outlined in the *Residential Student Handbook, 2016-2017* (<http://www.lmunet.edu/student-life/handbooks>).

Academic Integrity

It is the aim of the faculty of the LMU-DCOM PA Program to foster a spirit of complete honesty and a high standard of integrity. The attempt of any LMU-DCOM PA Program to present as his/her own work that he/she has not honestly performed is regarded by the LMU-DCOM PA Program faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension. Please review the *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section IV: Student Code of Conduct – Academic Policies, Section 4. Academic Integrity Policy and Section 5. Intellectual Property Policy* (<http://www.lmunet.edu/student-life/handbooks>).

Professionalism

An important aspect of any professional educational curriculum is the development of professional behaviors and role identity. Evidence shows that unprofessional behavior exhibited during training is a predictor of future problems with state regulatory boards and the need for disciplinary actions (Papadakis, Hodgson, Teherani and Kohatsu, 2004). Since such behavior presents a potential danger to the provision of good patient care and issues for the credibility of the profession, professional conduct shares equal importance to content knowledge and manual skills. The LMU-DCOM PA Program considers breaches of professional conduct as important academic deficiencies.

Recognizing the responsibility to develop appropriate professional behaviors, the LMU-DCOM PA Program sets expectations for professional conduct and evaluates students in this sphere to document satisfactory acquisition of these important behaviors. The National Board of Medical Examiners (NBME) has identified behaviors consistent with professionalism. These behaviors are listed below. Each member of the LMU-DCOM PA Program should strive to model these behaviors as a mode to ensure quality patient care and growth of the profession. As a mechanism to assist students in the acquisition of these professional skills a monitoring system has been established to identify unprofessional behaviors in both the didactic and clinical phases of the LMU-DCOM PA Program. Students identified as exhibiting unprofessional behaviors will be provided with remediation opportunities. Students found to be in **violation of the student code of conduct** will be referred to the Student Progress Committee (SPC) with the possibility of being placed on **professional probation** or being **dismissed** from the LMU-DCOM PA Program.

Professional Characteristics

Altruism

- Helps colleagues and team members who are busy
- Takes on extra work to help the team
- Serves as knowledge or skill resource to others
- Advocates for policies, practices and procedures that will benefit patients
- Endures inconvenience to accommodate patient needs

Honor and Integrity

- Admits errors and takes steps to prevent reoccurrence
- Deals with confidential information appropriately
- Does not misuse resources
- Attributes ideas and contributions appropriately for other's work
- Upholds ethical standards in research and scholarly activity
- Requests help when needed
- Assumes personal responsibility for mistakes

Caring and compassion

- Treats the patient as an individual, considers lifestyle, beliefs and support systems
- Shows compassion to patients and maintains appropriate boundaries in professional relationships
- Responds to patients' needs in an appropriate way
- Optimizes patient comfort and privacy when conducting history, physical examination, and procedures

Respect

- Respects institutional staff and representatives; respects faculty and colleagues during teaching sessions
- Adheres to local dress code
- Participates constructively as a team member
- Adheres to institutional and departmental policies and procedures
- Displays compassion and respect for all patients even under difficult circumstances
- Discusses classmates, faculty, preceptors, and patients without inappropriate labels or comments

Responsibility and Accountability

- Presents self in an appropriate manner to patients and colleagues
- Completes assignments and tasks in a timely manner
- Responds promptly when emailed, called, or paged
- Intervenes when unprofessional behavior presents a clear and present danger
- Uses resources effectively
- Responds appropriately to an impaired colleague
- Reacts to other's lapses in conduct and performance
- Makes valuable contributions to class, rounds, and group interactions

- Elicits patients’ understanding to ensure accurate communication of information
- Facilitates conflict resolution
- Remains flexible to changing circumstances and unanticipated changes
- Balances responsibilities to the patient and personal needs
- Provides constructive feedback

Excellence

- Has internal focus and direction, sets goals to achieve excellence
- Takes initiative in organizing, participating and collaborating with peer groups and faculty
- Maintains composure under difficult situations
- Inspires confidence in patients by proper preparation for clinical tasks and procedures

*Adapted from Behaviors Reflecting Professionalism National Board of Medical Examiners
<https://www2.nbme.org/APB/Schools/APB/join.asp>*

Confidentiality

LMU-DCOM PA Students will be exposed to private health information during the course of their training. A patient’s health information is private and is protected by law. The **Health Insurance Portability and Accountability Act** of 1996 (HIPAA) is a federal law that sets rules about who can look at and receive patient health information. LMU-DCOM PA Students must follow HIPAA regulations at all times. Students will receive HIPAA training prior to the beginning of clinical rotations. <http://www.hhs.gov/hipaa/for-individuals/index.html>

Students must respect the confidentiality of their classmates and patients (standardized patients and patients encountered at clinical sites) and are not permitted to discuss their classmates or patients by name outside the academic or clinical setting. Please only use a patient’s initials for academic presentations and assignments.

Social Media Policy

The LMU-DCOM PA Program highly values professional and ethical behaviors from all of its students at all times and in all settings. This includes the “persona” put forth by students when engaged in social media platform (e.g. Facebook®, Twitter®, Snapchat®, blogs, etc.) in which they are identified as part of the LMU-DCOM PA Program in any form. Information of any kind placed on these platforms render an individual subject to the judgement of those who have access to the material and, in many cases, anyone whom the information can be shared with. Though these judgements may be positive, uplifting, or humorous, they can also be slanderous, damaging to others, and project an unprofessional image.

Therefore, the LMU-DCOM PA Program holds students, at any stage of their training, to be responsible for abiding by the same rules of ethical and professional conduct in a social media platform as they would in any other classroom, laboratory, and clinical setting as set forth in this handbook. **LMU-DCOM PA Students are not allowed to “friend” on any social media platform LMU-DCOM faculty or staff or clinical site preceptors, nurses, medical assistants, other clinical support or office staff while enrolled in the LMU-DCOM PA Program.**

Classroom Etiquette

To maintain an environment conducive to learning in the classroom and laboratory, the LMU-DCOM PA Program has established guidelines. Activities that distract from the classroom environment and interfere with the conduct of the educational process are prohibited. Such activities include emailing, instant messaging, cell phone usage or receiving calls when not on silent mode, headsets for music, surfing the internet aside from direction by faculty as part of the conduct of the classroom, bringing animals to class (except for documented service and support animals – please see *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section II: Requests for Service and Support Animals on Campus*), bringing children in class (except as requested by faculty), conducting conversations outside of class participation and distracting peers or faculty from the conduct of the learning process. To maintain a safe and clean environment, not eating or smoking will be permitted in any classroom or laboratory. Such activities are not consistent with the LMU-DCOM PA Program’s professionalism expectations. Frequent breaks are given during the day. Students are asked to limit their egress and reentry to the classroom by using break time to attend to needed activities. The LMU-DCOM PA Program faculty have the responsibility to maintain the

classroom environment and will ask those who engage in distracting activity to leave the room as the rights of all students to concentrate without interruption must be respected.

Dress Code

In keeping with the professional nature of the LMU-DCOM PA Program, all students are expected to dress in an appropriate manner both in the classroom and in the clinical setting. Being neatly dressed and well-groomed exemplifies a professional appearance. The dress code is described as business casual. Business casual can also be described as the attire appropriate for caring for patients.

Each student is required to follow the dress code as outlined below:

CLOTHING SHOULD ALLOW FOR ADEQUATE MOVEMENT DURING PATIENT CARE, AND SHOULD NOT BE TIGHT, SHORT, LOW CUT, OR EXPOSE THE TRUNK WITH MOVEMENT.

CLOTHING SHOULD NOT BE TORN OR RIPPED, AND SHOULD APPEAR WELL KEMPT.

Slacks, Pants, and Suit Pants: Cotton synthetic material pants, wool pants, flannel pants, corduroy pants, dressy capris, and professional looking dress synthetic pants are acceptable. Inappropriate slacks and pants include jeans (regardless of color), pajama jeans, sweatpants, exercise pants, shorts, bib overalls, leggings and any spandex or other form-fitting pants such as people might wear for exercise.

Skirts, Dresses, and Skirted Suits: Casual dresses and skirts (may be split at or below the knee) are acceptable. Dress and skirt length should be at a length at which one can sit comfortably in public. Inappropriate skirts, dresses, and skirted suits include short and tight skirts that ride halfway up the thigh, mini-skirts, sun dresses, beach dresses, and spaghetti-strap dresses.

Shirts, Tops, Blouses, and Jackets: Casual shirts, dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable. Most suit or sport jackets are also acceptable. Inappropriate shirts, tops, blouses, and jackets include tank tops, midriff tops, halter-tops, tops with bare shoulders, sweatshirts, t-shirts, and potentially offensive words, terms, logos, pictures, cartoons, or slogans.

Shoes and Footwear: Loafers, clogs, boots, flats, dress heels, and leather deck-type shoes are acceptable. Open toed-shoes are acceptable for only the classroom. Athletic or walking shoes are only acceptable during simulation, laboratory sessions, and some clinical rotations. Unacceptable footwear includes flip-flops, thongs, and slippers.

Jewelry, Makeup, Perfume, and Cologne: Watches, wedding bands and/or engagement rings are permissible. Excessive bracelets or necklaces are not permissible. No more than two earrings per ear are permissible. Exaggerated dangling or oversize earrings or large grommets or colored plugs are not permissible. Piercings of body areas other than the ears or nose should be covered. Classmates, co-workers, and patients may be allergic to chemicals makeup, perfumes, aftershave, and cologne. Use these products with restraint.

Hair and Nails: Hair should be clean and arranged so as not to interfere with providing patient care. Fingernails should be kept trimmed and without nail polish (on clinical sites).

Tattoos: All tattoos should be covered.

Hats and Head Coverings: Hats are not appropriate for inside use. Head covers that are traditionally worn for religious purposes or to honor cultural tradition are allowed.

Nametags and White Laboratory Coats: A nametag that identifies students as an LMU-DCOM PA Student is **mandatory** at all times, and must be worn on either the white laboratory coat or clothes in the classroom and at clinical sites. Please see *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section II: Campus Services, Safety & Security, Identification Cards*. A **short**, consultant style, white laboratory coat will be worn in simulated patient encounters and at clinical sites.

Proper Identification: LMU-DCOM PA Students must always identify themselves as “physician assistant students” to faculty, staff, clinical site preceptors and staff, and patients and their families. They must **never** present themselves as physicians, residents, medical students, or graduate physician assistants or as current colleagues of clinical preceptors. While in the LMU-DCOM PA program, students may not use previously earned titles (i.e. EMT, RN, Ph.D., etc.) for identification purposes. LMU-DCOM identification badges must be worn at all times while on campus and during clinical experiences. If the clinical site has established policies and practices regarding dress, the clinical site’s policies supersedes those of the LMU-DCOM PA program.

FACULTY, STAFF, PRECEPTORS, AND OTHER CLINICAL SUPERVISORS RESERVE THE RIGHT TO ASK A STUDENT WHO IS NOT APPROPRIATELY DRESSED, INCLUDING PROPER IDENTIFICATION, TO LEAVE THE CLASSROOM, LABORATORY, OR CLINICAL SITE.

Student Background Check, Drug Screening, and Arrest Policy

The protection of vulnerable patient populations is of utmost importance to LMU-DCOM PA Program and the clinical sites where students complete the clinical requirements. The LMU-DCOM PA Program must be informed of any violations of the law or school policy in order to take appropriate corrective or punitive action when students are involved in conduct or activities that could tarnish the LMU-DCOM PA Program’s reputation.

All LMU-DCOM Physician Assistant students shall submit background checks, and drug and alcohol screenings as requested by the Program and as required by clinical rotation affiliation agreements.

Students arrested or formally charged with any infraction of the law, other than minor traffic violations, while matriculated as an LMU-DCOM PA student shall report such violation or charges to the Assistant Dean of the LMU-DCOM PA Program within **two business days of the offense**. Students failing to report an arrest will be subject to immediate dismissal.

Prior to matriculation into the program, and again before the beginning the clinical phase, students will be expected to submit background checks and drug and alcohol screenings. Additional background checks and drug and alcohol screenings may be required during the clinical phase for specific clinical rotations per affiliation agreements. Students shall be responsible for paying any and all associated costs of drug and alcohol screening, background checks and finger printing, including retesting for any reason. Positive findings on a background check will be subject to review by the Assistant Dean of the LMU-DCOM PA Program. The Program reserves the right to prohibit admission or progression in the LMU-DCOM PA Program based on the results of background checks, drug and alcohol screenings, and/or student refusal to submit to background checks and drug and alcohol screenings. Additionally, clinical sites reserve the right to refuse students based on the results of background checks and/or drug and alcohol screenings.

Students with positive findings on pre-matriculation background checks or drug and alcohol screenings will meet with the Assistant Dean of the LMU-DCOM PA Program to determine if matriculation is appropriate. Students with felony convictions or pending felony charges will not be considered for admission. Students with prior driving while under the influence (DUI) or misdemeanor convictions will be evaluated and advised on a case by case basis. Students with new positive findings on background checks or drug and alcohol screenings at any time throughout the program will be subject to the policies as outlined above, and the procedure described below.

- Students arrested for alcohol, illegal prescription drug, or other illegal substance charges will be recessed at the completion of the current semester pending legal outcomes.
- Students found guilty of alcohol, drug, or other illegal substance charges will be immediately dismissed.
- Students found “not guilty” of alleged charges, or students who plead to lesser (misdemeanor) charges will be allowed to return to the Program barring any additional professional or other outstanding programmatic issues.
- Students recessed will be expected to seek appropriate medical/behavioral treatment/counseling to determine if future patient safety will be compromised by the student.
- If a student is allowed to progress, the student may be required to continue to seek counseling, treatment, or therapies to ensure the program and public that patient safety will not be compromised by the student’s actions.

Standing within the Program for students arrested for other charges shall be at the discretion of the Assistant Dean of the LMU-DCOM PA Program, the Associate Dean of Students, and/or the Administration of DCOM and LMU, and shall be based on current policies or precedence.

The program reserves the right to immediately dismiss any student that it determines to betray the values and integrity of the University, community, and the PA profession.

The program advises all students that graduation from the LMU-DCOM PA program does not guarantee state licensure or hospital credentialing can be obtained, especially if the student has any findings on a background check or drug screen.

Recess is defined as an immediate discontinuation of the program for a defined length of time, with the student eligible to return with a prescribed programmatic plan.

Dismissal shall be defined as immediate discontinuation of the program without the eligibility to return.

Students under the age of 21 years may not possess, consume, sell, distribute or be in the presence of alcoholic beverages on campus grounds, in University facilities or at University activities. *Please see the **Residential Life Handbook for the Residential Alcohol Policy**.*

The student code of conduct/academic/non-academic policies found in the *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section IV: Student Code of Conduct – Academic Policies and Section V: Student Code of Conduct – Nonacademic Policies* also apply to LMU-DCOM PA Students (<http://www.lmunet.edu/student-life/handbooks>).

STUDENT MENTORING

Each incoming LMU-DCOM PA Student is assigned a faculty mentor for the didactic phase and a faculty mentor for the clinical phase. These mentors are the key support and primary contact during the LMU-DCOM PA Program. Faculty mentors will:

- Assist students' understanding of policies and practices of the LMU-DCOM PA Program
- Respond to questions or concerns about course requirements and expectations, performance criteria, academic standing, and professionalism
- Provide feedback to students on their progress in course requirements, faculty expectations, graduate competencies, and program goals
- Provide support for students' personal and professional growth (can include referral to appropriate professionals should difficult situations arise)
- Discuss academic performance in an effort to optimize students' learning experiences
- Assist students with plans to address issues of academic difficulties on an as needed basis
- Mentor students' progress for Capstone portfolio and similar projects

Students are expected to meet with their assigned faculty mentors **at least once every semester**. Students should also meet with their assigned faculty mentor, course director, and/or the Director of Didactic Education **following any examination or assignment failure** for feedback on performance and preparation for future assessments. Each session should be scheduled directly with the faculty mentor. Please note that at **NO TIME** may LMU-DCOM PA faculty act as the medical provider or behavioral medicine counselor of an LMU-DCOM PA Student.

In addition to teaching, LMU-DCOM PA faculty members may have administrative, college, and clinical responsibilities. Time spent with faculty should be for mentoring, counseling, academic questions, or other questions related to policies and procedures of the LMU-DCOM PA Program. LMU-DCOM PA faculty members generally maintain an "open door" policy for student access. Please consult the faculty member you wish to speak with to make an appointment if the meeting will require an extended period of time.

Additionally, each incoming LMU-DCOM PA Student is assigned a student mentor from the class that matriculated the year prior. These student mentors help students navigate through the program from the perspective of an LMU-DCOM PA Student.

DIDACTIC PHASE

Attendance Policy

Attendance at all classes, laboratories, clinical experiences, and events scheduled by the LMU-DCOM PA Program are **mandatory**.

Because illness or attendance to other personal issues may need to occur during class time, each student is allowed **four (4), four-hour blocks** of personal time per semester. These time blocks must be taken as whole blocks, not in partial segments. These time blocks may not be used when a guest lecturer, OSCE, simulation, case study, workshop, laboratory session, or examination is scheduled.

Students **MUST** request the use of one of their time block by e-mailing their assigned faculty mentor no less than 24 hours prior to the date/time they want to use the block of time. The faculty mentor will review the student's time log for that semester and update the record accordingly.

The student is responsible for all material that was provided/covered during the times they have elected to be absent. No special sessions or reviews will be provided.

Students must swipe their ID badge at the beginning of each new class. The timing should be no more than 10 minutes before or after the start of class.

Students found to be absent without notifying their faculty mentor will be considered unexcused and may be referred to the Student Progress Committee (SPC) for breach of professional conduct. This includes students who swipe their ID badge and then move to a study room (or other area) for the class period. Students who swipe the ID badge of a student who is not in class with the intent to make it appear that that student is in class will also be referred to the SPC.

Students using more than the allotted absences may be referred to the SPC. Students with extenuating circumstances that are likely to result in the request of more time off than allotted per semester **MUST** report such issues as early as possible to their faculty mentor. Such situations will be evaluated on a case-by-case basis.

Missing an examination is not consistent with the LMU-DCOM PA Program's professionalism expectations. If a student is unable to attend a scheduled examination for any of the approved reasons listed below, they **MUST** notify the Director of Didactic Education as soon as possible by e-mail or phone. Any student missing an examination for illness will be required to provide a note from their medical provider upon return. Re-scheduling for an examination can be accommodated under the following extreme circumstances:

- A personal illness with medical attention from a personal health care provider
- Illness of a family member
- Death in the immediate family (spouse/partner, parents, siblings, grandparents, or in-laws)

Performance Assessment

There are many characteristics that are desirable in a Physician Assistant including comprehensive medical knowledge, skill in applying knowledge through the provision of medical care, and professionalism in one's conduct. Medical knowledge is assessed through computerized and written examinations. Skill in applying knowledge through the provision of medical care is assessed through small group activities, laboratory practicals, Objective Structured Clinical Encounters (OSCEs), 3-D mannequin simulation, and clinical procedure simulators. Professionalism is assessed through observation of each student's behaviors during classroom activities, simulated patient encounters, interactions with faculty, staff, and peers, and adherence to the University's and Program's policies as outlined in this handbook.

Testing Procedures

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another PA student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating and are violations of appropriate student conduct and professionalism. Any behavior during the examination process that raises any suspicion that the examination process is compromised will result in all involved students being referred to the SPC with the possibility of dismissal from the LMU-DCOM PA Program.

All personal items (including cell phones and wireless devices) **MUST** be left in the personal student lockers or vehicles prior to entering the examination room. Students are not allowed to wear hats or caps, hooded sweatshirts, or baggy coats into or during the examination.

Drink containers that are clear, unlabeled spill proof containers will be allowed in the examination room. No food/snacks will be allowed in the examination room. Please see the LMU-DCOM Assessment Office's *Exam Instructions and Policies*.

Students should practice appropriate testing preparation by making restroom stops before entering the examination room. Students should not leave the examination room during the timed portion of the examination except for in cases of urgency. To be excused from the examination, students **MUST** obtain permission from the in room proctor, who will record the time and reason for the student's exit. No extra time will be given to complete the examination due to a rest room break. The student's examination must remain with the proctor until the student returns. Should a student leave an examination and not return, the examination will be forced to submit and will be graded as is.

The LMU-DCOM Assessment Office will notify students of examination start times by e-mail. Seat assignments will be posted on the doors or wall outside the examination room 15 minutes prior to examination preparation time. **Doors will close 5 minutes prior to the "begin" time.** If students arrive after the doors are closed, they will be considered late and not be allowed to enter the examination room. Any student who arrives late for the examination is not allowed in the examination room and **MUST** meet with the Director of Didactic Education immediately. Whether or not a student who arrives late to the examination is allowed to take that examination is up to the discretion of the Director of Didactic Education.

Students will not be allowed to ask the in room proctor any questions during the examination regarding definitions, interpretations, or to clarify statements. Students will be given a pre-determined amount of time per question per semester on the multiple-choice examinations. The time allotted per question will decrease over the didactic semesters to prepare students for the time allotted per question on the Physician Assistant National Certifying Examination (PANCE).

Computerized Examination

Many examinations are administered through the LMU-DCOM Assessment Office via computer software loaded on each student's personal laptop. An examination is considered complete once the student submits the examination voluntarily or the time on the examination expires. It is the student's responsibility to download examinations at the appropriate time and assure that the software is functioning properly. The LMU-DCOM Assessment Office will notify students when examinations are ready for download. If a student believes his/her examination results were altered by a malfunction of the testing software, he/she must immediately notify the LMU-DCOM Assessment Office and the Director of Didactic Education. That student's examination will be reviewed and any changes made will be at the discretion of the Director of Didactic Education.

Dissemination of Examination Results

Students will be able to view their individualized examination scores on Blackboard. The mean for each examination is not posted. Students will receive feedback in the form of a "Strengths and Opportunities" report for Clinical Medicine I, II, and III examinations. Examinations are viewed by the LMU-DCOM PA Program as an assessment tool, not a learning tool. Therefore students will not be able to view their individual examinations once completed.

Summative Assessment

Prior to the completion of the Summer II semester, a comprehensive 300-question multiple choice summative examination covering concepts learned during the Didactic Phase will be administered. The purpose of this examination is to provide the Program with a measure of each student's base of medical knowledge and preparedness for the Clinical Phase. Students who earn a grade of less than 70% (C) will be required to remediate area(s) of deficit and may be referred to the Student Progress Committee (SPC) for recommendations on progression in the Program.

Requirements for Successful Completion of the Didactic Phase

Successful completion of the Didactic Phase of the LMU-DCOM PA Program requires that students have met all of the following:

- Demonstrated compliance with all policies and procedures published by LMU and the LMU-DCOM PA Program
- Demonstrated compliance with the LMU-DCOM PA Program's professionalism and student code of conduct expectations
- Earned a grade of 70% (C) or higher for all didactic courses
- Passed all practical and written summative examinations
- Achieved minimum competency thresholds in all domains

CLINICAL PHASE

Requirements for Progression into the Clinical Phase

Progression into the Clinical Phase of the LMU-DCOM PA Program requires that students have met all of the following:

- Successfully completed the Didactic Phase
- Maintained a current health insurance policy (Any student who does not maintain a current health insurance policy during the Clinical Phase will be removed from clinical rotations until compliance has been established.)
- Provided proof of up-to-date status of all required immunizations and a negative PPD (or chest radiograph for conversions) (Students who are not up-to-date on immunizations will not be allowed to progress to the Clinical Phase.)
- Maintained a clear criminal background check
- Tested negative on drug screening as required by clinical rotation site(s)
- Provided the Program and clinical team with up-to-date personal and emergency contact information
- Completed any additional clinical rotation site requirements (credentialing process)

Attendance

Attendance at all End-of-Semester (EOS) activities and assigned clinical rotation sites is mandatory. Clinical rotation dates are established by the Program. The schedule for each clinical rotation will be determined by the clinical site preceptor(s). Students are required to work the same schedule as their clinical preceptor(s) with a minimum of 120 hours per 4-week block. Students are required to take call and work nights and weekends as designated by the clinical site preceptor(s). Holidays and University breaks do not apply to the Clinical Phase. Additionally, students are expected to be on time to their clinical rotations. Tardiness is not accepted at clinical rotation sites or when attending End-of-Semester (EOS) activities. Situations in which unexcused absences or tardiness occur will be documented in the student's record. Unexcused absences and/or persistent/excessive tardiness reported to the Program from clinical preceptors will result in a mandatory mentor meeting and may result in referral to the Student Progress Committee (SPC).

Personal days: Students may miss no more than five (5) days during each semester of the Clinical Phase. If a student misses more than two (2) days during a four-week clinical rotation or more than four (4) days during an eight-week clinical rotation, the student may be required to repeat the clinical rotation. Time away from a clinical rotation for activities such as job interviews, weddings, graduations, routine medical or dental appointments, or any other social events or appointments are not considered to be excused absences. Students must submit a completed absence request form and obtain approval for the absence by the clinical preceptor and the Director of Clinical

Education prior to the absence. If a student does not follow these steps, the absence will be considered an unexcused absence.

Students will be allowed a total of five (5) days off to attend a medical conference/certification program during the Family Medicine or Internal Medicine clinical rotations. Students will also be allowed a total of three (3) days to attend a medical conference/certification program during the Selective or Elective clinical rotations. No time off to attend a medical conference/certification program will be allowed during any other the other clinical rotations. Students must submit a completed absence request form and obtain approval for the absence from the Director of Clinical Education PRIOR to the absence. Additionally, time away from the clinical rotation should be coordinated with the clinical site preceptor in order to avoid/minimize conflicts with on-call or other clinical duties. If a student does not follow these steps, the absence will be considered an unexcused absence.

If a student is going to be absent for an emergency, the student must notify the preceptor or designee at the clinical rotation site and the Director of Clinical Education by 8:00 am on the day of the absence. Additionally, students must complete an absence form and return it to the Director of Clinical Education within 24 hours of the absence. If a student does not follow these steps, the absence will be considered an unexcused absence.

Severe illness or injury requiring complete bed rest and attendance at funerals of close family members are legitimate reasons for an excused absence. If the student is going to be absent for any of these reasons, the student must notify the preceptor or designee at the clinical rotation site and the Director of Clinical Education. Contact should be made by 8:00 am on the day of the absence. Additionally, students must complete an absence form and return it to the Director of Clinical Education within 24 hours of the absence. Required documentation regarding illness or injury may be required by the Program. If a student does not follow these steps, the absence will be considered an unexcused absence.

Students with absences will be required to make-up the time missed for the clinical rotation. If the missed time is not made up by the completion of the clinical rotation, an “I” (incomplete) will be recorded for the course and completion of the missed time will be scheduled at the discretion of the clinical rotation site and the Director of Clinical Education. Students with unexcused absences and/or persistent/excessive tardiness may be referred to the Student Progress Committee (SPC).

Clinical Rotation Schedule

The Program gives consideration to both the student and the clinical site preceptor(s) when planning and scheduling clinical rotations for the purpose of providing students with an excellent learning experience. Once clinical rotation sites are confirmed, no changes will be made to the schedule unless specific circumstances arise that would necessitate a change. If a change to a clinical rotation assignment is necessary, the clinical team will make all efforts to notify the student as soon as possible to allow sufficient time for the student to make any necessary living/transportation arrangements in a timely manner. Students are not permitted to attend a clinical rotation site where they have not been assigned by the Program or where appropriate legal agreements are not in place.

Clinical Rotation Sites

The LMU-DCOM PA Program maintains Affiliation Agreements with clinical rotation sites and clinical preceptors throughout the country. Clinical rotation sites are available in the Harrogate area; however, students should also plan to complete clinical rotations at sites distant from the Harrogate campus. Students are responsible for procuring housing and travel to clinical sites. Some clinical sites provide housing at no charge to the student; however, this is very limited and may not always be available.

Throughout the year, the clinical team contacts clinical rotation sites and clinical preceptors to determine their availability for student placement during the Clinical Phase. The Program is committed to maintaining positive relationships with and developing current clinical rotation sites and preceptors as well as developing relationships with new clinical rotation sites and clinical preceptors. Students who know of a health care provider who would like to be a clinical preceptor, should provide the Director of Clinical Education or Clinical Rotations Coordinator with the health care provider’s name, business address, and telephone/FAX number(s). The Program will contact the prospective clinical preceptor to determine if the clinical rotation site/preceptor is able to meet LMU-DCOM PA

Program requirements to participate as a clinical rotation site/preceptor. A student should not recommend a prospective preceptor if he/she is not willing to precept other LMU-DCOM PA Students in the future.

Affiliation Agreements are legal documents that address issues such as liability and malpractice and formalize the relationship between the Program and University and the clinical rotation site/preceptor. These agreements must be established and approved by the Program and University and the clinical rotation site/preceptor before student placement at a clinical rotation site can occur. Additionally, these agreements help to ensure that LMU-DCOM PA Students will receive a quality clinical experience.

Students may only participate at the clinical site they are assigned to at the designated time. All clinical training sites are sent an Affiliation Agreement that formalizes the relationship between the school and the preceptor/site. It is unacceptable for a student to go to a clinical setting(s) in which they are not assigned and in which there is no affiliation agreement in place. Students are **not** allowed to negotiate an affiliation agreement with a clinical rotation site. Students may **not** contact an established clinical rotation site prior to their assignment to that clinical rotation site or unless directed to do so by the Clinical Team. **Students are not permitted to attend a clinical rotation site that does not have a signed Affiliation Agreement with the University.** Any student who is in violation of the Affiliation Agreement policy will be referred to the Student Progress Committee (SPC) with the possibility of immediate dismissal from the Program.

Clinical rotation sites are evaluated by the Program a minimum of every two (2) years by telephone/video conferencing and every four (4) years in person. This provides an opportunity for feedback from the clinical preceptors regarding the clinical rotation experience and individual and aggregate student performance and assessment of the appropriateness and safety of each clinical site. Clinical rotation site visits may occur while an LMU-DCOM PA Student is completing a clinical rotation at the clinical rotation site. Additionally, representatives of the Program may conduct formal evaluations of the student's progress in developing a comprehensive base of medical knowledge and procedural, clinical-decision-making, and interpersonal skills. Formal evaluations by Program representatives will be scheduled with the clinical rotation site/preceptor. Students will be notified via email or telephone if a formal evaluation is needed. Students should respond to communication from the Program within 48 hours of notification so that the clinical site visit arrangements can be confirmed.

Performance Assessment

There are many characteristics that are desirable in a Physician Assistant including comprehensive medical knowledge, skill in applying knowledge through the provision of medical care, and professionalism in one's conduct. A Physician Assistant must possess attention to detail, reliability, punctuality, and the ability to work as a team player with all levels of a given organization including supervisors, peers, and subordinates.

By the second year of study, LMU-DCOM PA students are expected to demonstrate all these traits, and at progressively higher levels as they move towards completion of clinical rotations. Thus, the evaluation of LMU-DCOM PA students includes consideration of medical knowledge, skill, and professionalism. While all of these factors will be assessed continually, specific forms of evaluation are established to ensure the formal assessment of these traits. Comprehensive medical knowledge is assessed through computerized examinations and case presentations during End-of-Semester (EOS) sessions. Skill is assessed through evaluations by clinical preceptors and LMU-DCOM PA Program faculty. Professionalism is assessed through observation of each student's behaviors during interactions with faculty, staff, and peers, attendance at mandatory activities, completion and timely submission of requested documents (such as patient and procedure logs, hospital credentialing paperwork) to the Clinical Team, participation in medical conferences and group activities, and adherence to the University's and Program's policies as outlined in this handbook.

Students are required to pass each clinical rotation course with a 70% (C) or higher. Clinical rotation course grades include performance on computerized examinations, case presentations and other assignments, clinical preceptor evaluations of the student, end-of-rotation assignments, completion of student evaluations of clinical site/preceptor(s), completion of patient and procedure logs, and evaluation of professional behaviors as outlined above. All assignments and patient and procedure logs must be submitted by the end of each clinical rotation. No credit will be given for assignments not completed by the deadline. Failure to meet this requirement is considered an infraction of professional behavior and will result in a grade reduction and may result in referral to the Student Progress Committee (SPC).

Testing Procedures

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another PA student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating and are violations of appropriate student conduct and professionalism. Any behavior during the examination process that raises any suspicion that the examination process is compromised will result in all involved students being referred to the SPC with the possibility of dismissal from the LMU-DCOM PA Program.

All personal items (including cell phones and wireless devices) **MUST** be left in the personal student lockers or vehicles prior to entering the examination room. Students are not allowed to wear hats or caps, hooded sweatshirts, or baggy coats into or during the examination.

Drink containers that are clear, unlabeled spill proof containers will be allowed in the examination room. No food/snacks will be allowed in the examination room. Please see the LMU-DCOM Assessment Office's *Exam Instructions and Policies*.

Students should practice appropriate testing preparation by making restroom stops before entering the examination room. Students should not leave the examination room during the timed portion of the examination except for in cases of urgency. To be excused from the examination, students **MUST** obtain permission from the in room proctor, who will record the time and reason for the student's exit. No extra time will be given to complete the examination due to a rest room break. The student's examination must remain with the proctor until the student returns. Should a student leave an examination and not return, the examination will be forced to submit and will be graded as is.

The Director of Clinical Education will coordinate testing dates/times/locations with students and proctors. Any student who arrives late for the examination is not allowed in the examination room. Whether or not a student who arrives late to the examination is allowed to take that examination is up to the discretion of the Director of Clinical Education.

Students will not be allowed to ask the in room proctor any questions during the examination regarding definitions, interpretations, or to clarify statements. Students will be given a pre-determined amount of time per question per semester on the multiple-choice examinations.

Computerized Examination

Many examinations are administered via computer software. It is the student's responsibility to download examinations at the appropriate time and assure that the software is functioning properly. If a student believes his/her examination results were altered by a malfunction of the testing software, he/she must immediately notify the Director of Clinical Education. Any changes made will be at the discretion of the Director of Clinical Education.

Dissemination of Examination Results

Students will be able to view their individualized examination scores on Blackboard. The mean for each examination is not posted. Examinations are viewed by the LMU-DCOM PA Program as an assessment tool, not a learning tool. Therefore students will not be able to view their individual examinations once completed.

End of Semester (EOS) Activities

At the end of each semester of the Clinical Phase, students will be required to return to campus or another designated location(s) for End-of-Semester (EOS) activities. These activities will consist of, but may not be limited to, End-of-Rotation (EOR) written examinations, Objective Structured Clinical Encounters (OSCEs), Case Presentations, PANCE review, lectures on topics relevant to PA practice, and other administrative activities.

Attendance is mandatory at all EOS sessions. Requesting to be excused from an EOS session at LMU-DCOM for financial reasons due to travel from an out of state rotation is not acceptable. Personal days cannot be used on EOS days. Any student with an unexcused absence during an EOS session will **lose one letter grade** for each EOR assessment (written examination or case presentation) scheduled on the day the student was absent. Make-up examinations for excused absences are scheduled at the discretion of the Director of Clinical Education and must be completed within one week.

Communication

The LMU-DCOM PA Program makes every attempt to maintain frequent communication with each student and clinical rotation site. Communication between the Program and students during the Clinical Phase may be accomplished via email, telephone, video conferencing, and in-person meetings. Students are encouraged to check their LMU email account twice daily, preferably not during work hours at the clinical rotation site. Students are required to respond to emails from LMU-DCOM PA Program faculty and staff within 48 hours.

If students encounter an academic, professional, or personal concern, that is not a safety issue or emergency, while on clinical rotations, the following guidelines should be followed:

- Attempt to resolve any conflict(s) with the individual(s) directly.
- If this is not possible, discuss the situation with the clinical preceptor or clinical site contact person.
- If this is not possible, contact the Director of Clinical Education ASAP.
- If the Director of Clinical Education is not immediately available, contact the Clinical Rotations Coordinator for assistance.

Personal and Emergency Contact Information

To ensure the safety and security of Clinical Phase students, each student must provide the Director of Clinical Education with current personal contact information during the Clinical Phase. This includes a personal cell phone number and physical address of residence and the name and contact information of an emergency contact person. Students must notify the Program of any changes in personal and emergency contact information as soon as possible.

OSHA Guidelines

Students are responsible for following required universal precaution guidelines at clinical rotation sites. This includes use of personal protective equipment, proper care and disposal of sharps, and other precautionary measures. Students will receive training in universal precaution guidelines during the Didactic Phase and will be provided with a certificate as proof of training.

Incident Reporting

Should a student sustain a needle stick or sharps injury or exposure to blood borne pathogens or tuberculosis, the student should immediately report the incident to the clinical preceptor and receive appropriate medical care within less than two hours from the time of exposure. The student should contact the Director of Clinical Education as soon as possible and fill out paperwork as directed. The student is responsible for initiating follow-up care following an exposure at a physician's office or at the University Medical Clinic in Harrogate, TN or New Tazewell, TN.

Liability Insurance Coverage

The LMU-DCOM PA Program provides each student with a \$2M/\$4M malpractice insurance policy. Students will receive a copy of the malpractice insurance certificate to provide to clinical rotation sites/preceptors if necessary.

Summative Assessment

LMU-DCOM PA Students are participants in a professional training program whose graduates assume health care provider positions requiring a high level of responsibility and accountability. LMU-DCOM PA Students will, therefore, be evaluated not only on their academic and clinical performance, but also on their interpersonal skills, reliability, appearance, and professional conduct in addition to medical knowledge, clinical skills, competency, and professional attributes.

Prior to graduation, students will be required to earn a 70% (C) or higher on each component of the summative evaluation. This is a required component of the Capstone Project (PAS 600) course. The purpose of this evaluation is to provide the program with a measure of each student's base of medical knowledge and preparedness for the Physician Assistant National Certifying Examination (PANCE) and clinical practice. This evaluation includes practical evaluations through human or 3-D mannequin patient simulation encounters and documentation and a comprehensive 300-questions multiple choice examination covering the same organ systems and task areas as the PANCE. Students who earn a grade of less than 70% (C) will be required to remediate area(s) of deficit and may be referred to the Student Progress Committee (SPC) for recommendations on progression in the Program.

Requirements for Successful Completion of the Clinical Phase

Successful completion of the Clinical Phase of the LMU-DCOM PA Program requires that students meet all of the following:

- Compliance with all policies and procedures published by the LMU and the LMU-DCOM PA Program
- Compliance with the LMU-DCOM PA Program's professionalism and student code of conduct expectations
- Earned a grade of 70% (C) or higher for all clinical courses
- Passed all preceptor evaluations
- Passed all practical and written summative examinations
- Achieve minimum competency thresholds in all domains

Please refer to the Clinical Phase syllabus for additional information about policies and procedures specific to the Clinical Phase.

GRADUATION REQUIREMENTS

Academic Progression

Progression in the LMU-DCOM PA Program is contingent upon continued mastery of program objectives, course content, competency minimums, and demonstration of professional behaviors consistent with health care professionals. Students who fail a didactic or clinical course will be placed on academic probation and may be recessed or dismissed from the Program. Students who fail to meet professionalism expectations will be placed on professional probation or may be dismissed from the program. Please see the Student Progress Committee (SPC) section for further information regarding academic and professional probation.

Requirements for Graduation

Students matriculating into the LMU-DCOM PA Program have a maximum of 54 (fifty-four) months to complete all required components of the curriculum including time for recess and leave of absences. Any alterations to the student curriculum must be approved by mechanisms listed in this handbook. LMU-DCOM PA Students recommended for the degree of Master of Medical Science (MMS) in Physician Assistant Studies MUST:

- Successfully complete all components of the program (didactic, clinical, capstone, competency, and summative) AND
- Fulfill all financial obligations to LMU

Credential Awarded

Upon successful completion of the LMU-DCOM PA Program, students will be awarded the degree of Master of Medical Science (MMS) in Physician Assistant Studies from Lincoln Memorial University-DeBusk College of Osteopathic Medicine. The graduate is then eligible to sit for the Physician Assistant National Certifying Examination (PANCE). This examination is administered through the National Commission on Certification of Physician Assistants (NCCPA).

STUDENT PROGRESS COMMITTEE (SPC)

The purpose of the SPC is to ensure that every graduate of the LMU-DCOM PA Program has the medical skills, knowledge and competency as well as the clinical and professional judgment to assume the responsibilities of a Physician Assistant. The SPC will monitor student progress and ensure that all students meet the academic, competency, and professionalism requirements necessary for graduation as outlined in the LMU-DCOM PA Program Student Handbook and Catalog. The SPC, appointed by the PA Program Director, is chaired by the Associate Program Director and composed of PA faculty, the Medical Director of the PA Program, DCOM Basic Science faculty, and the Associate Dean of Students who serves as ex-officio.

At the end of each semester the SPC reviews the academic progress of all LMU-DCOM PA Students. The SPC must approve each student for progression in the LMU-DCOM PA Program. Students who failed a course and/or have not met competency will be invited to meet with the SPC. Additionally, students who fail to meet the professionalism requirements of the LMU-DCOM PA Program will be invited to appear before the SPC at any time during or after a semester. Faculty concerns regarding a student's academic performance and/or professional

behavior may be forwarded to the SPC Chair for consideration. Any student who is invited to meet with the SPC is encouraged to meet with their assigned faculty mentor, or a PA faculty member of their choosing, to answer student questions or concerns prior to the SPC meeting.

SPC Procedures

The SPC Chair will set the meeting date and time, provide an agenda to the SPC members, and inform any invited student(s) of the date, time, and location of the meeting and the reason(s) for the meeting by e-mail and standard mail. Students invited to meet with the SPC will be notified at least three business days prior to the meeting. Any student invited to meet with the SPC **will be required to appear in person**. Minutes will be recorded and kept by a recording administrative assistant. Any student invited to meet with the SPC will have the opportunity to answer questions and to submit any information they believe is relevant to their case.

All considered and discussed student cases are submitted to a vote with a simple majority ruling. The SPC Chair will be a non-voting member except in the instance of a tie. Because this is not a criminal court, the level of proof for a decision shall be “substantial evidence” and not the strict criminal law standard of “proof beyond a reasonable doubt.” If a student fails to appear before the SPC, the matter will be resolved in his/her absence.

All proceedings are confidential. The SPC meetings are closed to anyone not in the University community. Other than the student, administrative assistant, witnesses as applicable, and the SPC Chair and committee members, no one else will be present at the SPC meeting. The SPC Chair will remind committee members that the meeting is confidential. Following discussion with the student and any applicable witnesses, the SPC Chair will request that everyone except for the SPC members leave the room. The SPC members will deliberate, voice opinions, and a ballot will be taken to make recommendations regarding student progression and/or disciplinary action, up to and including dismissal. A majority vote will rule. Once recommendations have been decided, the student will be asked to return to the room and the SPC Chair will explain the SPC’s recommendations to the student. The SPC Chair will notify the PA Program Director of the SPC’s recommendations. Additionally the student will receive a letter by e-mail and standard mail outlining the SPC recommendations.

If the student feels that a member of the SPC is biased then the student may request to have this member replaced with a different PA or Basic Science faculty member as appointed by the PA Program Director. The request should be made to the SPC Chair by email at least two days before the scheduled meeting. If one of the regular members of the SPC cannot attend the meeting then a temporary member (a different PA or Basic Science faculty member) will be appointed for the length of the meeting.

Didactic Course Failures

For one failed course during the didactic phase of the program, the SPC can recommend any of the following:

- Academic probation
- Mentoring by faculty and/or additional resources
- Recess the student to the next matriculating class for retake of the failed course and/or audit of other course(s)

For failure of a second didactic course at any time while enrolled in the LMU-DCOM PA Program, the SPC can recommend any of the following:

- Academic probation
- Mentoring by faculty and/or additional resources
- Recess to the next matriculating class for retake of the failed course and/or audit of other course(s)
- Dismissal from the LMU-DCOM PA Program.

Failure of a third didactic course at any time while enrolled in LMU-DCOM PA Program will result in dismissal.

Clinical Course Failures

For one failed course during the clinical phase of the program, the SPC can recommend any of the following:

- Academic probation
- Mentoring by faculty and/or additional resources
- Retake of the failed course (the retake cannot replace the Capstone, Selective, or Elective courses)

For failure of a second clinical course at any time while enrolled in the LMU-DCOM PA Program, the SPC can recommend any of the following:

- Academic probation
- Mentoring by faculty and/or additional resources
- Retake of the failed course (the retake cannot replace the Capstone, Selective, or Elective courses)
- Dismissal from the LMU-DCOM PA Program.

Failure of a third clinical course at any time while enrolled in LMU-DCOM PA Program will result in dismissal.

****Failure of a total of three courses (didactic, clinical, or both) at any time while enrolled in the LMU-DCOM PA Program will result in dismissal.**** This applies to the PA Class of 2019 and all future cohorts.

Breaches of Professionalism/Student Code of Conduct

Any student who fails to meet the professionalism expectations of the LMU-DCOM PA Program may be referred to the SPC.

For any breach of professionalism/Student Code of Conduct, at any time while enrolled in the LMU-DCOM PA Program, the SPC can recommend any of the following:

- Professional probation
- Mentoring by faculty and/or additional resources
- Dismissal from the LMU-DCOM PA Program.

Probation (Academic/Professional)

Students placed on probation are required to adhere to the following rules in order to be considered for progression in the LMU-DCOM PA Program:

- Students on probation may NOT hold any position in the George Stanley Thompson PA Student Society or attend any local, state, or national professional medical meetings, fundraisers, or club activities.
- Students on probation may NOT complete a clinical rotation outside of the United States.
- Students on probation MUST fulfill the recommendations of the SPC.

Recess

Students who are recessed in the didactic phase will not progress to the next semester with their current class. Instead the student will restart the didactic phase of the LMU-DCOM PA Program with the next matriculating class. Students who are recessed in the clinical phase will have a delay in graduation.

Retake

Retake means that the student will be required to complete and pass failed course. The maximum grade the student can earn for “retake” of the failed course, examination, or summative assessment is a 70% (C).

Audit

Audit means that the student will be required to complete the course. The grade recorded by the registrar when the student initially completed the course will not be altered.

Dismissal

The LMU-DCOM PA Program reserves the right to **dismiss any LMU-DCOM PA Student at any time while enrolled in the LMU-DCOM PA Program**. Circumstances warranting such action may be of an **academic, professional, or legal nature**. Any student who is dismissed from the LMU-DCOM PA Program by the SPC will be notified by the SPC Chair and will be advised to complete the check-out procedure. The SPC Chair will create a memorandum stating the change in the student’s status and notify the appropriate faculty and staff. Failure to complete this check-out procedure will cause the LMU-DCOM PA Program to withhold all records pertaining to the student’s attendance. Any student who is dismissed from the LMU-DCOM PA Program will **NOT be eligible** for re-admittance to the program. The check-out procedure is as follows:

- Complete an exit interview with financial aid
- Return their student ID badge and parking sticker to security

Appeals Process

A student wishing to appeal the SPC's recommendation(s) must submit a letter to the Associate Dean of Students within five business days of receiving notification of the SPC's recommendation(s). The Associate Dean of Students will review the SPC's recommendation(s) and the student's appeal, and, after investigation, determine if the appeal should be forwarded to the Appeals Committee. The SPC's recommendation(s) will remain in effect throughout the appeals process.

Appeals Committee

The Appeals Committee is chaired by the PA Program Director. The committee is comprised of PA and DCOM faculty members, not involved in the original SPC recommendation(s), as appointed by the Associate Dean of Students.

The Appeals Committee will:

- Review the letter of appeal from the student
- Hear the student's appeal in person (if requested)
- Determine if the SPC afforded the student due process based on prescribed procedure and pertinent precedent
- Forward their decision to the Associate Dean of Students within five business days

The Appeals Committee can make the following recommendations:

- Uphold the SPC's recommendation(s)
- Uphold the student's appeal

The Appeals Committee will NOT:

- Meet with or consider testimony from any additional witnesses or representatives for the student
- Entertain any information NOT presented to the SPC
- Entertain any information NOT relevant to the reason for the student being brought before the SPC or the SPC's recommendation(s)
- Amend or alter the original SPC recommendation(s)

If the student's appeal is upheld, the Appeals Committee will return the student to the SPC for reconsideration. If the student wishes to appeal the recommendation(s) of the Appeals Committee, that student may appeal in writing to the Dean of DCOM within five business days of receiving the recommendation(s) of the Appeals Committee. The final decision regarding the recommendation(s) of the Appeals Committee and the student's status is made by the Dean of DCOM who will inform the appealing student.

LEAVE OF ABSENCE / WITHDRAWAL FROM THE PROGRAM

A leave of absence may be granted to an LMU-DCOM PA Student by the PA Program Director for one of the following reasons:

- Medical emergency
- Financial emergency
- Maternity
- Call to active military service
- Pursuit of an academic endeavor other than the established curricular work, either on campus or at another recognized teaching facility
- The discretion of the PA Program Director where appropriate

Only students who are in good standing with the LMU-DCOM PA Program can be granted a leave of absence without condition.

An LMU-DCOM PA Student may be granted a leave of absence in good academic standing if the student has no failures at the time the leave of absence is granted. An LMU-DCOM PA Student may be granted a leave of absence, not in good academic standing, if the student has one or more failures on his/her transcript in any term, including the term in which the request for leave of absence is made. The student must personally discuss the reason for the leave

with the PA Program Director. The student must then submit a written request for a leave of absence to the PA Program Director who will then approve or not approve the request. Any student granted a leave of absence in good academic standing will receive a letter from the PA Program Director outlining the requirements for the student's return to the LMU-DCOM PA Program. Any student granted a leave of absence, not in good academic standing **MUST** meet with the SPC before he/she is allowed to return to the LMU-DCOM PA Program. The SPC will decide if the student should be readmitted to continue his/her training in the LMU-DCOM PA Program.

Leave of absences are granted for no more than one year. The official date of the leave of absence will be the date of receipt of the student's written request. Any tuition refunds or outstanding balances will be based on this date. Students who are absent longer than the approved leave of absence duration may have to reapply to or restart the LMU-DCOM PA Program. Students matriculating into the LMU-DCOM PA Program have a maximum of 54 (fifty-four) months to complete all required components of the curriculum including time for recess and leave of absences. Any alterations to the student curriculum must be approved by mechanisms listed in this handbook.

Students seeking to return from a leave of absence must complete all requirements related to the leave of absence and provide notification of completion to the PA Program Director in writing. Students must notify the PA Program Director of their intent to return to the LMU-DCOM PA Program in writing no less than four months before the anticipated date of return.

Students seeking to return from a medical leave of absence must have a licensed physician certify in writing that the student's physical and/or mental health is sufficient to continue their training in a capacity consistent with the technical standards (please see *Section II: LMU-DCOM PA Student Policies and Procedures, Technical Standards and Typical Demands and Performance Requirements*) of the LMU-DCOM PA Program. This letter must be submitted to the PA Program Director.

Students seeking to return from a financial leave of absence must provide the finance office/financial aid office with sufficient documentation to demonstrate their financial capability to advance their education.

Any student voluntarily withdrawing from the LMU-DCOM PA Program must provide the PA Program Director with a letter of resignation. The PA Program Director will create a memorandum stating the change in the student's status and notify the appropriate faculty and staff.

It is imperative that any student who leaves the LMU-DCOM PA Program for any reason goes through the check-out procedure before their dismissal, withdrawal, or leave of absence can be said to be final. Failure to complete this exit procedure will cause the LMU-DCOM PA Program to withhold all records pertaining to the student's attendance. The check-out procedure is as follows:

- Complete an exit interview with financial aid
- Return their student ID badge and parking sticker to security

STUDENT COUNSELING SERVICES

People visit counseling services for many reasons. Some are dealing with a diagnosis of depression, anxiety, bipolar disorder, or post-traumatic stress disorder. Others do not have a mental health diagnosis but have found life is presenting more challenges than they feel they are equipped to handle. Counseling can provide a safe place to discuss issues and identify healthy ways to deal with them. Common reasons to come to a counselor include feelings of sadness that will not go away; feelings of homesickness that are interfering with social interactions or academic performance; roommate issues; dating issues; overwhelming stress and/or anxiety; eating disorders; low self-esteem; parental issues; social anxiety; alcohol/drug related issues; and anger control.

University and Local Counseling Services

Personal and confidential counseling to help students with personal, career, and academic concerns that affect academic success and quality of life is available to students free of charge through the Counseling Services Office. For more information or to schedule an appointment, go to: <https://www.lmunet.edu/student-life/counseling/schedule-an-appointment>. Referral to local counseling and assistance resources is available upon request by the student.

For **emergency services**, students can contact Cherokee Health Systems 24-hours a day for comprehensive and confidential assistance at 423-784-7794 (Clairfield) or 423-626-8271 (New Tazewell).

Distance Counseling Services

Students scheduled for clinical rotations at a distance from campus may utilize the services offered by the Counseling Services Office. To find local mental health services near a clinical rotation site, students are encouraged to go to www.psychologytoday.com.

- Under “Find a Therapist” or “Find a Psychiatrist” enter your zip code and click *search*
- On the left hand side of the screen, narrow your search using a variety of parameters. For example, you can narrow the search by the type of insurance the provider accepts
- Once you find a provider you are interested in, you can contact them directly by phone and/or email with the information provided on their profile page

For assistance in utilizing this resource, or for any other questions, students can contact LMU Counseling Services at 423-869-6401.

For **emergency services**, students can contact the following:

- National Suicide Prevention Helpline:
 - Call: 800-273-8255 (TALK)
 - For deaf & hard of hearing via TTY: 800-799-4889
 - Chat online: <https://suicidepreventionlifeline.org/>
- National Hopeline Network:
 - Call: 800-422-4673 (HOPE)
 - Chat online: <https://hopeline.com/>
- Veterans Crisis Line:
 - Call: 800-273-8255, press 1
 - Chat online: <https://www.veteranscrisisline.net/>

Please note: in the case of a medical or psychological life-threatening emergency, call 911 immediately.

Please see the *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section II: Campus Services; Counselling* (<http://www.lmunet.edu/student-life/handbooks>) and <http://www.lmunet.edu/student-life/counseling>.

FERPA (FAMILY EDUCATION RIGHTS AND PRIVACY ACT)

The LMU-DCOM PA Program complies with the provisions of the Family Education Rights and Privacy Act, 1974, as amended. This law maintains that the program will provide for the confidentiality of student education records (please see the **FERPA form** in the appendix of this handbook). Student grades are recorded, stored and secured with the LMU Registrar. All other student records are maintained by the LMU-DCOM PA Program Office of Admissions. Please see the *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section II: Campus Services; FERPA (Family Education Rights and Privacy Act)*. (<http://www.lmunet.edu/student-life/handbooks>)

TITLE IX AND SEXUAL HARRASSMENT AND MISCONDUCT

Title IX protects individuals from discrimination based on sex or gender in educational settings (<http://www.lmunet.edu/about-lmu/title-ix>). LMU is committed to upholding the principles of Abraham Lincoln’s life: a dedication to individual liberty, responsibility and improvement, a respect for citizenship, and recognition of the intrinsic value of high moral and ethical standards. These principles form the basis for LMU’s Sexual Harassment and Misconduct policy and provide the foundation for discipline for violations of this policy. Please see the *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section II: Campus Services; Title IX*. (<http://www.lmunet.edu/student-life/handbooks>)

SAFETY AND SECURITY

Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section IV: Student Code of Conduct – Academic Policies and Section V: Student Code of Conduct – Nonacademic Policies

(<http://www.lmunet.edu/student-life/handbooks>)

DR. GEORGE STANLEY THOMPSON PA STUDENT SOCIETY

The Dr. George Stanley Thompson PA Student Society is the Student Government Association (SGA) and the official voice for LMU-DCOM PA Students. The SGA is open to all LMU-DCOM PA Students and welcomes proposals and participation from the entire PA Student body. SGA is responsible for promoting the PA profession; acting as a liaison between the PA Student body and the LMU-DCOM PA Program faculty and staff; working to improve the quality of life for all students; supporting student activities; and dispersing funds for student activities, charitable giving, scholarships, and other areas as appropriate. Student activity fees that are collected are to be used in accordance with University policy. Any funds remaining in the SGA account of a class one year after graduation will be turned over to the next class to be managed by the SGA in accordance with University policy. Elections for the SGA are held each summer shortly after the new class matriculates into the Program. Students may not hold more than one elected position at the same time. The current SGA officers elect the faculty advisor for the SGA for the incoming class. Students serving as SGA officers must be in good standing in the Program. Any SGA officer placed on academic and/or professional probation by the SPC will be required to resign.

STUDENT AMBASSADORS

Student Ambassadors are selected by the LMU-DCOM PA Program to represent the Program. Their primary role is to assist with student recruitment efforts by providing prospective students with campus tours and relating their experiences as an LMU-DCOM PA students during student interview days, open house events, or other times as requested by the Admissions Coordinator. Students are eligible to be representatives during the Didactic Phase and can contact the Program Director to indicate their interest.

STUDENT CHAPTER OF THE AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS (SAAPA)

Students enrolled in the LMU-DCOM PA Program are eligible for membership and office in the Student Chapter of the American Academy of Physician Assistants (SAAPA). Students may also be elected to the House of Delegates (HOD) and Assembly of Representatives (AOR) in the American Academy of Physician Assistants (AAPA). The Program supports student members of the SAAPA by allowing student representatives of the HOD and AOR to attend the HOD and AOR proceedings at the AAPA national meeting. (<https://www.aapa.org/about/aapa-governance-leadership/student-academy/>)

TENNESSEE ACADEMY OF PHYSICIAN ASSISTANTS (TAPA)

LMU-DCOM PA Students are encouraged to become a student member of the Tennessee Academy of Physician Assistants (TAPA). TAPA provides students with student-specific programming at conferences, networking opportunities with practicing PAs, professional and career counseling and advice, and a career center with free resume postings. (<http://www.tnpa.com/student-center>)

Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section IV: Student Code of Conduct – Academic Policies and Section V: Student Code of Conduct – Nonacademic Policies

(<http://www.lmunet.edu/student-life/handbooks>)

PHYSICIAN ASSISTANT EDUCATION ASSOCIATION (PAEA)

The Physician Assistant Education Association is a national organization representing Physician Assistant educational programs in the United States. PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders. PAEA supports two fellowship programs for PA Students, the Student Health Policy Fellowship (<http://paeaonline.org/advocacy/student-health-policy-fellowship/>) and the Future Educator Fellowship (<http://paeaonline.org/resources/future-educator-fellowship/>).

Pi Alpha

Pi Alpha is the national Physician Assistant honor society, supported by PAEA, organized for the promotion and recognition of both PA students and graduates. PA Students who have excelled academically and in research, publishing, community and/or professional service, or leadership activities are eligible for nomination for membership. The Program nominates students each year and presents the award(s) at graduation.

(<http://paeaonline.org/pi-alpha-honor-society/>)

STUDENT GRIEVANCE POLICY

If a LMU-DCOM PA Student identifies a conflict or problem with a course, the student should do the following:

- First, talk with the course director (listed on the first page of each course syllabus) first. If the concern is not resolved then:
- Talk with the Director of Didactic or Clinical Education as appropriate. If the concern is not resolved then:
- Talk with the PA Program Director.

If a LMU-DCOM PA Student has a grievance concerning another student, the student should do the following:

- First, talk with their assigned faculty mentor. If the concern is not resolved then:
- Talk with the Director of Didactic or Clinical Education as appropriate. If the concern is not resolved then:
- Talk with the PA Program Director. If the concern is not resolved then:
- Talk with the Associate Dean of Students.

All LMU-DCOM PA Student grievances will be responded to as quickly as possible.

SECTION III: LMU-DCOM PA PROGRAM CATALOG

ADMISSIONS POLICIES AND PROCEDURES

Admissions Requirements and Prerequisites

Applicants for admission to the LMU-DCOM PA Program must meet the following requirements:

- **Baccalaureate (Bachelor) degree** earned prior to matriculation from a regionally accredited university or college.
- **Prerequisite courses** completed with a grade of “C” (we do not accept prerequisite courses with a grade of “C-“, “D”, or “F”) or better from a regionally accredited college or university. Science prerequisite courses taken online will not be accepted. Non-science courses, such as English, Psychology, or Medical Terminology, taken online are accepted. The required prerequisite courses are listed in the table on the next page.

<u>Course(s)</u>	<u>Number of courses / semesters</u>	<u>Minimum number of total credit hours</u>	<u>Clarifications</u>
General Biology with Laboratory	Two (2)	8-10	No online courses accepted.
General / Inorganic Chemistry with Laboratory	Two (2)	8-10	No online courses accepted.
Organic Chemistry with Laboratory	Two (2)	8-10	No online courses accepted.
Human Anatomy with Laboratory	One (1)	3-4	No online courses accepted.
Human Physiology	One (1)	3-4	Combined human anatomy and physiology courses should have a minimum of eight (8) credit hours, have taken place over one-two semesters and include a laboratory. No online courses accepted.
Microbiology with Laboratory	One (1)	3-4	No online courses accepted.
Medical Terminology	One (1)	2	May be taken as an online course. Courses that cover all human systems are strongly encouraged.
General Psychology	One (1)	3	Should cover the full spectrum of psychological development from childhood to advanced age.
Psychology Elective	One (1)	3	A course in abnormal psychology is encouraged; however, other courses focused on human cognition and motivation are also acceptable.

Statistics	One (1)	2-3	Courses not listed as a math or science course must have course objectives that show coverage of descriptive and inferential statistics.
Mathematics	One (1)	3	College Algebra or higher.
English	Two (2)	6	A writing intensive course, such as English Composition, is required. However; a literature-based course will be considered for the second course.

- A **cumulative grade point average** (GPA) and **science GPA** of at least 2.5. Competitive applicants will have a cumulative GPA and science GPA of 3.2 or higher.
- **Patient contact hours** with a **minimum of 150 hours** of verifiable direct patient care must be completed prior to matriculation in either a volunteer or paid capacity. **In addition**, a **minimum of 40 hours** of verifiable **direct shadowing of a Physician Assistant** with **at least 20 of those hours** spent directly shadowing a Physician Assistant in a **primary care setting** (Family Medicine, Internal Medicine, Pediatrics, or Emergency/Urgent Care Medicine). Applicants working/volunteering directly with a Physician Assistant in a primary care setting must complete a minimum of 160 hours. Though not required, it is strongly recommended that at least half of the required patient contact and shadowing hours are completed prior to the time of the applicant’s interview date.
- Applicants are required to meet all the technical standards of the LMU-DCOM PA Program.

Applicants may apply to the LMU-DCOM PA Program even though prerequisite courses or Baccalaureate (Bachelor) degree have not been completed; however, all prerequisite courses and Baccalaureate (Bachelor) degree must be completed prior to matriculation.

Applicants who have taken their prerequisite courses at different regionally accredited colleges or universities must have all official transcripts submitted directly from those colleges or universities to CASPA.

Because of the rapid evolution of the basic sciences and the rigor of the LMU-DCOM PA Program, it is highly recommended that applicants who have completed prerequisite science coursework greater than five years prior to application review the concepts covered in those courses prior to matriculation if accepted into the Program. Competitive applicants will have taken the following additional courses: epidemiology, biostatistics, advanced psychology, abnormal psychology, human sexuality, cell biology, embryology, histology, immunology, parasitology, pathogenic bacteriology, advanced chemistry, quantitative analysis, physics, and technical writing.

Applying to the LMU-DCOM PA Program

The LMU-DCOM PA Program is a participant of the Central Application Service for Physician Assistants (CASPA) (<https://portal.caspaonline.org/>). Deadlines for CASPA submissions will be posted online. Applications will not be processed until the Program has received **both** the CASPA and LMU-DCOM PA Program Supplemental Application. A checklist for completing the LMU-DCOM PA Program application process may be found on the Program’s website (<https://www.lmunet.edu/public/uploads/dcom/pa/checklist.pdf>).

- Applicants are required to complete and submit the LMU-DCOM PA Program Supplemental Application and the non-refundable \$50.00 Supplemental Application fee.
- Applicants are required to submit official transcripts from the regionally accredited universities and/or colleges where the candidate earned a bachelor’s degree and completed any of the prerequisite courses required for admission to the LMU-DCOM PA Program.
- Applicants are required to submit three (3) letters of reference to CASPA. References should include at least one letter from a **Physician Assistant (PA)**, physician (DO or MD), or other health care professional and at least one letter from the applicant’s pre-professional advisor, science professor, or former employer.
- Applicants are required to take the general test component of the Graduate Record Examination (GRE) within five (5) years of the application date and have scores reported to LMU (**school code: 1408, PA code: 0634**). No minimum score is required; however, competitive applicants will have a GRE score of 4.0 or higher (1000) or higher with previous scoring system. Applicants are required to log the score on CASPA when completing the application. (www.gre.org)
- An applicant whose native language is not English is required to submit scores from the combined TOEFL and TSE examinations unless the applicant is a graduate of a U.S. college or university. The minimum

required score for the Internet Based Testing (IBT) is 79 and a minimum score of 26 is required for the speaking component.

- Applicants are required to provide documentation of a minimum of 150 hours of direct patient care in either a volunteer or paid capacity **and** a minimum of 40 hours of shadowing a PA with at least 20 of those hours spent shadowing a PA in the primary care setting (Family Medicine, Internal Medicine, Pediatrics, or Emergency/Urgent Care Medicine).

ACADEMIC CALENDAR

PA Class of 2019	
Summer I Semester (14 weeks)	
Orientation	May 15-16, 2017
Classes begin	May 16, 2017
Memorial Day – No class	May 29, 2017
Independence Day – No class	July 4, 2017
Last day of classes	August 18, 2017
Break	August 21-25, 2017
Fall Semester (16 weeks)	
Classes begin	August 28, 2017
Labor Day – No class	September 4, 2017
Thanksgiving Break	November 23-24, 2017
Last day of classes	December 15, 2017
Break (subject to change based on University calendar)	December 18, 2017 – January 2, 2018
*TAPA Conference dates to be determined.	
Spring Semester (16 weeks)	
Classes begin	January 3, 2018
Martin Luther King Day – No class	January 15, 2018
Good Friday – No class	March 30, 2018
Last day of classes	April 20, 2018
Summer II Semester (12 weeks didactic / 4 weeks clinical)	
Classes begin	April 25, 2018
Memorial Day – No class	May 28, 2018
Last day of classes	July 13, 2018
Break	July 16-20, 2018
Clinical rotations begin	July 23, 2018
Fifth Semester begins (18 weeks)	August 20, 2018
Sixth Semester begins (18 weeks)	December 24, 2018
Seventh Semester begins (14 weeks)	April 29, 2019
Graduation	August 3, 2019

PA PROGRAM CURRICULUM

DIDACTIC PHASE (63 semester hours)			
Summer I Semester (318 contact hours, 15 semester hours)			
Course Number	Course Title	Contact Hours	Semester Hours
PAS 500	Introduction to the PA Profession	18	1.0
PAS 505	Pharmacology	18	1.0
PAS 510	Anatomy	120	5.0
PAS 515	Physiology/Pathophysiology I	54	3.0
PAS 520	Physical Diagnosis I	72	3.0
PAS 575	Public Health Issues	36	2.0
Fall Semester (351 contact hours, 18.5 semester hours)			
PAS 516	Physiology/Pathophysiology II	36	2.0
PAS 521	Physical Diagnosis II	72	3.0

PAS 535	Pharmacology/Pharmacotherapeutics	36	2.0
PAS 550	Clinical Medicine I	171	9.5
PAS 560	Research Methods	36	2.0
Spring Semester (351 contact hours, 18.5 semester hours)			
PAS 517	Physiology/Pathophysiology III	36	2.0
PAS 536	Pharmacology/Pharmacotherapeutics II	36	2.0
PAS 540	Behavioral Medicine	36	2.0
PAS 545	Clinical Skills I	72	3.0
PAS 551	Clinical Medicine II	171	9.5
Summer II Semester (216 contact hours, 11 semester hours)			
PAS 525	Medical Law, Ethics, and Health Care Delivery Systems	18	1.0
PAS 546	Clinical Skills II	72	3.0
PAS 552	Clinical Medicine III	90	5.0
PAS 565	Surgery/Emergency Medicine	36	2.0
CLINICAL PHASE (52 semester hours)			
PAS 600	Capstone Project	160*	4.0
PAS 610	Family Medicine	320*	8.0
PAS 620	Internal Medicine	320*	8.0
PAS 625	Behavioral Medicine	160*	4.0
PAS 630	Emergency Medicine	160*	4.0
PAS 640	Surgery	160*	4.0
PAS 650	Pediatrics	160*	4.0
PAS 660	Elective	160*	4.0
PAS 665	Selective	160*	4.0
PAS 670	Women's Health	160*	4.0
PAS 690	Orthopedics	160*	4.0
115 TOTAL SEMESTER HOURS			

*Clinical rotation contact hours are based on 40 hours per week of clinical rotation.

COURSE CATALOG

PAS 500 Introduction to the PA Profession

This course is designed to introduce the student to the inner workings of the PA profession; its history, development, organizations, current trends in the profession, the physician/PA team, professionalism, patient consent, HIPAA, credentialing, and licensure. This course also explores cultural issues and patient care, quality assurance, and risk management.

Semester hour(s): 1.0

Prerequisite(s): Matriculation into the LMU-DCOM PA Program

PAS 505 Pharmacology

This course will introduce students to the general principles of pharmacology (pharmacokinetics, pharmacotherapy, and pharmacodynamics). The focus will be the basic science principles that provide the foundation for clinical pharmacology and pharmacotherapeutics. The course will also review medical microbiology, human biochemistry and physiology as it relates to pharmacokinetics and pharmacodynamics.

Semester hour(s): 1.0

Prerequisite(s): Matriculation into the LMU-DCOM PA Program

PAS 510 Anatomy

This course is focused on the body's structure. The course is organized according to six major body regions: lower limb and back; upper limb; thorax; abdomen; pelvis; and head and neck. Lectures, tutorials, and computer aided instruction will be given throughout the course. Students will work with prosections in the anatomy laboratory. Each student is expected to learn anatomical terminology as well as three-dimensional and radiological anatomy. Throughout the course students will be challenged to relate the anatomy to the solution of clinical problems. The

latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of written and laboratory practical examinations.

Semester hour(s): 5.0

Prerequisite(s): Matriculation into the LMU-DCOM PA Program

PAS 515 Physiology/Pathophysiology

This is the first of three courses covering human physiology and pathophysiology. In particular, this course covers the normal physiologic concepts, mechanisms and relevant anatomy involved in the healthy individual. In some cases, pathophysiology and disease mechanisms and presentation will also be discussed to add additional layers of context to the material and how it relates with material presented in concomitant and subsequent courses.

Additional clinical correlate and exam sessions will also be required components. Individual study and group work/presentations will be required. Time management, a high level of organization, team work and self-motivation are essential to success in this course.

Semester hour(s): 3.0

Prerequisite(s): Matriculation into the LMU-DCOM PA Program

PAS 516 Physiology/Pathophysiology II

This is the second of four course series in Physiology and Pathophysiology. Students acquired basic knowledge of general principles of cellular physiology, fundamentals of regulatory and organ systems physiology. In this second course, students will build on and apply their knowledge to analyze the pathophysiology of hematology, as well as the renal, endocrine, cardiovascular and respiratory systems. This course runs in parallel with Clinical Medicine I (PAS 550) and Pharmacology/Pharmacotherapy I (PAS 535), covers the same organ systems; and is designed to lay the foundation for those courses.

Semester hour(s): 2.0

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

PAS 517 Physiology/Pathophysiology III

This is the third of three course series in Physiology and Pathophysiology. Students acquired basic knowledge of general principles of cellular physiology, fundamentals of regulatory and organ systems physiology. In this third course, students will build on and apply their knowledge to analyze the pathophysiology of neurologic, orthopedic, rheumatologic, gastrointestinal, and reproductive systems. This course runs in parallel with Clinical Medicine II (PAS 551) and Pharmacology/Pharmacotherapy II (PAS 536), covers the same organ systems; and is designed to lay the foundation for those courses.

Semester hour(s): 2.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

PAS 520 Physical Diagnosis I

This course is designed to introduce the student to patient history taking and communication skills. Students will begin using medical diagnostic equipment as they develop the skills needed to perform complete and focused physical examinations. This course is in the lecture, small group, and laboratory formats. Students will examine assigned laboratory partners and simulated patients to gain the skills and knowledge to perform a thorough history and physical examination. Students will build on their clinical assessment and documentation skills through participation in small group case studies and Objective Structured Clinical Encounters (OSCE) using human patient simulators. In addition, students will complete the Basic Life Support (BLS) and learn airway management skills.

Semester hour(s): 3.0

Prerequisite(s): Matriculation into the LMU-DCOM PA Program

PAS 521 Physical Diagnosis II

This course is a continuation of Physical Diagnosis I. Students will learn additional components of the physical examination, recognize abnormal and normal findings, and communicate the information in oral and written formats. Special issues involving the health histories and physical examination of the pediatric and geriatric patient will be addressed. Students will also learn and practice the male and female genitourinary examination on human patient simulators. Students will build on their clinical assessment, documentation, and Basic Life Support (BLS) skills through small group case studies, OSCEs, and 3-D mannequin simulations. In addition, students will complete the Advanced Cardiac Life Support (ACLS), learn venipuncture and intravenous catheter insertion, and practice airway management skills.

Semester hour(s): 3.0

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

PAS 525 Medical Law, Ethics, and Health Care Delivery Systems

This course is designed to provide a fundamental level of knowledge of the structure and function of the U.S. healthcare delivery system, its medical laws, and the ethical theories and issues associated as they apply to the PA and PA/physician team. Issues discussed will include reimbursement, inequality to accessing health care issues, health care policies, and the roles of the different members of the health care professional team.

Semester hour(s): 1.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

PAS 535 Pharmacology/Pharmacotherapeutics I

The focus of this course is basic pharmacology and pharmacotherapeutics of selected drug classes. The course runs parallel to Physiology/Pathophysiology II (PAS 516) and Clinical Medicine I (PAS 550) courses and is designed to provide a background understanding of medication actions in health and disease.

Semester hour(s): 2.0

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

PAS 536 Pharmacology/Pharmacotherapeutics II

This is the second course in Pharmacology and Pharmacotherapeutics. Students will add to their knowledge of general principles of pharmacology, pharmacokinetics, and pharmacotherapeutics. The course runs parallel to the Physiology/Pathophysiology III (PAS 517) and Clinical Medicine II (PAS 551) courses and is designed to provide a background understanding medication actions in health and disease.

Semester hour(s): 2.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

PAS 545 Clinical Skills I

This is the first of a two-semester course designed to help students develop clinical and procedural skills common to office and emergency department settings. Students will receive instruction in lumbar puncture, slit lamp evaluation, insertion of nasogastric and urinary catheters, interpretation of images obtained by x-ray, computed tomography, and magnetic resonance imaging), examination of the neurologic system, special orthopedic examination techniques, joint injection/aspiration, and interpretation of cardiac rhythm strips and 12-lead electrocardiographs. Students will have an opportunity to practice learned skills during laboratory sessions. Additionally, students will have an opportunity to practice previously learned skills of airway management, venipuncture, and peripheral venous access during open laboratory sessions. Students will build on their clinical assessment and documentation skills learned in PAS 520 and PAS 521, Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) skills through OSCEs and 3-D mannequin simulations. In addition, students will complete the Pediatric Advanced Life Support (PALS) course.

Semester hour(s): 3.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

PAS 546 Clinical Skills II

A continuation of PAS 545, this is the second of a two-semester course designed to help students develop clinical and procedural skills common to office, emergency department, and operating room settings. Students will receive instruction in skills gowning, gloving, surgical scrubbing, sterile technique, wound closure, surgical knot tying, surgical instrument recognition, review of protective personal equipment, skin lesion biopsy techniques, spinal immobilization techniques, orthopedic splinting, ultrasound techniques, arterial and central line insertion, chest tube thoracostomy and needle decompression, interpretation of images obtained by x-ray, computed tomography, magnetic resonance imaging, and ultrasound, interpretation of cardiac rhythm strips and 12-lead electrocardiographs, and billing and coding. Students will have the opportunity to practice learned skills during laboratory session. Additionally, students have an opportunity to practice previously learned skills of airway management, venipuncture, peripheral venous access, joint injections, lumbar puncture, and endotracheal intubation during open laboratory sessions. Students will build on their clinical assessment and documentation skills learned in PAS 520 and PAS 521, Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) skills through OSCEs and 3-D mannequin simulations.

Semester hour(s): 3.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

PAS 550 Clinical Medicine I

This course is designed to examine the epidemiology, etiology, clinical presentation, diagnostic evaluation, management, and follow-up of various diseases and disorders encountered in the primary care setting. Students will learn how to formulate differential diagnoses, recognize important history and physical examination clues, order appropriate diagnostic studies, interpret the results of the diagnostic studies, and apply this information to the diagnosis and treatment of various diseases and disorders encountered in the primary care setting. This course emphasizes diseases and disorders related to the immune (infectious disease), hematologic (including oncology), renal, endocrine, cardiovascular, and pulmonary systems.

Semester hour(s): 9.5

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

PAS 551 Clinical Medicine II

This course is a continuation of Clinical Medicine I (PAS 550) examining the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation and management of various diseases and disorders. Students will learn to correlate epidemiologic data, physiology and pathophysiology concepts, and history and physical examination findings to formulate differential diagnoses for common complaints found in the primary care setting. Students will learn what diagnostic studies are indicated for a given clinical presentation, how to interpret the results of those diagnostic studies, and how to decide if follow-up testing is required. Students will also learn the appropriate pharmacologic and non-pharmacologic management for common complaints found in the primary care setting. Emphasis in this course will be on conditions of the neurologic, ophthalmologic, otolaryngologic, gastroenterologic, rheumatologic, musculoskeletal, and reproductive systems.

Semester hour(s): 9.5

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

PAS 552 Clinical Medicine III

This course is a continuation of Clinical Medicine I (PAS 550) and Clinical Medicine II (PAS 551) studying the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of common conditions encountered in the primary care setting. This course will focus on the health maintenance and evaluation and management of common disorders encountered in pediatric and geriatric patients. Students will also learn the etiology, epidemiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of dermatologic conditions encountered in the primary care setting. Additionally, students will learn how to evaluate and manage common conditions encountered in the hospitalized patient and provide for patient safety.

Semester hour(s):

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

PAS 560 Research Methods

This course emphasizes the incorporation of evidence-based medicine, through evaluation and interpretation of current research, into clinical practice. Students will become familiar with research methodology and various forms of research presentation. Methods for critically appraising medical literature and strategies for keeping current with new medical findings are stressed throughout the course. Additionally, students will be instructed on how to complete a patient education materials, poster presentations, clinical application papers, and research papers.

Semester hour(s): 2.0

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

PAS 565 Surgery and Emergency Medicine

In this course students will learn the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of common surgical conditions and emergent medical conditions. Students will learn the important concepts necessary for pre-, intra-, and post-operative care of surgical patients. Students will also learn how to prioritize the evaluation and management of patients presenting with acute surgical and emergent medical conditions. Students will have the opportunity to practice concepts learned in this course and build on their clinical assessment and documentation skills, Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) skills through OSCEs and 3-D mannequin simulations.

Semester hour(s): 2.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

PAS 575 Public Health Issues

This course will introduce students to public health initiatives unique to the United States, and more specifically, rural Appalachia. The areas of health communication and cultural competency will be discussed as it applies to public health initiatives. Students will identify community resources and health services of benefit to individual patients and the community.

Semester hour(s): 2.0

Prerequisite(s): Matriculation into the LMU-DCOM PA Program

PAS 600 Capstone Project

This course is designed to enable PA students to interpret research, write scholarly papers on approved topics in clinical medicine and do various other activities, including obtaining certifications and participation in continuing medical education which leads to professional development of the student.

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 610 Family Medicine

This is a required 8-week rotation in family practice under the supervision of a clinical site preceptor. The student will gain experience and be able to integrate the knowledge and skills learned during the didactic phase to interact with patients and their families, order and interpret lab and diagnostic tests, evaluate, and manage patients effectively. Students will have the opportunity to manage acute and chronic care in addition to patient education and increase their knowledge in the use of psychoactive pharmaceuticals. (Minimum of 240 hours for rotation)

Semester hour(s): 8.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 610 Internal Medicine

This is a required 8-week rotation in internal medicine under the supervision of a clinical site preceptor. The student will gain experience and be able to integrate the knowledge and skills learned during the didactic phase to interact with patients and their families, order and interpret lab and diagnostic tests, evaluate, educate patients about health maintenance, review patient records and evaluate established patients for their continual medical care. Students will have the opportunity to manage acute and chronic care in addition to patient education. With experience in both inpatient and outpatient settings, the student will be able to recognize emergent, acute, and chronic diagnoses and participate in the necessary continuity of care for each. (Minimum of 240 hours for rotation)

Semester hour(s): 8.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 625 Behavioral Medicine

This is a required 4-week rotation under the supervision of the site preceptor in which students will have the opportunity to learn about behavioral health conditions and interact with patients and their families. The student will gain experience in interviewing and assessing the behavioral health patient, ordering and interpreting lab and diagnostic tests, evaluating, and managing patients in a behavioral health setting. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 630 Emergency Medicine

This is a required 4-week rotation under the supervision of the site preceptor in which the student will have the opportunity to evaluate and treat a wide variety of urgent, emergent and life-threatening conditions. The student will learn to triage patients, interact with patients' families, and become more proficient at taking rapid accurate histories, performing physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan.

The student will have the opportunity to improve their oral presentations in a fast-paced environment. This rotation should give the student the opportunity to practice many clinical procedures such as suturing, endotracheal intubation, and ACLS. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 640 Surgery

This is a required 4 week rotation in surgery under the supervision of a clinical site preceptor. The student will participate in pre, peri, and postoperative care. Students will gain experience in the evaluation of acutely ill surgical patients, assist in surgery, and identify indications, contraindications, and potential complications. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 650 Pediatrics

This is a required 4 week rotation in pediatrics under the supervision of a clinical site preceptor. The student will refine their history taking and physical examination skills in the pediatric population, perform well child checks, evaluate children for developmental milestones, and diagnose and treat acute and chronic illnesses in children and adolescents. The student will have the opportunity to educate and counsel the patient and their parent or guardian. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 660 Elective

This is a required 4 week rotation in a field chosen by the student. This experience gives the student the opportunity to enhance their knowledge and skills in a particular specialty of medicine. The site must be approved by the Director of Clinical Education. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 665 Selective

This is a required 4 week rotation in one of the core rotations that is chosen by the student. This experience gives the student the opportunity to enhance their knowledge and skills in a particular specialty of medicine chosen from the core rotation options. The site must be approved by the Director of Clinical Education. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 670 Women's Health

This is a required 4 week rotation under the supervision of the site preceptor in which students will have the opportunity to see a wide variety of concerns related to the female reproductive system. Students will further develop their knowledge of assessment and treatment, preventive care, and screening recommendations of women's health issues. The rotation will also provide the opportunity for the student to become more familiar with women's

health exams, pregnancy, menopause, and infertility. The student will have opportunities to participate in pre- and post-natal care. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

PAS 690 Orthopedics

This is a required 4 week rotation in orthopedics under the supervision of the site preceptor. Students will have the opportunity to develop skills to care for patients with orthopedic problems that can be found in the primary care setting. Students will have the opportunity to participate in pre-, intra-, and postoperative care. (Minimum of 120 hours for rotation)

Semester hour(s): 4.0

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

REGISTRATION

Summer I Semester (Didactic Phase)

Matriculating Students are registered by the Registrar for Summer I courses.

Fall, Spring, and Summer II Semesters (Didactic Phase)

Didactic Phase students are responsible for completing Express Registration for all Fall, Spring, and Summer II Didactic Phase courses. Students will register for a placeholder Clinical Phase course when completing Summer II course registration. This placeholder will be converted when the Clinical Phase course has been confirmed by the clinical team. The Financial Aid Office will notify students, via email, about registration and financial aid deadlines and provide instructions for Express Registration.

Clinical Phase

Clinical Phase students are responsible for completing Express Registration for all Clinical Phase courses. Students will register for the Capstone Project (PAS 600) during the fall semester of the Clinical Phase. The Financial Aid Office will notify students, via email, about registration and financial aid deadlines and provide instructions for Express Registration.

GRADING SYSTEM

Course Grades

The Program uses the following grading scale to determine letter grades for each course.

90-100% = A

80-89% = B

70-79% = C

< 70% = F

Academic Standing

LMU-DCOM PA Students in good academic standing will have met all of the following criteria:

- Earned a grade of 70% (C) or higher in all didactic and clinical courses required by the LMU-DCOM PA Program
- Met the LMU-DCOM PA Program professionalism and student code of conduct expectations
- Complied with all University and LMU-DCOM PA Program policies and procedures

ACADEMIC GRIEVANCE REPORTING

If an LMU-DCOM PA Student has a grievance about an academic issue, the student must discuss the matter with the Course Director first. If the matter is unresolved after meeting with the Course Director, the student may discuss the matter with the Director of Didactic Education (during the Didactic Phase) or the Director of Clinical Education (during the Clinical Phase). If the matter remains unresolved, the student may bring the matter to the Program Director for final resolution of the academic issue.

ACADEMIC SUPPORT SERVICES

LMU-DCOM PA Students may receive academic support in the form of guidance in study methods and further explanation of course content from faculty members and Course Directors. Students may self-refer or be referred by faculty members to the Director of Academic Support for further services including study skills, test-taking strategies, and counseling.

CHANGE OF NAME OR ADDRESS

If an LMU-DCOM PA Student changes their name, they must notify the Registrar, the Admissions Coordinator, and the Director of Didactic Education (during the Didactic Phase) or the Director of Clinical Education (during the Clinical Phase).

If an LMU-DCOM PA Student changes their personal and/or emergency contact information, they must notify the Director of Didactic Education (during the Didactic Phase) or the Director of Clinical Education (during the Clinical Phase).

The Registrar, Admissions Coordinator, and Director of Financial Services will need each student's current name and physical address at graduation.

FINANCIAL SERVICES

The Director of Financial Services is responsible for providing qualified students the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. Please see <http://www.lmunet.edu/academics/schools/debusk-college-of-osteopathic-medicine/pa/financial-services> for detailed information on the following:

- How to apply for financial aid
- General eligibility requirements
- Student rights and responsibilities
- Expected cost of attendance/budgets
- Financial aid award completion
- Obtaining a credit report
- Outside sources of Student Aid for Physician Assistant Students
- Loan programs
- Tuition and fees

Estimated Costs for PA Class of 2019

(Costs are estimated and are subject to change.)

(Does not include estimated costs for room, board, and transportation.)

Item	Cost	Total
Tuition	\$12,200.00/semester	\$85,400.00
Fees		\$4,185.00
Books and Supplies (computer, diagnostic equipment, white coat, scrubs)		\$4,840.00
Health Insurance (estimated cost; not provided by the University)	\$300.00/month	\$8,100.00
Parking	\$30.00/year	\$60.00

Please see the *Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section II: Campus Services; Financial Services* (<http://www.lmunet.edu/student-life/handbooks>) for detailed information on the following:

- Refund of institutional tuition, room and board charges
- Refund schedule
- Check cashing

HEALTH SERVICES

Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section IV: Student Code of Conduct – Academic Policies and Section V: Student Code of Conduct – Nonacademic Policies
(<http://www.lmunet.edu/student-life/handbooks>)

CAMPUS SERVICES

Lincoln Memorial University, Student Handbook, 2016-2017 Academic Year, Section IV: Student Code of Conduct – Academic Policies and Section V: Student Code of Conduct – Nonacademic Policies
(<http://www.lmunet.edu/student-life/handbooks>)

CAREER SERVICES

LMU-DCOM Physician Assistant Mentorship Program

The LMU-DCOM Office of Alumni Services provides a mentorship program to assist current LMU-DCOM PA Students with networking. The mission of the LMU-DCOM Physician Assistant Mentorship Program is to provide Physician Assistant alumni mentors to current LMU-DCOM PA Students wishing to network with PA professionals to learn more about job opportunities and specialty choices. The LMU-DCOM Physician Assistant Mentorship Program provides current PA students an opportunity to correspond with alumni PAs with similar interests so that they may provide support and guidance as students begin their job searches. Visit <http://dcomalmuni.LMUnet.edu> and click on “Mentorship” to request a mentor.

PA Job Bank

The LMU-DCOM Office of Alumni Services maintains an online PA Job Bank for graduates. Visit <http://dcomalumni.LMUnet.edu> and click on “PA Job Bank” to see the types of positions being advertised to LMU-DCOM PA Program graduates.

Appendix A

Receipt of Physician Assistant Handbook and Catalog
and Lincoln Memorial University Handbook

I hereby acknowledge that I have received a copy of the Physician Assistant Handbook and Catalog. I further acknowledge that I am responsible for all the information contained within this handbook and I will abide by the policies, rules and regulations set forth thereof.

I further acknowledge that I have received a copy of the Lincoln Memorial University Handbook and that I am responsible for the policies rules and regulations set forth in that publication. I realize in some cases, the rules and regulation of the Physician Assistant Handbook and Catalog exceed those of the Lincoln Memorial University, examples being in areas such as class attendance, dress code, etc., and understand in such cases I must comply with those policies stated in the Physician Assistant Handbook and Catalog.

I understand that failure to comply with the policies; rules and procedures set forth in these handbooks may result in disciplinary action, suspension, or termination from the Lincoln Memorial University-DeBusk College of Osteopathic Medicine Physician Assistant Program.

Student Name (Printed Legibly)

Student Signature

Date

Appendix B

Participation of Students as Human Subjects

I understand that as part of my experience at the LMU-DCOM Physician Assistant Program, that I will be required to participate as a living subject and an examiner during the Didactic Phase of the Program. The program faculty expect that students will be willing, professional, and cooperative in participating in the physical examination courses and practicums.

I understand that I need to come to laboratories prepared and that I may be required to partially disrobe. I also understand that shorts will be required when examining the lower extremities. Upper body, including thorax, abdomen, and extremities will be examined. Males should remove their shirts and women should wear sports bras so they will be able to remove their shirts.

I understand that participation will not include breast or genitalia examinations. These examinations will be learned with the use of mannequins and/or professional patients.

I understand that faculty expect all students to dress as listed above for the designated activities and be willing to be inspected, palpated, percussed, and auscultated by their peers.

I have read, understand, and agree to abide by this policy.

Student Name (Printed Legibly)

Student Signature

Date

Appendix C

Acknowledgement of Typical Demands for the PA Program

Typical Mental Demands

The LMU-DCOM PA student must possess the ability to:

- Comprehend, retain, analyze and integrate a large amount of information related to medicine and process this information in an appropriate amount of time so as to not negatively impact patient care
- Engage in long hours of study in the classroom, labs, and clinical rotations
- Respond appropriately to constructive feedback
- Communicate effectively with students, instructors, clinicians and patients in written, and oral format.
- Participate in written and practical examinations, procedures, and demonstrations
- Collect patient data, perform the physical examination, formulate a treatment plan, and provide patient education

Typical Physical Demands

The LMU-DCOM PA student must possess:

- Normal or corrected to normal visual and hearing acuity, hand and eye coordination, and manual dexterity
- Full range of motion including the capacity to sit for long periods in classroom
- The ability to assist patients in range of motion
- The ability to stand and walk for long periods of time in the hospital or clinic settings
- Capability to work long hours, stressful mental and physical situations, and exposure to various body fluids and communicable diseases

Typical Working Conditions

The LMU-DCOM PA student must be able to:

- Work long hours in the clinical and classroom environments with exposure to individuals with various beliefs, hostile individuals, those with disabilities, communicable diseases, radiation, and toxic substances
- Examine and interact with diverse patient populations with different cultural beliefs and a wide variety of acute and chronic medical and surgical conditions

Student Performance Requirements

The LMU-DCOM PA student will be required to perform

- Work in medical, surgical, emergency, ob/gyn, along with outpatient and inpatient settings on campus and off campus
- Full time didactic and clinical training
- Various medical and surgical procedures
- Pre-, peri-, and postoperative care

The LMU-DCOM PA Student will be required to:

- Demonstrate professionalism, and ethical demeanor, and an understanding of the medical law as it relates to physician assistants and the health care field
- Display an ability for mental and physical stamina by long hours in both the classroom and clinical settings
- Demonstrate knowledge, skills, and competencies to the level required by faculty
- Participate in community services
- Complete other duties to demonstrate aptitude for physician assistant profession

Printed Name _____ Signature _____
Date _____

Consent to Release Educational Records (FERPA)

Notice: This information is being provided to you to clarify questions regarding your rights under the Federal Educational Rights and Privacy Act (FERPA). For the purposes of FERPA and this form, "educational records" include academic progress reports, other academic information (such as academic probation), disciplinary records (such as behavioral problems), financial aid, billing and account information, and physical and mental health concerns. If you are claimed as a dependent on your parents' Federal Income Tax return, your parents are entitled to the above information. If you are not a dependent of your parents, providing them this information is your choice. The purpose of this form is to provide your educational records as much protection as possible. This consent shall remain in effect during continuous enrollment at LMU. The student may revoke this consent at any time during enrollment by submitting a written request to the Dean of Students.

Student Information:

I _____ hereby request/authorize personnel at
(Print – Student Legal Name) Student ID # (or last 4 digits of SSN)
Lincoln Memorial University to disclose information regarding my educational records and all other records maintained by the institution except (if there are no exceptions, please leave blank):

Person(s) to whom disclosures may be made:

Name, address, and phone number of person:	Name, address, and phone number of person:
_____	_____
_____	_____
_____	_____
_____	_____

(Student Signature)

(Date)

Return completed form to:
Lincoln Memorial University – ATTN: Student Services
6965 Cumberland Gap Parkway
Harrogate, TN 37752