



Tampa Physician Assistant Program

# Academic Catalog

**2023-2024**

Volume I

Last Updated September 21, 2022

*\*The Academic Catalog serves as a guide to the rules, policies, and services of the LMU Tampa PA Program; it is not intended to establish a contract and the LMU Tampa PA Program reserves the right to amend, modify, or change regulations, policies, and financial charges stated in this handbook throughout the year. In such a case, the Program will make reasonable efforts to notify its students, in a timely manner, of any changes. Notification shall be made via MyLMU, the University website, or to University issued e-mail accounts.*

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## Lincoln Memorial University (LMU)

### **LMU Mission and Purpose**

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles 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.

While primarily committed to teaching, the University supports 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 improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

*Revised July 6, 2017; approved by Board of Trustees, November 10, 2017*

### **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:

1. 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.
2. Maintain fiscal integrity in all its activities, programs and operations through concerted efforts to continuously increase its endowment and financial standing.
3. 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.
4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, healthcare, leadership development, recreation and the fine and performing arts.
5. 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.
6. Attract and retain a diverse and highly qualified faculty and staff, committed to teaching,

- research and service.
7. Commit resources to support the teaching, research, and service role of the Institution.
  8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
  9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty, staff and students.
  10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
  11. 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.
  12. 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.

### **LMU Non-Discrimination Policy**

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities.

### **LMU Regional Accreditation**

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

### **LMU Administration**

#### President's Cabinet

Clayton Hess, PhD- President

Stacy Anderson, PhD, DVM, MS- Dean, College of Veterinary Medicine

Ryan Brown, JD- General Counsel

Jody Goins, EdD -Executive Vice President for Administration

Christy Graham, MBA, Mac-Vice President for Finance & Administration

Matthew Lyon, JD, MPA-Vice President and Dean, Duncan School of Law

Jay Stubblefield- Executive Vice President for Academic Affairs

Cynthia Whitt, Med-Vice President for University Advancement

#### Academic Administrators

James Maxwell, DMgt, PhD-Dean, School of Business

Adam Rollins, PhD-Dean, School of Mathematics and Sciences

Martin Sellers, PhD-Dean, Paul V. Hamilton School of Arts, Humanities, and Social Sciences

Denise Terese-Koch, DDS, FAGD, MBA-Dean, College of Dental Medicine  
Elizabeth Burchette Thompson, DVM, EdD-Dean, School of Allied Sciences  
Christopher Loyke D.O-Dean, DeBusk College of Osteopathic Medicine  
Michael Stephens, DMS, PA-C-Dean, School of Medical Sciences

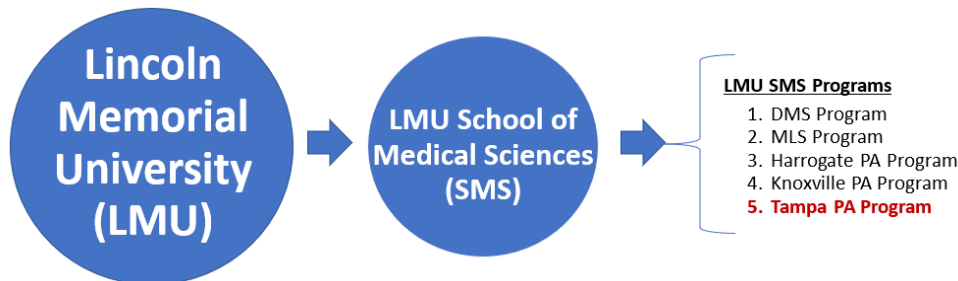
## LMU - School of Medical Sciences (SMS)

### LMU SMS History and Foundation

As part of its mission of service to Appalachia, LMU established a PA program on its main campus in 2009. Building on the PA program's success and the University's mission, the University developed the Doctor of Medical Science (DMS) program in 2016 and a second PA program at its Knoxville campus in 2018. With the rapid growth of these programs and the PA profession, the LMU School of Medical Sciences was established in 2019. Each of the school's programs offers the highest quality medical education with state-of-the-art facilities and experienced faculty.

### LMU SMS Structure and Organization

The LMU School of Medical Sciences (SMS) is one of the colleges of Lincoln Memorial University. The LMU SMS offers guidance and oversight of several medical programs within the University. The LMU Tampa PA Program is housed within the LMU SMS.



### LMU SMS Mission Statement

Improve access to high-quality healthcare by training medical providers who value excellence, have desire to serve underserved populations, and have developed the skills to become leaders in medicine.

### LMU SMS Vision Statement

Maximize healthcare delivery to underserved populations by producing highly skilled medical providers who contribute to the innovative patient care models that increase healthcare access.

### LMU SMS Pillars and Goals

Six pillars shape the SMS strategic plan.

- 1. Student Success-** Strengthen the effectiveness of our academic programs and support to develop highly skilled graduates who are prepared to contribute through clinical practice, professional and community service, and teaching
- 2. Clinical Education-** Enhance clinical education through collaboration and streamlined processes to attract and retain sufficient preceptors and provide exceptional learning experiences to our students
- 3. Faculty Development-** Expand the knowledge and skills of our faculty through structured learning opportunities leading to greater contributions in teaching, scholarship, and academic service

4. **Student Admissions and Recruitment-** Attract a sufficient number of students to our programs who possess the knowledge, abilities, and dispositions to become skilled professionals using research-based recruitment strategies
5. **Culture-** Establish a culture of excellence, collaboration, and professionalism among faculty, staff, and students through education and mentoring, policy and practice, and administrative structure
6. **Innovation-** Develop new programs, curricula, and practices that allow the school to reach new markets, improve access, and increase effectiveness in achieving its mission and goals

### **LMU SMS Diversity Statement**

The School of Medical Sciences supports the LMU principles and practices on diversity. As a school of professional health programs, we strive for a community comprised of individuals with, and respect for varying ideas, strengths, abilities, opinions, experiences, and backgrounds for the goal of promoting innovation and vitality while being unwaveringly committed to professionalism and quality.

### **LMU SMS Administration**

Michael Stephens, DMS, PA-C- Dean, School of Medical Sciences

Paula Miksa, DMS, PA-C-Associate Dean, School of Medical Sciences

Michael Rudolph, PhD-Assistant Dean of Academic Affairs, School of Medical Sciences

## **LMU Information**

### **Family Education Rights and Privacy Act (FERPA)**

LMU complies with the provisions of the Family Educational Rights and Privacy Act (FERPA). Thus, the Program will maintain confidentiality of student records. Identifiable information from a student's educational record will only be accessible to PA Program faculty, staff, or employees with a legitimate educational need for the information. Final course grades are recorded and stored securely with the LMU Registrar. All other student educational records are maintained by the Program. See [www.LMUnet.edu](http://www.LMUnet.edu) for detailed information regarding FERPA.

### **LMU TITLE IX Policy (Discrimination, sexual harassment, and sexual misconduct)**

The Office of Institutional Compliance oversees the University's compliance with federal law and handles all complaints of discrimination. The Title IX Coordinator is designated to oversee the University's compliance with Title IX of the Education Amendments of 1972. The Title IX Coordinator coordinates the University's response to alleged discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking, in accordance with the University's policies and procedures. Please see <https://www.lmunet.edu/titleix> for complete information on LMU's Title IX policies.

### **LMU Merchandise and Logo Policy**

All student organizations must have approval from the Associate Director of Marketing and Public Relations before producing organizational merchandise or distributing information to students, employees, or the public. This ensures that appropriate style guidelines are followed. Approval forms may be obtained from the Program's Administrative Coordinator. Any student organization that produces merchandise which violates this policy may have the merchandise confiscated and will have to replace the merchandise at the organization's expense.



## **Official University Holidays**

LMU holidays include Labor Day, Thanksgiving Day, the Day following Thanksgiving, December 24 and 25, January 1<sup>st</sup>, Good Friday, Memorial Day, and the 4<sup>th</sup> of July. On these days all campus buildings will be closed and no class will be held on campus. Holidays during clinical rotations are dependent on the schedule of the student's preceptor and may not follow the official university holiday schedule.

## **LMU Student Services (A3.12h)**

This section describes the student services available to all LMU students regardless of location and during both the clinical and didactic year.

### **LMU Financial Services**

LMU Financial Services provides students with the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. Accepted and enrolled students can receive assistance and information at <https://www.lmunet.edu/student-financial-services/index>. Services include, but are not limited to financial aid application and eligibility requirements, loan programs, understanding cost of Program attendance, and seeking scholarships.

### **LMU Accessible Education Services**

LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability that may impact your performance, attendance, or grades, please contact the Director of Accessible Education Services to discuss your specific needs at [daniel.graves@lmunet.edu](mailto:daniel.graves@lmunet.edu) or 423.869.6587 (800-325-0900 ext. 6587). For more information regarding accommodations see: [www.lmunet.edu/student-life/accessible-education-services/accessible-education-services](http://www.lmunet.edu/student-life/accessible-education-services/accessible-education-services). Students are responsible for requesting services through the Office of Accessible Education Services prior to matriculation or as soon as possible after any condition that may qualify arises. The LMU Tampa PA Program will attempt, to the best of its ability, to develop mechanisms by which students can be accommodated; however, the integrity of the curriculum must be maintained. Our affiliate organizations, such as outpatient clinics and hospital systems, that administer the clinical portion of program curriculum expect students to perform their duties in a timely and efficient manner as is critical for patient care. Therefore, extra time will generally not be granted during clinical rotations or clinical performance assessments. Similarly, the use of trained intermediaries will generally not be approved in clinical situations.

### **LMU Counseling Services (A3.10)**

LMU Counseling Services are provided to help students with any non-academic issue that is impeding a student's progress. At PA program student mentee meetings, which are scheduled a minimum of once a semester, problems may be identified for which a student's mentor will provide timely referral to counselling services (A3.10). Students may also self-initiate an appointment. Common reasons to seek services or to be referred for counseling include but are not limited to sadness; personal situations that are causing social or academic difficulties; roommate or dating issues; stress or anxiety; eating disorders; low self-esteem; family issues; social anxiety; alcohol/drug issues; anger control or just having a safe place to discuss life's challenges and identify healthy ways to deal with them.

Counseling appointments are confidential and free of charge to all LMU students. Appointments are conducted via message, chat, phone, or video depending on student preference. Due to state license requirements for medical providers, LMU Tampa PA students must use the LMU counseling links that

are specific for the LMU Tampa Campus. Although the services provided are from two different companies, the services are comparable between the main campus and Tampa campus locations.

**(A3.12h)** To initiate an appointment:

1. Log in at [www.WELLCONNECTForYou.com](http://www.WELLCONNECTForYou.com) with the code: **LMU-STU**
2. Click the "Online Therapy" banner at the top of the page
3. Select "START ONLINE THERAPY"
4. Complete registration and get matched with a therapist
5. Download app and start therapy

To access counseling after business hours, call 866-640-777. If students have difficulty initiating services, please contact LMU Counseling at (423)-869-6401. If students are experiencing a mental health **emergency** and need immediate assistance and are not able to access counselling services, they are encouraged to immediately call 911 or the National Suicide Prevention number at 1-800-273-TALK (8255).

### **LMU Office for Diversity and Belonging**

The LMU Office for Student Diversity and Belonging facilitates an understanding of diversity, equity, and inclusion (DEI) principles and the value of inclusive environments that respect the dignity of all individuals—ultimately fostering a culture of "belonging" at Lincoln Memorial University. Goals of the Office for Diversity and Belonging are:

- Support students from historically underrepresented groups
- Celebrate diverse experiences and identities
- Foster an atmosphere of community, support, and mutual respect
- Create a culture of "belonging"
- Provide co-curricular and leadership experiences to foster greater critical and independent thinking skills
- Prepare students for entering a global workforce

Office of Diversity and Belonging information and contact information are found at: <https://www.lmunet.edu/inclusion-and-diversity-engagement/index>

### **LMU Transcript Services**

Students may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a written request to the Office of the Registrar for a minimal processing fee. The student's account with the Finance Office must be paid in full, and student loans must be in a non-defaulted status before the release of official academic transcripts. LMU follows FERPA guidelines in fulfilling all transcript requests.

### **The LMU Bookstore**

The LMU Bookstore, <https://lmu.bncollege.com/>, is hosted online. Here, students can purchase new or used textbooks and other materials necessary for classes.

### **The LMU Medical Library**

LMU's Lon and Elizabeth Parr Reed Medical Library is found at <http://library.lmunet.edu/medlib/>. The LMU Medical Library provides students with access to medical texts and 158 databases.

### **LMU Career Services**

The LMU Office of Career Services provides career counseling, career exploration, interest assessments, and other resources such as resume construction, cover letters, and interview preparation. LMU Career

Services information and contact information can be found at: <https://www.lmunet.edu/career-services/index>.

### **LMU Email and Internet Services**

All students are given an LMU e-mail address and an LMU account which grants the student access to University network resources and the Internet.

### **LMU Information Services (IS)**

LMU Information Services helps ensure that students can access LMU teaching resources successfully. The IS help desk strives to respond to each inquiry in a timely manner and will ask for information about the caller and the problem so that calls can be logged, and problems tracked to resolution. IS will strive to resolve the issue during the initial call, or if not feasible, within a reasonable timeframe. Certain problems may need to be researched or referred to the next level of support in order to be resolved and thus, may take longer. IS will correct emergency issues as quickly as possible.

Software/hardware/technology that is not required by LMU and maintenance of student's personal devices are outside the scope of Help Desk support parameters. To access IS go to <https://www.lmunet.edu/information-services/index.php>, Contact the IS help desk at [ishelpdesk@LMU.net.edu](mailto:ishelpdesk@LMU.net.edu), or call 423.869.7411/ 800.325.0900

#### **IS Hours:**

**Phone/Walk-in Support Hours:** Monday - Friday - 8:00 AM to 4:30 PM

**Phone/Web-Based Extended Hours:** Monday - Friday - 4:30 PM to 9:30 PM

**Phone/Web-Based Weekend Hours:** Saturday - 8:00 AM to 9:30 PM, Sunday - 12:30 PM to 9:30 PM

## **LMU Tampa PA Program Admission Requirements**

The LMU SMS Tampa PA Program seeks to recruit students whose personal goals are consistent with the Program's mission and LMU's mission. Students who are professional, compassionate, enjoy the study of medicine, and have a desire to serve diverse medically underserved populations are an optimal fit for the LMU Tampa PA Program.

### **Basic Admissions Requirements:**

#### **1. Minimum Degree Requirements:**

- Applicants must have earned a minimum of a bachelor's degree from a regionally accredited University/College, or a bachelor's degree certified through World Education Services, **or other similar service, prior to matriculation.**

#### **2. Minimum GPA requirements:**

- The minimum required GPA for PA Program applicants is 2.80 cumulative GPA and a 2.80 science GPA. Applicants with higher GPA scores are more likely to be selected for an interview.

#### **3. Minimum Prerequisite course Requirements:**

1. Microbiology- one 3-4 credit hour course *or equivalent*
2. Organic chemistry or Biochemistry- one 3-4 credit hour course *or equivalent*
3. Human anatomy and Physiology- two 3-4 credit hour courses *or equivalent*
4. Statistics- one 3 credit hour course *or equivalent*
5. Psychology- one 3 credit hour course *or equivalent*
6. Medical Terminology- 1 semester credit hour or an online certification course

- All prerequisite courses must be completed prior to matriculation. If a candidate is selected for admission with incomplete prerequisite courses, it is a provisional acceptance, and the student must provide proof of successful completion of the courses prior to matriculation.
  - Prerequisite course grades below “C” are not accepted.
  - Prerequisite course grades of Pass (P), Satisfactory (S), or equivalent for prerequisite courses completed during the spring and summer 2020 semesters that were converted from a letter grade to Pass/Fail or Satisfactory/Unsatisfactory due to COVID adjustments are acceptable. Any other courses taken as Pass/Fail will not be considered as a prerequisite course fulfillment.
  - Due to the intense nature of the program, it is recommended that any of the science prerequisite courses that have been completed greater than seven years ago should be repeated prior to matriculating into the program.
  - Applicants must report course information for prerequisite courses on their CASPA application prior to submission.
  - Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) of equivalent courses are considered in the fulfillment of the Program’s course prerequisite requirements.
4. Technical Standard Requirements
- Applicants must be able to meet all of the program’s technical standards. (See Student Catalog)
5. CASPA Application Requirement (Central Application Service for Physician Assistants)
- An electronic application must be completed via the CASPA portal
6. Recommendation Letter Requirement
- Two letters of recommendation from individuals, medical providers, and/or academic instructors who know you well and can attest to your potential for success. Recommendation letters cannot be from family members or friends.
7. Official transcript requirement
- Official transcripts must be sent through the CASPA portal

### **Application Checklist**

The following three (3) items must be submitted on or before November 1<sup>st</sup> through the CASPA (Central Application Service for Physician Assistants) Portal before an application is reviewed by the LMU Tampa PA Program:

1. CASPA electronic application
2. One letter of recommendation
3. Official transcripts (sent through the CASPA portal)

### **Admission Process**

The LMU Tampa PA Program follows a rolling admissions cycle. Applications are reviewed as soon as they are received by the Program and will continue to be reviewed until all available seats in the upcoming cohort are filled. Applications are only accepted through the Central Application Service for Physician Assistants (CASPA) <https://caspa.liaisoncas.com/applicant-ux/#/login>. Only applications **verified** by CASPA are reviewed. A CASPA verified application includes a complete application, including submission of transcripts, and one reference letter. The application, official transcripts, and letter of recommendation must be submitted before applicants are considered for an interview. Applicants with stronger academic profiles and those who have backgrounds demonstrating that they will be most successful in fulfilling the program’s mission are more likely to be selected for an interview. Applicants selected for an interview are contacted via telephone and/or email to schedule the

interview. The Admissions Committee meets after applicant interview sessions and makes one of three decisions: (1) offer admission, (2) place applicant on the waitlist, or (3) decline offer of admission. Applicants are notified of the Admission Committee's decision in writing as soon as possible following their interview.

### **Application Process**

The LMU Tampa PA Program strives to select candidates who desire to practice primary care, who will strive to improve the health of medically underserved communities, and who have the professional qualities to advance the PA profession. Candidates with backgrounds demonstrating that they are most likely to be successful in fulfilling the program's mission will be considered as part of our holistic admissions process. In addition to those with strong academic profiles, applicants with the following backgrounds are given preference in the application review process:

1. Medical and Healthcare Experience:
  - Medical experience hours are not required for admission to the LMU Tampa PA Program, however medical experience is preferred in the holistic admissions process. We review applications for both quantity and quality of medical experience. In accordance with the Programs mission, candidates with experiences in medically underserved areas may be given special consideration.
2. Volunteer Service:
  - Volunteer service is not required for admission to the LMU Tampa PA Program, however applicants who demonstrate outstanding and altruistic commitment to service and volunteerism will be given preference in the admissions process.
3. Shadowing Hours:
  - Shadowing hours are not required for admission to the LMU Tampa PA Program, however shadowing hours are preferred in the admissions process as they help applicants learn more about their chosen field prior to entering a PA program.
4. Leadership roles held:
  - Past leadership roles are not required for admission to the LMU Tampa PA Program, however applicants who have held leadership positions will be given preference in the admissions process. We review applications for both quantity and quality of leadership roles in the application review process.
5. Extracurricular Activities (including athletics participation):
  - Extracurricular activities are not required for admission to the LMU PA Program-Tampa, however applicants who have participated in extracurricular activities will be given preference in the admissions process.
6. Military Service
  - Military Service is not required for admission to the LMU PA Program-Tampa, however applicants who have served in any branch of the military will be given preference in the admissions process.
7. LMU Laboratory Science Degree or LMU GPA Degree
  - Having an undergraduate degree from LMU is not required for admission to the LMU PA Program-Tampa, however applicants who have graduated from the LMU **Laboratory Science or LMU [GPA programs](#) will be preferred in the application review process.**
    - \* **Note**, students enrolled in LMU's [GPA program](#) who apply to the Program through CASPA are guaranteed an interview if they meet the Program's*

*criteria for application and admission. Completion of an interview does not guarantee an offer for admission.*

8. Evidence that an applicant is from an economically disadvantaged background or an underrepresented minority group (URM).
- Being from an economically disadvantaged group or an underrepresented ethnic minority is not required for admission to the LMU PA Program-Tampa, however applicants who are from economically disadvantaged backgrounds, or medically underrepresented minority ethnic groups will be given preference in the admissions process.

*\* While none of these above factors alone guarantee automatic interview or acceptance, they are considered along with past academic success as part of the holistic application review*

### **Equal Opportunity Statement**

We welcome applications regardless of race, color, national origin, religion, gender, or age. Our commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation.

### **International Applicants**

For applicants who have earned degrees outside the United States, the following must be completed, in addition to the above admission requirements, prior to applying:

- Test of English as a Foreign Language (TOEFL) with minimum scores of 550 (paper based), 173 (computer based), or 61 (internet-based), if the applicant's native language is not English.
- Completion of the LMU Tampa PA Program prerequisite coursework at an accredited institution of higher education in the United States, even if these courses were previously taken in the applicant's native country. International coursework will not be acceptable for prerequisite requirements.
- Evaluation of foreign transcripts by World Education Services, [www.wes.org](http://www.wes.org) or a similar service to ascertain equivalencies to United States educational standards. The agency must find that the coursework is equivalent to at least a bachelor's degree. If the credentialing agency does not determine the education to be equivalent to a bachelor's degree, the applicant must complete a bachelor's degree.

### **Student Transfers / Advanced Placement**

Due to the nature of the program and its curriculum, the LMU Tampa PA Program will not accept transfers from other PA programs nor will advanced placement be considered in the program. Prerequisite courses will NOT be considered as substitution of any content within the LMU Tampa PA Program.

## **Financial Information and Policies**

### **Estimated LMU Tampa PA Program Tuition (A1.02k)**

Tuition (per semester)	\$16,252 didactic year /\$16,730 Clinical year
Estimated Total Tuition (All 6 semesters)	\$98,946.00

*(Updated 8/2022)* For a full up-to date cost of attendance and fees please visit <https://www.lmunet.edu/student-financial-services/graduate/cost-of-attendance.php>

### **Veteran Financial Benefits**

In accordance with the Veterans Benefits and Transition Act of 2018, a student who is entitled to educational assistance under vocational rehabilitation and employment or post 9/11 GI Bill® benefits shall be permitted to attend or participate in the course of education during the period beginning on



the date on which the individual provides to the educational institution a Certificate of Eligibility and/or a Statement of Benefits for entitlement to educational assistance (This can be obtained from the Department of Veterans Affairs website- eBenefits) and ending on the earlier of the following dates:

- 1) The date on which payment from the VA is made to the institution.
- 2) 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility.

The university shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Students using their Post 9/11 GI Bill are required to verify their enrollment at the end of each month. Students with a mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify; they will be automatically enrolled in email verification. The following regulations apply:

- Payment of tuition and fees or Certificate of Eligibility are required prior to the start of each semester.
- Completed and approved student financial aid for loans, grants and scholarships will be applied to these charges.
- Registration for courses at LMU will be completed when all financial obligations are met.
- If there is a balance remaining after financial aid has been expended, payment may be made in the form of cash, check, money order, VISA, or MasterCard.
- LMU offers three options allowing graduate students to divide the cost of their education into more manageable monthly payments, free of any periodic interest charge.
- All payments must be made in U.S. currency.
- Any additional charges incurred during the semester should be paid upon receipt of the next billing. The University reserves the right to change fees and charges without notice.
- All purchases from the LMU bookstore must be paid for at the time of purchase. Students may charge bookstore items to their account if the student's account has a credit balance prior to the time of purchase.
- Unpaid accounts that are more than 30 days past due are subject to the following:
  - The account will be considered delinquent and will accrue interest at 1.5% monthly until paid in full.
  - The student may not be able to register for the subsequent semester.
  - The account may be turned over to a collection agency and subject to additional collection fees, court fees, attorney's fees, interest, and service charges.
  - The account may be reported to credit reporting agencies and appear on the credit report of all responsible parties.
  - The student may be withdrawn from LMU for failure to pay.

### **Cancellation and Refund Policy (A1.02k)**

Notification of cancellation of enrollment to any LMU program must be made in writing or by email to the Registrar and appropriate Program administrators **and** an official withdraw form must be submitted to the LMU registrar. Students who cancel enrollment prior to the semester start date will receive a full tuition refund excluding payment plan enrollment fees and book and supply costs, if applicable.

If a student withdraws or is dismissed for disciplinary, personal, or financial during a semester, the student's eligibility for a refund of tuition charges will be prorated as indicated below. If a student withdraws from the program for any reason, they must self-initiate the process by completing a LMU withdrawal form and submitting it to the Registrar's Office. Oral requests do not constitute official notification. Should the student fail to complete this process, all semester charges will become immediately due. The official date of withdrawal used to compute the refund is based on the date the withdrawal form is received by the Registrar. Refunds are issued according to the following schedule:

During the first week of the semester .....	100%
During the second week of the semester .....	75%
During the third week of the semester .....	50%
During the fourth week of the semester.....	25%
After the fourth week of the semester .....	0%

No refunds are made after the fourth week of the semester. Specific dates affecting the schedule of refunds appear on the Registration Policies page on the LMU website. If a refund is due to the student, it will be disbursed within 30 days of the withdrawal date. Email [finaid@LMU.net](mailto:finaid@LMU.net) with any questions.

### **Return of Title IV Funds Policy (A1.02K)**

The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS/GRAD PLUS Loans, Perkins Loans and Stafford Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds available from the Office of Admissions and Student Advancement.

The official date of a student's withdrawal is the date that the Office of Admissions and Student Advancement receive the student's written notification of withdrawal or request for a leave of absence. The percentage of time completed in the enrollment period determined by dividing the number of days completed by the number of days in the enrollment period. If 60% of the semester completed, there is no return of Title IV funds.

### **Student Financial Commitment Policy (A1.02k)**

Students are responsible for paying to the order of Lincoln Memorial University the total of all costs incurred for their education while attending LMU, for all times of attendance. Interest (1.5%) will accrue at the end of each month on all outstanding balances, except balances due from approved third parties. The student is also responsible for paying attorney fees (if applicable) and all other costs of collection in the event the account is placed in the hands of an attorney or an outside collection agency. Graduating students must pay any outstanding account balance three weeks before graduation if paying by personal check. If paying by cashier's check, cash, money order or VISA/MASTERCARD/DISCOVER/AMERICAN EXPRESS, payment can be made up to the date of graduation rehearsal. Accounts must be paid in full before a student may participate in the graduation ceremony or receive a diploma.

### **Outstanding Balance Collection Policy (A1.02k)**



If a student account is referred to a third-party collection agency or collection by suit, the student will be charged reasonable collection costs or court costs or both. If this account becomes delinquent, the student will pay to LMU any principal amount as well as collection costs of 33.3% of the principal balance, including court costs, attorney fees, interest, and service charges.

## Course Registration Information

### Course Registration

*First Semester:* Matriculating Students are registered by the Program.

*Second - Sixth Semester:* Students are responsible for completing Registration for all courses. The Didactic Director or Clinical Director will notify students, via email, about registration and financial aid deadlines and provide instructions for Registration.

## Academic Advising, Student Assessment, and Remediation

### Academic Advising (A 3.10)

Each student is assigned a faculty mentor. Although the student bears the ultimate responsibility for successful completion of all curricular requirements, faculty mentors provide academic support throughout the program, including, but not limited to:

- Assisting students' understanding of Program policies and procedures
- Responding to questions or concerns about course requirements and expectations
- Providing feedback on student progress in meeting graduate competencies and program goals
- **Providing timely referral to appropriate services should difficult situations arise (A3.10)**
- Helping students make academic plans to overcome academic difficulties
- Providing remediation assignments and assessments as deemed necessary
- Mentoring students in professionalism skills
- Providing performance feedback and remediation following failed assessments

Although program faculty maintain an "open door" policy for advising, students are encouraged to schedule in person or virtual appointments, when needed, to ensure faculty availability.

### Required Faculty Mentor Meetings

Students must take the responsibility to schedule one meeting with their assigned faculty mentor every semester. Students are also required to schedule a meeting with their faculty mentor, the course director, and/or the Didactic Director within one week after any examination or assignment failure.

### Assessment of Student Performance

The Program conducts frequent, objective assessments of student performance based on the instructional objectives and learning outcomes found in course syllabi. Frequent assessment helps faculty to monitor and document student progress toward meeting Program Competencies and to **promptly identify deficits in knowledge or skills in order to establish a means for timely remediation**. Students who earn a grade of less than 70% (C) on any assessment are required to remediate area(s) of deficit and may be referred to the SPC for recommendations. (See remediation section for more information)

### Types of Student Assessment

1. [Formative assessments](#) on the learning objectives and instructional objectives for each course section or unit are conducted frequently throughout each semester at the end of each learning unit. Formative assessment reports and self-evaluation assignments provide students with feedback on

- strengths and weaknesses related to course-specific instructional objectives and learning outcomes.
2. Cumulative assessments are conducted at the end of each didactic semester and halfway through the clinical year to monitor each student's progress toward the achievement of graduate competencies. The cumulative assessment that occurs at the end of the didactic year measures each student's preparedness for the Clinical year. Cumulative assessments allow faculty to provide students with feedback on strengths and weaknesses related to progress toward achieving graduate competencies.
  3. An End of Program Comprehensive Summative assessment is conducted during the final month of the program to assess student achievement of Program Competencies at the end of the clinical year. This comprehensive assessment includes a multiple-choice examination, a written assignment, a physical examination skill assessment, and a clinical procedure skills assessment. The Program utilizes the Comprehensive Summative Assessment to verify student achievement of graduate competencies.

### **Methods of Student Assessment**

The specific formative, summative, and cumulative assessments used to evaluate student learning are elaborated upon in course syllabi and may include but are not limited to:

- Case Study Assignments
- Written examinations (e.g., multiple-choice, essay, short answer)
- Physical examination and clinical procedure skills assessments
- Simulated patient encounters
- Written assignments (papers, prescriptions, patient notes)
- Oral case presentations
- Clinical Preceptor evaluations of student performance
- Student self-evaluations

### **Course Grades**

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

- A- 90-100%
- B- 80-89.9%
- C- 70-79.9%
- F- < 69.9%

### **Course Grading Procedures**

Course grades are determined at the end of each semester by averaging scores collected through the semester from assignments, quizzes, practicals, and exams *as outlined in the syllabus of each course*. The grade report includes the percentage grade achieved in the class and a letter grade (A, B, C or F.) Pluses and minuses are not used and grades are NOT rounded. At the end of each semester, students receive their final course grades/transcript electronically through WebAdvisor. The GPA on the transcript is calculated based on the letter grades for each course. Percentage grades are not reported on transcripts.

### **Clinical Rotation Grade Components**

1. Preceptor evaluation of student performance; **40%** of the total grade
2. EOR examination grade or assignment (selective rotation case)- **40%** of the total grade
3. **Professionalism** Assessment-**20%** of the total grade

Professionalism includes the following elements:

- a. Meeting all rotation assignment deadlines
- b. Attendance and punctuality at all rotation days and required clinical activities
- c. Preceptor evaluation of student's professionalism
- d. Adherence to all of the program's conduct and professionalism expectations

- e. Respond to all program emails or communications within 48 hours
- f. Timely communication with the clinical team

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

Remediation is the process for addressing deficiencies in a student's knowledge and skills, so that the deficiencies are corrected. The purpose of remediation is to identify areas of student weakness, assist the student in overcoming those weaknesses, and provide an opportunity for the student to demonstrate achievement in the area(s) of identified weakness. Course Directors may initiate remediation measures at any time when an area of weakness is identified in a student.

Students are required to remediate most assessments in which they score less than 70%. This includes skills assessments, OSCEs, assignments, and examinations. Remediation methods and assignments are at the discretion of the course director and may include written assignments, examination review, self-reflection exercises, or other activities targeted at helping the student to fully comprehend and apply the materials. After remediation the student will be re-assessed in the area of identified weakness. The re-assessments may include oral exam, practical exam, written exam, or other activities targeted at demonstrating student mastery of the material. All remediation reassessments must be completed prior to the University due date for course grade submission for that semester. The maximum grade a student can receive on a remediation re-assessment assignment is a 70%. The course director will notify the student in advance of all remediation expectations. Students who fail the remediation may be referred to the SPC for recommendations. Remediation of three or more assessments within a single semester will result in a referral to the SPC for recommendations.

## **Academic Progression and Graduation Requirements**

### **Academic Performance and Progression (A3.15b)**

Due to the sequential nature of the didactic year curriculum, students must successfully complete all courses in a given semester before becoming eligible to advance to the next semester during the didactic year. This is usually the case during the clinical year, however, there may be rare occurrences when clinical rotation courses may be taken in a later semester. These determinations are made carefully by the Program's Student Progress Committee (SPC). At the conclusion of each semester, the SPC reviews each student's academic and professional performance. Students must be recommended for progression by the SPC to be eligible to take courses in the subsequent semester.

### **Academic Progression Standards (A3.15b)**

In order to be academically approved progress to the next semester, at the end of each semester, a student must have obtained a minimum grade of **70.0%** (C) in each course. Students who do not meet academic progression requirements are referred to the SPC.

### **GPA of 3.0 or Greater Policy**

Students must maintain a cumulative GPA of 3.0 or higher in order to remain in good academic standing. If at the end of any semester a student's overall GPA falls below 3.0, they will be placed on academic probation and given one semester to raise their GPA to 3.0 or greater. If a student fails to raise their overall GPA to  $\geq 3.0$  within one semester, they will be dismissed from the program. A student may also be dismissed if it is mathematically impossible to improve their GPA to  $\geq 3.0$  within one semester. A cumulative grade point average (GPA) of  $\geq 3.0$  is required to graduate from the program.

### **Academic Standing (A3.15a, b)**

Students are considered in good academic standing if they have met all the following criteria:

- Receive a passing score of **70.0%** (C) or higher in all courses
- Maintain a cumulative **GPA of 3.0** or higher

Students who do not meet the above standards will be placed on academic probation and are no longer in good academic standing. Students who are not in good academic standing will be sent to the SPC for recommendations.

### **The C grade Policy**

Students who obtain three or more final course grades of C in any given semester will be sent to the SPC for recommendations.

### **Prerequisites to Progress to Clinical Rotations**

- a. Be in good academic standing according to program requirements
- b. Timely and correct submission of all pre-clinical paperwork and tasks as assigned
- c. Complete PAS642 Transition to Medical Practice and all didactic year courses with a grade of  $\geq 70\%$

### **Prerequisites to Pass a Clinical Rotation**

Students will require remediation and/or an SPC referral if they do not achieve all of the following components that indicate the student was able to meet learning outcomes on any given clinical rotation:

1.  $A \geq 70\%/C$  on the preceptor-student evaluation form.
2. A “**meets overall expectations**” on the preceptor-student evaluation form.
3.  $A > 70\%/C$  on the EOR examination or EOR assignment for the rotation
4. A **passing grade** on all professionalism scores and expectations for the rotation which include the timely submission of the following items as well as graded professionalism scores and attendance/punctuality on all assigned clinical days:
  - a. Student- Preceptor/Site Evaluation
  - b. Typhon Logging of procedures and patient encounters
  - c. The Clinical Procedures and Skills Passport
  - d. NEJM assignments

Students who do not achieve ALL of the above components will require an intervention. That intervention may involve recommendations and assignments from only the clinical team, if the deficiencies are minor and remediable, or a referral to SPC if the deficiencies are more concerning. Outcomes of the intervention *may* include the student repeating a rotation and delaying graduation, the student being required to complete remediation assignments and reassessments, or the student being dismissed from the program. Situations of a more serious nature will be referred to SPC for recommendations and final decisions.

If the deficient components are remediable the student will pass the rotation if ALL of the following criteria are met within the specified timeline set by the clinical team and/or the SPC:

1. A final\* **passing grade** ( $\geq 70\%/C$ ) on the remediation reassessment(s) for the deficient portions of the preceptor-student evaluation form.
2. A final “**meets overall expectations**” on the remediation reassessment(s) for the deficient portions of the preceptor-student evaluation form.
3. A final\* **passing grade** ( $\geq 70\%/C$ ) on the EOR examination/clinical case presentation remediation reassessment for the clinical rotation
4. A final\* **passing grade** on all professionalism scores and expectations for the rotation

*\*The final grade may include the successful completion of **remediation assignments that are assigned***

*as a result of identified deficits or rotation day absences during a clinical rotation. Clinical rotation failure occurs when a student receives a final course grade of < 70% or does not meet passing expectations on any one of the above components.*

### **Professionalism and Grades**

Since professionalism is a core medical competency, it is often evaluated with a grade throughout the program (ex. professionalism components are included on OSCE rubrics and on Preceptor evaluation forms). Any student assigned a grade less than a “B” on any professionalism assessment is required to schedule an appointment with their faculty mentor for improvement recommendations. If a student should continue to receive poor marks on professionalism components, they will be referred to the SPC for recommendations.

### **Graduation Requirements (A3.15a, b)**

Students must have a  $\geq 70\%$  in all courses and a cumulative grade point average (GPA) of  $\geq 3.0$  to graduate from the program. Students who do not meet graduation requirements will be referred to the SPC for recommendations. The SPC will meet at the end of the two-year program to confirm that each student has met all graduation requirements necessary for degree conferral.

Each student must complete the following requirements before graduation:

1. Complete all Program courses **within 38 months**;
2. Achieve a **minimum of  $\geq 70\%$  (C)** final grade in all courses;
3. Achieve a **minimum cumulative Grade Point Average (GPA) of 3.0 (C)**;
4. **Pass all summative assessments**, demonstrating the ability to meet all of the Program’s Technical Standards and Competencies;
5. Fulfill all **financial obligations to LMU**;
6. Demonstrate **compliance with all Program policies, procedures, and professionalism expectations**.

### **Time to Completion of Program**

Students are allowed a **maximum of 38 months** to complete the program. However, any extension of the 24-month program due to extenuating circumstances must be pre-approved and authorized by the program. Any extensions that will cause a student to exceed the 38-month timeline will result in either dismissal or the need of the student to withdraw from the program.

## **Course Failure, Withdraw, Leave of Absence And Dismissal**

### **Withdrawing from the Program (A3.15d)**

A student who is not able to continue in the program for any reason can choose to voluntarily withdraw from the Program. They must provide the PA Program Director with written notification via email and follow withdraw procedures through the LMU Registrar as outlined in Section I of this manual. Any student who leaves the Program for any reason **MUST** go through the proper check-out procedure before their withdraw is final. The check-out procedure is as follows:

- Notify the registrar in writing and fill out all required paperwork
- Complete an exit interview with financial aid
- Return the student ID badge and parking sticker to security

### **Unofficial Withdrawal**

Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such

courses(s), so noted on the student's academic transcript, and may be administratively withdrawn.

### **Administrative Withdrawal**

Students who have not attended courses by the ninth class meeting of the semester (or equivalent) will be reported to the Registrar's Office and Financial Aid and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an "F" recorded on the transcript for each course.

### **Didactic Course Failure (A3.15c, d)**

The program does not allow deceleration for any reason during the didactic year. Students who have assignment failures during the didactic year will meet with the course director and/or faculty mentor to provide a remediation plan for the assignment failure(s) and will be given the opportunity to remediate and reassess the individual course assessment(s). If after being given opportunity to remediate and reassess assignment(s) in a particular course, the student is still not able to achieve a  $\geq 70\%$  in that course, that student will receive a failing grade for that course and will be dismissed from the program.

### **Clinical Rotation Course Failure (A3.15c, d)**

Students who fail a component of the clinical course grade may be given remediation assignments at the discretion of the course director. If after being given opportunity to remediate and reassess the component, the student is still not able to achieve a  $\geq 70\%$  in that course, that student will receive a failing grade for that clinical rotation. Students who fail a clinical rotation are referred to the SPC. The SPC may either dismiss the student or, in rare cases, decelerate the student by allowing the student to repeat the rotation. Any decisions that result in a repeated rotation will delay the student graduation date. Students who fail more than one clinical rotation will be sent to the SPC for recommendations, which may include program dismissal.

### **In Progress (IP) Grades**

A grade of in progress (IP) is given when a student has not completed all coursework before the end of the semester or module. If a student does not complete all coursework by the end of the following semester, the IP will automatically become an "F" grade.

### **Early Clinical Rotation Termination That is Not Due to Student Failure**

Rarely, due to unforeseen circumstances a student may need to stop working with their assigned preceptor and/or stop working at a rotation site before the rotation is complete. (*Ex. an emergency occurs where the preceptor must leave town or the student is not able to get enough clinical hours with their assigned preceptor to meet learning outcomes for that clinical rotation*). If a student believes this to be the case, they must contact the clinical team immediately. The final determination for this will be made after careful consideration of all pertinent information by the clinical team. If this occurs, every effort will be made by the program to provide a preceptor replacement at the same site, provide an alternate site location, or to provide virtual clinical coursework to enable the student to meet all learning outcomes for that clinical rotation within the allotted time frame.

### **Taking a Leave of Absence from the Program**

In rare cases, a student may need to take a leave of absence from the program for medical or personal emergencies. The request for a leave of absence must be submitted by the student in writing to the program director and a meeting must be scheduled with the program director to discuss the decision. The program director must first approve the leave of absence, for it to be official. If a student in the didactic

year takes a leave of absence, they will restart the Program with the next matriculating class and be required to retake all Program courses from the beginning. If a student in the clinical year takes a leave of absence, they will restart clinical rotations at the beginning of the semester where they left off and have a delay in graduation for the length of time the leave of absence has been granted; they will not be required to retake all previous Program courses. Students who take any extended leave of absence may be required to complete additional assignments to assure they are well-prepared to continue in the program. All students must complete the LMU Tampa PA program curriculum within 38 months. If a leave of absence will cause the student to go over the 38-month allotted time frame for program completion, the student will need to withdraw permanently from the program and reapply at a later date when they are able to fulfill the academic requirements.

Leave of absence stipulations are as follows:

- The student **must be in good academic standing** according to program policy to be considered.
- The student **must submit a written request** for a leave of absence to the PA Program Director.
- The student **must discuss the reason** for the leave with the Program Director.
- The Program Director will be the one who approves or denies the request.
- The maximum amount of time allowed for a leave of absence is 12 months.
- The start date of the leave of absence, if granted, is the date the student's written request was received. Any tuition refunds or outstanding balances will be based on this date.
- If a student is granted a leave of absence, will receive a letter from the PA Program Director outlining the requirements for the student's return to the Program.
- Students returning from a leave of absence must complete all requirements related to the leave of absence and provide written notification of completion of requirements and desire to return to the program to the Program Director at least four (4) months prior to the anticipated date of return.
- Students seeking to return from a medical leave of absence must have a licensed healthcare provider certify in writing that the student's physical and/or mental health is sufficient to continue their training in a capacity consistent with the Program's technical standards. This letter must be submitted to the PA Program Director.
- Students seeking to return from a financial leave of absence must provide the financial aid office with sufficient documentation to demonstrate their financial capability to advance their education.

A leave of absence may be granted the following reasons:

- Medical emergency or maternity
- Financial emergency
- Call to active military service
- Personal or family emergency

**Program Dismissal (A3.15 d)**

Circumstances warranting program dismissal may be of academic, professional, or legal nature. The LMU Tampa PA Program reserves the right to dismiss any enrolled Student at any time with due cause. If a student is dismissed from the Program, they will be notified by the SPC Chair and will be advised to complete the LMU check-out procedure. Any student who is dismissed from the program will need to reapply as a new student prior to program reentry, however, that student is not guaranteed readmission. Any student who is dismissed for professional or legal reasons is NOT eligible for Program re-admittance. Due cause for dismissal includes, but is not limited to the following:

- Arrest, criminal activity, or felony charges
- Academic misconduct (cheating, abetting, plagiarism etc.)



- Social media misconduct
- Blatant or continued Professionalism violations
- Alcohol or Drug use misconduct
- Blatant or continued disregard of program policies (outside employment, dress code, self-misidentification, etc.)
- Continued poor Academic standing or course failures after remediation efforts are made

## **LMU Tampa PA Program Curriculum**

### **Academic Credits and Degree Conferred(A3.12 e)**

The LMU Tampa PA Program is a full-time 24-month, 115 credit graduate program that awards successful graduates with a Master of Medical Science (MMS) degree.

### **Curriculum Delivery (A3.12d )**

The Program is divided into a 12-month didactic year and a 12-month clinical year. Course content is delivered through both live and virtual lectures, case discussions, problem-based learning (PBL) and team-based learning (TBL) sessions, simulated patient encounters, laboratory sessions, and clinically supervised patient encounters. Course content is communicated via the LMU Blackboard Learning Management System. Active course engagement and participation are required. Reading assignments will involve course texts, articles, and materials available online at the LMU Medical Library

*During the didactic year,* conducted on the Tampa Campus, students receive education in basic medical sciences, clinical skills, clinical medicine, and other topics influencing medical care in order to lay the foundation for the subsequent clinical year. The didactic phase will be conducted on the Tampa Campus and via hybrid virtual learning with approximately 25% of course material being delivered in virtual and asynchronous formats. Unique to our program, students are taught medicine in a **modular format**. In each module all aspects of that body system are covered from anatomy and pathophysiology to diagnosis and treatment. A case-based clinical integration course taught alongside each module allows students to apply lecture materials in a timely and synergistic manner and a medical Spanish course allows students to integrate medical Spanish communication along with each body system-based module .

*The clinical year* is conducted in outpatient and hospital settings with licensed medical providers serving as preceptors. Students will have a four-week transition to clinical practice course followed by nine supervised clinical experiences. Halfway through the year students will return to campus for a two-week mid-year evaluation followed by a two-week service to underserved populations course. During the year, students will receive further training in Medical Spanish, will compile a portfolio of medical cases, log clinical skills, and complete a professional development project. At the end of the year students will return to campus for a clinical conference and final evaluation in preparation for the national certification exam.



## Courses In Each Semester (Full course descriptions are located in Appendix B)

<b>Semester 1 (January – April- 16 weeks -20 credit hours)</b>		
SPAN 501	Clinical Medicine Spanish Lab I	1 credit hour
PAS504	Health Promotion and Disease Prevention	1 credit hour
PAS514	Foundations of Clinical Practice	4 credit hours
PAS519	Patient Evaluation	4 credit hours
PAS526	Clinical Integration I	2.5 credit hours
PAS522	Essentials of Clinical Medicine I	7.5 credit hours
<b>Semester 2 (May– August- 16 weeks -20 credit hours)</b>		
SPAN 502	Clinical Medicine Spanish Lab II	1 credit hour
PAS509	Evidence Based Medicine	1 credit hour
PAS529	Social and Cultural Aspects of Healthcare	1 credit hour
PAS527	Clinical Integration II	5 credit hours
PAS523	Essentials of Clinical Medicine II	12 credit hours
<b>Semester 3 (September– December- 16 weeks -20 credit hours)</b>		
SPAN 503	Clinical Medicine Spanish Lab III	1 credit hour
PAS534	Interprofessional and Population Healthcare	1.5 credit hours
PAS538	Impacting Medically Underserved Populations	.5 credit hours
PAS528	Clinical Integration III	5 credit hours
PAS524	Essentials of Clinical Medicine III	12 credit hours
<b>Semester 4 (January – April- 16 weeks -17 credit hours)</b>		
SPAN 504	Medical Spanish I	1 credit hour
PAS642	Transition to Clinical Practice	4 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
<b>Semester 5 (May– August- 16 weeks -18 credit hours)</b>		
SPAN 505	Medical Spanish II	1 credit hour
PAS652	Midyear Clinical Evaluation	2.5 credit hours
PAS653	Service to Populations in Need	2.5 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
<b>Semester 6 (September– December- 16 weeks -20 credit hours)</b>		
SPAN 506	Medical Spanish III	1 credit hour
As assigned	Clinical Rotation (See list below)	4 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
As assigned	Clinical Rotation (See list below)	4 credit hours
PAS663	Evidence Based Medical Practice/Professional Development	3 credit hours
PAS662	Clinical Conference/ Clinical Practice Final Evaluation	4 credit hours
<b>Clinical Rotations occur during semesters 4, 5, and 6 and include all of the following:</b>		
PAS623	Primary Care I Clinical Rotation	4 credit hours
PAS624	Primary Care II Clinical Rotation	4 credit hours
PAS627	Family Medicine Clinical Rotation	4 credit hours
PAS628	Internal Medicine Clinical Rotation	4 credit hours
PAS629	Surgery Clinical Rotation	4 credit hours
PAS632	Women’s Health Clinical Rotation	4 credit hours
PAS633	Pediatrics Clinical Rotation	4 credit hours
PAS626	Behavioral Medicine Clinical Rotation	4 credit hours
PAS634	Emergency Medicine Clinical Rotation	4 credit hours

*\*One credit hour = 18 contact hours (The LMU Tampa PA Program is a total of 115 credit hours)*

**Academic Calendar 2024-2025** (approved by registrar and LMU finance on 6/17/22)

<b>Spring 2024</b>	
Spring Term	January 2- April 19
Good Friday (no classes)	March 29
<b>Summer 2024</b>	
Summer Term	April 29 -August 16
Memorial Day (no classes)	May 27
Independence Day (no classes)	July 4
<b>Fall 2024</b>	
Fall Term	August 26-December 13
Labor Day (no classes)	September 2
Thanksgiving Holiday (no classes)	November 27-29
<b>Spring 2025</b>	
Spring Term	January 2- April 18
Good Friday (no classes)	April 18
<b>Summer 2025</b>	
Summer Term	April 21-August 8
Memorial Day (no classes)	May 26
Independence Day (no classes)	July 4
<b>Fall 2025</b>	
Fall Term	August 11- December 5
Labor Day (no classes)	September 1
Thanksgiving Holiday (no classes)	November 26-28
Graduation	December 6

## Program Graduate Competencies (A3.12g)

The Program utilizes several measurable domains drawn from the ARC-PA accreditation standards in order to monitor students throughout the didactic and clinical year to ensure that each student is making progress toward meeting the Program’s competencies prior to graduation and is remediating any deficits in a timely manner. The LMU Tampa PA program graduate competencies are as follows:

<b>Graduates of the LMU Tampa PA program will be able to:</b>
<b>Medical Knowledge</b>
MK1- Integrate a broad knowledge of medical science to accurately interpret patient history findings MK2- Integrate a broad knowledge of medical science to accurately interpret physical examination findings MK3- Integrate a broad knowledge of medical science to accurately analyze and interpret diagnostic and screening tests MK4- Integrate a broad knowledge of medical science to accurately recommend medical care and provide patient counseling
<b>Clinical and Technical Skills</b>
CT1- Compile and document detailed patient histories and clinical encounters with clarity and accuracy CT2- Execute patient physical examinations using accurate technique CT3- Perform basic clinical procedures using accurate technique CT4- Access and interpret current evidence-based medical literature and integrate the findings into clinical decisions
<b>Clinical Reasoning and Problem-Solving Abilities</b>
CRPS1- Integrate clinical encounter findings with diagnostic study data to formulate and prioritize a differential diagnosis CRPS2- Correlate clinical data to recommend specific diagnostic studies that will aid in diagnostic evaluation of patients CRPS3- Interpret patients’ clinical data to formulate comprehensive patient management plans CRPS4- Identify and appropriately respond to life-threatening findings and potential health risks during clinical encounters
<b>Interpersonal Skills</b>
IS1- Gather information from and deliver clear, patient-centered, culturally sensitive counseling to patients and their families IS2- Collaborate and communicate effectively with the interprofessional health care team IS3- Demonstrate respectfulness during interactions with patients and the health care team through active listening
<b>Professional Behaviors</b>
PB1- Provide patient-centered care by showing sensitivity and responsiveness to patient needs and concern for patient welfare PB2- Reveal self-awareness by self-critiquing personal knowledge gaps and setting personal goals for improvement PB3- Demonstrate leadership, professionalism, and strong work ethic by exhibiting adaptability, reliability, and initiative PB4- Identify professional limitations as a PA and demonstrate the initiative to seek assistance when needed PB5- Demonstrate a knowledge of ethical and legal standards and of PA advocacy processes that guide the profession

## Appendix

### Appendix A

#### Receipt of the LMU Tampa PA Program Academic Catalog and Lincoln Memorial University Handbook Form

I hereby acknowledge that all of the following statements are true:

1. I have received a copy of the LMU Tampa PA Program Student Handbook and Academic Catalog
2. I will take personal responsibility to understand all the information contained within the LMU Tampa PA Program Student Handbook and Academic Catalog and I will abide by the policies, procedures, standards, rules, and regulations set forth therein.
3. I have received a copy of the Lincoln Memorial University Railsplitter Community Standards Guide
4. I will take personal responsibility to understand all the information contained within the Lincoln Memorial University Railsplitter Community Standards Guide and I will abide by the policies, procedures, standards, rules, and regulations set forth therein.
5. I realize that in cases where rules and regulation of the LMU Tampa PA Program Academic Catalog differ from those of the Lincoln Memorial University Railsplitter Community Standards Guide (ex. dress code) I MUST comply with the policies stated in the LMU Tampa PA Program Academic Catalog.

I understand that failure to comply with the policies, procedures, standards, rules, and regulations set forth in these handbooks may result in disciplinary action, suspension, or dismissal from the LMU Tampa PA Program.

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Student Name (Printed Legibly)

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Student Signature

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Date

## Appendix B

# LMU Tampa PA Program Course Descriptions

### Semester 1 Course Descriptions

**SPAN 501 Clinical Medicine Spanish Lab I** (1 credit hour) This course introduces students to the medical Spanish needed to communicate with patients in a clinical setting. Pronunciation, language structure, and vocabulary of medical terminology are all emphasized. Spanish medical topics in this course will be aligned with the topics of the different body system modules covered in the Essentials of Clinical Medicine I course.

**PAS504 Health Promotion and Disease Prevention** (1 credit hour) This course outlines basic concepts of public health including health promotion and disease prevention across the lifespan, health screening, disease surveillance, disease reporting and intervention, the public health system, maintenance of population health, patient advocacy, and basic nutrition counseling. Students will also learn about the role of pediatric and adult immunizations, pediatric and adult health screening recommendations, cancer screening recommendations, dental health, and modifiable risk factors in preventative medicine.

**PAS514 Foundations of Clinical Practice** (4 credit hours) This course will cover both basic science and professional topics that serve as the foundation for PA clinical practice. Professional topics covered include the historical development of the PA profession, PA profession trends, the PA's relationship with the physician and other health care providers, the PA's role in the health care team, principles and practice of medical ethics, standards of ethical behavior such as intellectual honesty, academic integrity, and professional conduct, and professional organizations that help advance the PA profession. Basic science topics covered include introductory topics in physiology, genetic and molecular mechanisms of health and disease, immunology, mechanisms of infectious disease, oncology, and microbiology. Also covered will be basic principles of pharmacology such as pharmacokinetics, pharmacodynamics, and drug absorption, metabolism, and excretion.

**PAS519 Patient Evaluation** (4 credit hours) This course will help students to develop, practice, and meet a proficient level of the skills needed to conduct a complete medical history, perform a complete physical examination, and document findings in the patient record. Students will focus on communication, interviewing skills, and apperception of normal physical examination findings for each body system. Students are instructed in the interpersonal and communication skills necessary for the effective exchange of information and collaboration with patients, families, and other health care professionals. This course will also provide medical terminology and foundational principles related to patient evaluation that will be built upon in future courses.

**PAS526 Clinical Integration I** (2.5 credit hours) This is the first in a series of three courses that emphasize case-based learning and evidence based clinical practice as students utilize core clinical and medical science knowledge to solve patient cases. Using critical thinking and problem-solving abilities, students will review, and discuss patient cases then assimilate information to select appropriate physical examination and history components and to develop diagnostic workups, differential diagnosis, working diagnoses, and complete treatment plans. Through this course students will practice the ordering and interpreting laboratory and diagnostic studies in the evaluation of patient cases. This course will assist students in applying clinical medicine in a sufficient breadth and depth to be prepared for the clinical practice of medicine. Students will also be required to use interpersonal and communication skills to demonstrate the effective exchange information and the ability to collaborate with patients, families, and other health care professionals through written documentation and oral presentation of data. Learning objectives in this course align with the learning objectives for the different body system modules covered in the Essentials of Clinical Medicine course.

**PAS522 Essentials of Clinical Medicine I** (7.5 credit hours) This is the first course in a series of three courses where students will learn clinical medicine by comprehensively studying each body system in a modular format. Each systems-based module addresses the anatomy, pathophysiology, etiology, clinical presentation, abnormal physical diagnosis examination and findings, patient evaluation, diagnostic workup, clinical procedures, preventative care, diagnosis, differential diagnosis, and complete treatment plan (including pharmacotherapeutics, referrals, health maintenance, and patient education) for acute, chronic, emergent, genetic, oncologic, and surgical conditions involving that body system. Learning modules in this course include the hematologic and immunologic learning module, the ear, eyes, nose, and throat learning module, and the dermatologic learning module. Learning objectives in this course align with the learning objectives for the clinical integration course. Material is presented primarily in lecture, case studies, anatomy laboratory and case study sessions, physical diagnosis laboratory sessions, and clinical skill laboratory sessions. Students will be assessed primarily by multiple choice examinations, anatomy practicals, and by achieving baseline competency in completing clinical skills needed to care for that body system. Pre-requisite: Matriculation into the LMU-Tampa PA Program.

## Semester 2 Course Descriptions

**SPAN502 Clinical Medicine Spanish Lab II** (1 credit hour) This course introduces students to the medical Spanish needed to communicate with patients in a clinical setting. Pronunciation, language structure, and vocabulary of medical terminology are all emphasized. Spanish medical topics in this course will be aligned with the topics of the different body system modules covered in the Essentials of Clinical Medicine II course.

**PAS509 Evidence Based Medicine** (1 credit hours) In this course, students will gain a working knowledge of research in the medical profession, will recognize the basic principles of applying evidence-based medicine to clinical practice, and will obtain the skills necessary to pursue a lifetime of learning through examination and evaluation of current medical literature. Students will be prepared to search, interpret, and evaluate the medical literature, to frame research questions, interpret basic biostatistical methods, to identify the limits of medical research, to understand types of sampling methods in research, and to use common databases to access medical literature. Students will also analyze medical research and evaluate the reliability of findings in the application of answering clinical questions.

**PAS529 Social and Cultural Aspects of Healthcare** (1 credit hour) This course will introduce students to the medical intervention skills needed to care for special populations. Course discussions will emphasize the provision of culturally competent medical care, advocacy for, and patient counselling to patients with consideration of disability, special healthcare needs, ethnicity, race, gender identity, religion, spirituality, sexual orientation, and social determinants of health. Students will receive training in cultural awareness and cultural humility and be exposed to methods used to overcome patient barriers to healthcare. Students will discuss how to interact professionally with patients and members of the healthcare team in a respectful, ethical, and culturally competent manner.

**PAS527 Clinical Integration II** (5 credit hours) This is the second in a series of three courses that emphasize case-based learning and evidence based clinical practice as students utilize core clinical and medical science knowledge to solve patient cases. Using critical thinking and problem-solving abilities, students will review, and discuss patient cases then assimilate information to select appropriate physical examination and history components, and to develop diagnostic workups, differential diagnosis, working diagnoses, and complete treatment plans. Through this course students will practice the ordering and interpreting laboratory and diagnostic studies in the evaluation of patient cases. This course will assist students in applying clinical medicine in a sufficient breadth and depth to be prepared for the clinical practice of medicine. Students will also be required to use interpersonal and communication skills to demonstrate the effective exchange information and the ability to collaborate with patients, families, and other health care professionals through written documentation and oral presentation of data. Learning objectives in this course align with the learning objectives for the different body system modules covered in the Essentials of Clinical Medicine course.

**PAS523 Essentials of Clinical Medicine II** (12 credit hours) This is the second course in a series of three courses where students will learn clinical medicine by comprehensively studying each body system in a modular format. Each systems-based module addresses the anatomy, pathophysiology, etiology, clinical presentation, abnormal physical diagnosis examination and findings, patient evaluation, diagnostic workup, clinical procedures, preventative care, diagnosis, differential diagnosis, and complete treatment plan (including pharmacotherapeutics, referrals, health maintenance, and patient education) for acute, chronic, emergent, genetic, oncologic, and surgical conditions involving that body system. Learning modules in this course include the endocrine learning module, the renal learning module, the gastrointestinal and nutritional learning module, the cardiovascular learning module, and the rheumatologic learning module. Learning objectives in this course align with the learning objectives for the clinical integration course. Material is presented primarily in lecture, case studies, anatomy laboratory and case study sessions, physical diagnosis laboratory sessions, and clinical skill laboratory sessions. Students will be assessed primarily by multiple choice examinations, anatomy practicals, and by achieving baseline competency in completing clinical skills needed to care for that body system.

### Semester 3 Course Descriptions

**SPAN503 Clinical Medicine Spanish Lab III** (1 credit hour) This course introduces students to the medical Spanish needed to communicate with patients in a clinical setting. Pronunciation, language structure, and vocabulary of medical terminology are all emphasized. Spanish medical topics in this course will be aligned with the topics of the different body system modules covered in the Essentials of Clinical Medicine III course.

**PAS534 Interprofessional and Population Healthcare** (1.5 credit hours) This course prepares students to work collaboratively in interprofessional patient centered teams and to provide medical care to patients across the lifespan. Interprofessional collaboration topics include: the roles and responsibilities of various health care professionals, the team approach to patient centered care beyond the traditional physician-PA team approach, the application of team-based collaboration to patient care, and the PA relationship with the physician and other health care providers. Provision of medical care across the life span topics include prenatal, infant, children, adolescent, adult, and elderly care. Students will also discuss palliative/end of life care, rehabilitation, death, dying, and loss. The course includes Interprofessional educational (IPE) team activities that allow students to collaborate with and make medical decisions within an interprofessional team.

**PAS538 Impacting Medically Underserved Populations** (0.5 credit hours) In this course, students will explore barriers to the healthcare of medically underserved populations and discuss how outreach and intervention projects can overcome those barriers. Students will research community initiatives to serve medically underserved patients and discover how they can become actively involved in impacting the lives of underserved patients. The course will provide opportunity for students to further develop medical outreach skills by participating in the development of a clinical outreach project. Students will also complete readings on topics relevant to outreach activities.

**PAS528 Clinical Integration III** (5 credit hours) This is the third in a series of three courses that emphasize case-based learning and evidence based clinical practice as students utilize core clinical and medical science knowledge to solve patient cases. Using critical thinking and problem-solving abilities, students will review, and discuss patient cases then assimilate information to select appropriate physical examination and history components, and to develop diagnostic workups, differential diagnosis, working diagnoses, and complete treatment plans. Through this course students will practice the ordering and interpreting laboratory and diagnostic studies in the evaluation of patient cases. This course will assist students in applying clinical medicine in a sufficient breadth and depth to be prepared for the clinical practice of medicine. Students will also be required to use interpersonal and communication skills to demonstrate the effective exchange information and the ability to collaborate with patients, families, and other health care professionals through written documentation and oral presentation of data. Learning objectives in this course align with the learning objectives for the different body system modules covered in the Essentials of Clinical Medicine course.

**PAS524 Essentials of Clinical Medicine III** (12 credit hours) This is the third course in a series of three courses where students will learn clinical medicine by comprehensively studying each body system in a modular format. Each systems-based module addresses the anatomy, pathophysiology, etiology, clinical presentation, abnormal physical diagnosis examination and findings, patient evaluation, diagnostic workup, clinical procedures, preventative care, diagnosis, differential diagnosis, and complete treatment plan (including pharmacotherapeutics, referrals, health maintenance, and patient education) for acute, chronic, emergent, genetic, oncologic, and surgical conditions involving that body system. Learning modules in this course include the musculoskeletal learning module, the pulmonary learning module, the genitourinary and reproductive learning module, the neurologic learning module, and the psychiatric and behavioral learning module. Learning objectives in this course align with the learning objectives for the clinical integration course. Material is presented primarily in lecture, case studies, anatomy laboratory and case study sessions, physical diagnosis laboratory sessions, and clinical skill laboratory sessions. Students will be assessed primarily by multiple choice examinations, anatomy practicals, and by achieving baseline competency in completing clinical skills needed to care for that body system.



## Semester 4 Course Descriptions

**During Semester 4 Students will be enrolled in three of the required medical rotation courses in addition to taking:**

**PAS642 Transition to Clinical Practice (4 credit hours)** This course is designed to facilitate the student's transition from the didactic year to the clinical year. It reintroduces students to and tests for competency on a variety of clinical procedures and physical exams that will be utilized throughout clinical rotations. Review of knowledge gained during previous didactic year coursework will be applied to clinical scenarios. Students will be provided with an overview of administrative tasks and expectations required during the second year. Aspects of the business side of healthcare will be studied including coding and billing, documentation of care, health care delivery systems, and health policy. Clinical topics covered will include the navigation of hospital systems, provision of surgical (pre-intra/post operative) care, emergency department care, ambulatory care, rehabilitative care, and telemedicine. Medicolegal issues covered will include patient privacy, patient safety, prevention of medical errors, quality improvement, professional conduct, laws and regulations regarding professional practice and conduct, and risk management. The American Heart Association Basic Life Support Cardiopulmonary Resuscitation for Healthcare Providers and Advance Cardiac Life Support Courses are also included in this course.

**SPAN504 Medical Spanish I (1 Credit Hour)** This is a self-paced course that allows students to focus on applying medical Spanish to various patient clinical interaction scenarios. It emphasizes commonly used medical terminology and the language structure used to communicate with Spanish speaking patients in different clinical settings. It provides practice and assessment of the basic Spanish knowledge necessary for students to communicate with Spanish speaking patients as well as increasing the understanding of different aspects of Latino culture that impact patient care. Instruction is structured in self-paced learning modules organized by medical and clinical topics.

## Semester 5 Course Descriptions

**During Semester 5 Students will be enrolled in three of the required medical rotation courses in addition to taking:**

**PAS652 Midyear Clinical Evaluation (2.5 credit hours)** This course is designed to provide a midyear evaluation to the clinical year. It reintroduces students to and tests for competency on a variety of clinical skills that will be utilized throughout the remainder of clinical rotations. It also instructs on medicolegal issues including healthcare policy affecting PAs, and PA certification and licensure, reimbursement, and quality improvement. Students will have a midyear mock summative evaluation that includes simulated case scenarios and a written examination. Students will be led through the process of self-evaluation for weaknesses and strengths in order to best focus studies throughout the remainder of the year. Students will also present clinical cases and evidence-based research studies that they have completed through the first half of clinical rotations.

**PAS653 Service to Populations in Need (2.5 credit hours)** This course will allow students to further develop social and cultural communication skills through participation in a two-week volunteer experience serving underserved populations. Students will learn through guided questions and self-reflection about socioeconomic disparities, social determinants of health, and cultural sensitivity. Students will be required to interact in a professional, respectful, and culturally competent manner with all persons they encounter during their volunteer experiences. Students will be assessed by written assignments and mentor evaluations.

**SPAN505 Medical Spanish II (1 Credit Hour)** This is the second in the series of three self-paced courses that allow students to focus on applying medical Spanish to various patient clinical interaction scenarios. It emphasizes commonly used medical terminology and the language structure used to communicate with Spanish speaking patients in different clinical settings. It provides practice and assessment of the basic Spanish knowledge necessary for students to communicate with Spanish speaking patients as well as increasing the understanding of different aspects of Latino culture that impact patient care. Instruction is structured in self-paced learning modules organized by medical and clinical topics.

## Semester 6 Course Descriptions

**During Semester 6 Students will be enrolled in three of the required medical rotation courses in addition to taking:**

**PAS662 Clinical Conference/ Clinical Practice Final Evaluation (4 credit hours)** The end of clinical year conference provides PANCE preparation instruction as well as a summative evaluation of the student. Students will be introduced to skills needed to



promote provider wellness and to recognize and prevent provider impairment and burnout. The course consists of lectures, assessments, and student presentations. It is designed to gauge the student's readiness for the Physician Assistant National Certifying Examination (PANCE), as well as clinical practice. Students will also be instructed on leadership opportunities in the PA profession, credentialing, compliance with laws and regulations regarding professional practice, PA licensure and certification, and conduct, and current policy issues that affect PA practice. Graded components include individual performance during a primary care-based standardized patient examination, documentation of the encounter, and a comprehensive summative exam. A series of summative program evaluations will verify that each student has met program competency in: clinical and technical skills, clinical reasoning and problem-solving skills, interpersonal skills, medical knowledge, and professional behaviors. The course concludes with the submission of capstone coursework representing the scholarly work students have engaged in throughout their time in the PA program.

**SPAN506 Medical Spanish III (1 Credit Hour)** This is the third in a series of three self-paced courses that allow students to focus on applying medical Spanish to various patient clinical interaction scenarios. It emphasizes commonly used medical terminology and the language structure used to communicate with Spanish speaking patients in different clinical settings. It provides practice and assessment of the basic Spanish knowledge necessary for students to communicate with Spanish speaking patients as well as increasing the understanding of different aspects of Latino culture that impact patient care. Instruction is structured in self-paced learning modules organized by medical and clinical topics.

### Clinical Year Capstone Course Descriptions

**PAS663 Evidence Based Medical Practice and Professional Development (3 credit hours)** In this course, students will apply evidence-based medicine to clinical practice and will obtain the skills necessary to pursue a lifetime of learning through examination and evaluation of current medical literature. Students will search, interpret, and evaluate the medical literature, to answer clinical questions encountered upon rotations and apply their findings to individualized patient care. The course will involve the application of the most current medical knowledge to the prevention, diagnostic evaluation, and treatment of patients. The course will also help students develop the skills needed to attain self-awareness and the ability to self-critique their own clinical skills and abilities to set goals for continuous improvement and ongoing professional development.

### Clinical Rotation Course Descriptions

1. **PAS623 Primary Care I Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to patients seeking care for acute and chronic conditions and preventative care in the primary care setting. Students will evaluate and assist with the oversight of patients' medical needs and have the opportunity to apply the knowledge and skills they learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.
2. **PAS624 Primary Care II/ Selective Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to patients seeking care for acute and chronic conditions and preventative care in various primary care and selective specialty settings. Students will evaluate and assist with the oversight of patients' medical needs and have the opportunity to apply the knowledge and skills they learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies
3. **PAS627 Family Medicine Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to patients seeking care for acute and chronic conditions and for preventative care in family medicine settings. Students will actively participate in the delivery of primary care services to the whole family, to meet the medical needs of newborns, children, adults, and seniors. Students will also evaluate and assist in the longitudinal management of patients with chronic conditions and have the opportunity to apply the knowledge and skills they learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.
4. **PAS628 Internal Medicine Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to seeking care for acute and chronic conditions and for preventative care in outpatient and/or inpatient internal medicine settings. Students will evaluate and assist in the longitudinal management of patients with multiple chronic conditions and have the opportunity to apply the knowledge and skills they learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.
5. **PAS629 Surgery Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to patients seeking care for surgical conditions in various surgical settings. Students will participate in preoperative, intra-operative, and post-operative patient care and have the opportunity to apply the knowledge and skills they learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.

6. **PAS632 Women's Health Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to patients seeking care for acute and chronic gynecologic conditions, prenatal care, and for preventative women's health care. Students will evaluate and assist in the longitudinal management of patients with gynecological conditions and have the opportunity to apply the knowledge and skills they learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.
7. **PAS633 Pediatric Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provide students with exposure to infants, children, and adolescents brought in for the care of acute and chronic conditions and preventative care in the outpatient pediatric clinical setting. Students will have the opportunity to apply knowledge and skills learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.
8. **PAS626 Behavioral Medicine Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to patients seeking care for behavioral and mental health conditions. Students will have the opportunity to apply knowledge and skills learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.
9. **PAS634 Emergency Medicine Clinical Rotation (4 credit hours)** This 4-week supervised clinical practice experience under the supervision of a clinical preceptor provides students with exposure to patients seeking care for acute and emergent conditions in the emergency department setting. Students will have the opportunity to apply knowledge and skills learned during the Didactic phase of the Program to patient encounters and develop Graduate Competencies.