

*The William and Loretta Harris
Department of Physician Assistant Studies*



WINGATE UNIVERSITY

**PHYSICIAN ASSISTANT
PROGRAM**

PA STUDENT HANDBOOK
Class of 2019
Effective August 2017 – December 2019

**HARRIS DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES
PA STUDENT HANDBOOK
EFFECTIVE AUGUST 2017-DECEMBER 2019
CLASS OF 2019**

PREFACE

The William and Loretta Harris Department of Physician Assistant Studies, dedicated on August 4, 2011, honors the Harrises' willingness to provide resources and encouragement to the education of PAs. Their generosity allows Wingate University to pursue its goal of improving primary health care in the Carolinas and the Southeast. William and Loretta Harris are residents of Union County, North Carolina.

Wingate University is operated on a nondiscriminatory basis. Wingate University abides by the provisions of Title VI of the Civil Rights Act of 1964, Title XI of Educational Amendments of 1972, and the Rehabilitation Act of 1973, Section 504. Wingate University does not discriminate on the basis of race, gender, religion, color, national or ethnic origin, disability, or military service, in its administration of education policies, programs, activities, or services.

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to his or her disability. The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and its amendments and the Rehabilitation Act of 1973, Section 504, and to providing equal educational opportunities to otherwise qualified students with disabilities.

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WELCOME

Welcome to The William and Loretta Harris Department of Physician Assistant Studies at Wingate University and to the beginning of your career in the PA profession.

Recognizing the professional nature of this graduate course of study, the PA Student Handbook is designed to give you general information and guidelines regarding Wingate University and the PA program.

PA students are expected to comply with all regulations and procedures in this handbook (including appendices and addenda) and of Wingate University and to acknowledge their understanding and agreement to comply by signing a document provided by the PA program during the orientation session.

Special Note: It is important to recognize that there may be differences in the procedures described in the general university handbook for non-PA students in comparison to the procedures for students enrolled in the PA program. These differences are intended and have been carefully crafted based on the nature of the graduate-level PA program. In those cases where procedures are different, the procedures specific to the PA program take precedence over those described in the general Wingate University Academic Catalog.

ACCREDITATION

The Physician Assistant Program at Wingate University received continuing accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in September 2014.

Wingate University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Wingate University is accredited to award the bachelor, master, professional, and doctoral degrees.

WINGATE UNIVERSITY

Statement of Purpose

The mission of Wingate University is to develop educated, ethical, and productive global citizens. Following its Judeo-Christian heritage, the University seeks to cultivate the following in its students: Knowledge, Faith, and Service.

Goals

To promote knowledge, the University seeks to:

- Provide programs of undergraduate, graduate, and professional study
- Provide a faculty committed to teaching and learning
- Require an undergraduate core curriculum designed to develop:
 - aesthetic, cultural, and literary appreciation
 - analytical and problem-solving abilities
 - critical thinking
 - effective communication
 - integrated perspectives on civilization, the individual, and the social group
 - wellness

- Offer majors and programs of study appropriate for society and the University's student population and resources that further develop students' knowledge and skills in focused areas
- Create opportunities for international study and travel
- Provide opportunities to explore and develop academic, career, and personal goals
- Encourage participation in co-curricular and extra-curricular educational, cultural, and recreational opportunities

To nurture faith, the University seeks to:

- Sustain a community where the bases of faith are explored and where there is a search for truth and meaning
- Articulate the ideal of integrity in all relationships
- Encourage ethical application of knowledge informed by Judeo-Christian principles
- Create and support opportunities for worship and faith development
- Attract scholars for whom Judeo-Christian values and practice are important aspects of living

To encourage service, the University seeks to:

- Emphasize the importance of service to God and humanity
- Facilitate opportunities to volunteer time, knowledge, and labor beyond the campus community
- Sponsor organizations that coordinate service opportunities and foster leadership and teamwork

WINGATE UNIVERSITY HISTORY

Wingate University was established in 1896 by the Baptist Association of Union County in North Carolina and Chesterfield County in South Carolina. The trustees named the new school for a successful president of Wake Forest University, Washington Manley Wingate, and chose an outstanding graduate of that institution, and Union County native, for its first principal, Marcus B. Dry.

In 1923, Wingate University expanded its educational vision, offering the first two years of baccalaureate education. The national crisis of the economic crash and depression drove the university to the edge of extinction and, in 1932, the administration building burned to the ground. The administration building was replaced, memorializing President C.C. Burris who guided the institution from 1937 to 1953.

The Southern Association of Colleges and Schools granted membership and accreditation to Wingate in 1952. Budd and Ethel Smith assumed leadership of the college.

In 1955, Dr. Smith interested Mr. Charles A. Cannon of Kannapolis in the school. Mr. Cannon saw Wingate University as a place where the children of textile workers and others in the middle class might receive opportunities in higher education.

In 1977, under the leadership of Dr. Thomas E. Corts, Wingate University added upper-level college courses and majors and granted its first baccalaureate degrees in 1979.

In 1995, during the school's centennial, the Board of Trustees voted to acknowledge Wingate's continued growth by changing its status to University.

In 2003, Wingate University became the third university in the state of North Carolina to offer the PharmD degree when it opened the School of Pharmacy.

In 2007, the School of Graduate and Adult Education was named to include graduate programs in business and education and the bachelor degree completion program at the Ballantyne Campus in Charlotte, North Carolina.

FORMATION OF THE PHYSICIAN ASSISTANT PROGRAM

In 2002, the President and Trustees initially started considering a PharmD program based on their perception of a need for pharmacists in the greater-Charlotte area and the incredible growth in the population in the Piedmont area of North Carolina. The PharmD program, begun in 2003, continues to be successful. The Trustees directed university administration to explore other allied health programs.

The PA program appeared to be a great addition to Wingate University's vision of being involved in allied health. In April, 2006, the Trustees funded the PA program initiative. In April, 2007, 100 physicians and 100 physician assistants in the region surrounding Wingate University were surveyed to determine their perceptions of a need for a PA program and the extent of their support for this endeavor. The evaluation of the data supported the development of a PA program at Wingate University with a majority of those responding expressing an interest in assisting the program and affirming the need for such a program in the Piedmont area of North Carolina.

The Wingate University PA program received provisional accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) on March 10, 2008. SACS granted approval on January 10, 2008, for Wingate University to offer the Master of Physician Assistant Studies degree.

In August, 2008, the inaugural class for the Master of Physician Assistant Studies degree was admitted. The inaugural class graduated on December 14, 2010. In 2008, the PA program classroom, lab, and administrative offices were located in the Hayes Building, named after Miriam Cannon Hayes, and completed fall 2006. The PA program and School of Pharmacy now occupy the Levine College of Health Sciences (2011).

Wingate University has also established a Doctor of Physical Therapy program (first students enrolling January, 2014) and the Bachelor of Science in Nursing.

In September, 2012, ARC-PA granted approval for ten PA students on the Hendersonville, North Carolina, campus, joining the School of Pharmacy in offering graduate education in Western North Carolina. The first cohort of students matriculated to the Hendersonville campus in fall semester 2013 as part of the Class of 2015.

WINGATE UNIVERSITY PA PROGRAM MISSION AND GOALS

Mission Statement

The Wingate University Physician Assistant Program is dedicated to developing educated, productive, and ethical PAs to serve the health care needs of the communities in which they practice.

Wingate Department of PA Studies Program Goals

1. Provide comprehensive education that ensures graduates possess core knowledge in established and evolving biomedical and clinical sciences and can apply this knowledge to decision-making in clinical practice
2. Provide a range of clinical experiences to ensure that graduates have the broad patient exposure necessary to develop essential clinical skills
3. Provide graduates with a strong foundation in health information technology, evidence-based medicine and quality improvement practices aimed at improving the effectiveness and reliability of health processes and outcomes
4. Provide instruction and experiences that ensure graduates are prepared to work collaboratively in interprofessional, patient-centered teams

TECHNICAL STANDARDS

Technical standards refer to the cognitive, behavioral, and physical abilities required for satisfactory completion of all aspects of the curriculum. The student must be able to function in the classroom and in the care of and interactions with patients without the use of a surrogate in all of the categories below.

Observation and Sensory Integration

The student must:

- Be able to acquire information in all didactic and clinical settings through sources including but not limited to oral presentation, written material, visual media and live presentations.
- Possess function of visual, tactile and auditory skills necessary for physical examination and documentation.

Communication

The student must:

- Be able to effectively communicate verbally and in writing, at a level consistent with graduate-level work, using proper English grammar, spelling and vocabulary which is necessary for patient evaluation and documentation.
- Be able to communicate in a professional manner to all faculty, peers, health care professionals, patients and their families.
- Confidently, concisely and professionally communicate relevant information regarding patient status with appropriate members of the health care team.

Motor Coordination and Function

The student must:

- Possess the necessary motor skills to perform a physical examination, including pelvic and rectal exam, maneuver instruments or diagnostic tools, and perform medical procedures.
- Have the physical capability, strength and stamina to stand, sit, and move within the classroom, laboratory and clinical areas, including but not limited to, examination rooms, treatment rooms and surgical suites for long periods of time.

Intellectual/Conceptual Abilities

The student must:

- Be able to think critically, with sound judgement, in order to understand, assess, and solve clinical problems. This includes the ability to collect, organize, prioritize, reason, analyze, integrate, learn and retain information, often in a limited time-frame.
- Be able to comprehend two and three-dimensional structures and understand spatial relationships of structures.

Behavioral, Emotional, and Social Abilities

The student must:

- Be flexible and respond appropriately and professionally to stress during the educational period.
- Demonstrate emotional and psychological stability at a level necessary to deliver sound patient care in all settings and while interacting with interdisciplinary health care teams.
- Behave in an ethical and moral manner consistent with professional values and standards.

Students with Disabilities

In addition to demonstrating a high level of cognitive skills, the PA curriculum requires that matriculants demonstrate a prescribed level of psychomotor skills including auditory, visual, motor and tactile abilities. Any student who, because of disability, may require special arrangements in order to meet the curriculum requirements, is expected to first obtain approval for accommodations through the Director of the Academic Resource Center. Once accommodations are approved, the student must meet with the Program Director. Accommodations are for present and future activities and are not retroactive. Students will not receive special arrangements unless accommodations are approved by the University's Office of Disability Support Services.

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Academic and Professional Information

FINANCIAL INFORMATION

Class of 2019, total tuition for 27 months is projected at \$78, 952. PA tuition increases once, in the fall of the 2nd year. Cost increase is estimated to be 2.0-2.5%

The student is responsible for any and all costs associated with coursework, including those involving clinical education experiences. Costs to each student may include room and board, transportation, health insurance and other expenses.

Students are not eligible for any tuition refund after the first day of classes. This policy applies to all circumstances of course discontinuance including student withdrawal and academic disqualification.

STUDENT LOAN PROGRAMS

The Federal Direct Loan Program allows students to borrow education loans directly from the federal government. Visit www.studentloans.gov or www.studentaid.ed.gov for more information about Federal Direct Subsidized, Federal Direct Unsubsidized, and/or Federal Direct Plus Loans for Graduate Students.

Applying for a Federal Direct Student Loan

New and Continuing Students

- Complete and submit the Free Application for Federal Student Aid (FAFSA)
- Direct loan eligibility will be determined by the Wingate University Office of Student Financial Planning and included on your financial aid award letter
- Complete and return the Graduate Loan Confirmation Form

New Borrowers

Not applicable to students who utilized the Federal Direct Lending Program during the 2015-2016 academic year.

- Visit www.studentloans.gov to complete the following loan documents
 - Graduate Student Loan Entrance Counseling
 - Subsidized/Unsubsidized Loan Master Promissory Note

Federal Direct Graduate PLUS Loans

Graduate loans allow graduate students to borrow long term, low-interest funds to meet college costs. Graduate PLS maximums are set at Cost of Education minus Aid received. Borrowers must maximize their Unsubsidized Loans in order to receive a Graduate PLUS Loan.

- Visit www.studentloans.gov to complete the following loan documents
 - Federal Direct Graduate PLUS Loan Pre-Approval
 - Graduate PLUS Loan Master Promissory Note

Forgivable Education Loans for Service (FELS)

Established by the NC General Assembly in 2011, the FELS provides financial assistance to qualified students enrolled in an approved education program and committed to working in critical

employment shortage professions in NC. Students must be NC residents. Students may be eligible for up to \$10,000 annually with a maximum aggregate limit of \$20,000. For more information or to apply visit www.cfnc.org/fels

National Health Service Corps (NHSC)

The NHSC scholarship is a competitive program that pays tuition and fees and provides a living stipend to students enrolled in an accredited medical, dental, physician assistant, nurse practitioner, and certified nurse midwife training program. Upon graduation, scholarship recipients serve as primary care providers between 2 and 4 years in a community-based site in a high-need Health Professional Shortage Area (HPSA) that has applied to and been approved by the NHSC as a service site. Awards are made to applicants most committed to serving underserved people. Application instructions can be found at: <http://nhsc.hrsa.gov/>

Other Potential Scholarship/Funding Sources

American Academy of Physician Assistant

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

The PA Foundation

<https://PA-foundation.org>

Veterans Caucus of the AAPA

<https://veteranscaucus.org/index.php/service/scholarships/available-scholar>

NCCPA Endowment Student Grant

<http://ncapa.org/students/scholarships>

NC Department of Health and Human Services

<https://www.ncdhhs.gov/providers/provider-info/health-care/recruitmentforproviders>

State Loan Repayment

High Needs Service Bonus

Metrolina Association of Physician Assistants (MAPA) provides a one-time \$500 annual scholarship to a Wingate PA student. Notification is sent to all students when the scholarship application is available

SEMESTER SCHEDULE AND CALENDAR

The semester schedule listing class times, including important calendar dates, is distributed at the end of the preceding semester. Didactic (classroom, first-year) and Clinical (rotations, second and third year) calendars are NOT the same. It is the student's responsibility to review and follow the appropriate calendar. Please note that due to its intensive nature, the Wingate University PA program may not always operate on the schedule published by the University for undergraduate or other graduate programs. Schedule changes may be needed at any time during a semester. The PA program reserves the right to make changes as needed.

ACADEMIC CALENDAR for DIDACTIC STUDENTS Entering Fall 2017 (Clinical Students: Refer to Calendar in Clinical Handbook)

FALL SEMESTER

August 18, 21-22	First-year orientation
August 23	First-year classes begin
August 25	White Coat Ceremony (Class of 2018)
September 4	Labor Day – no classes
October 12-13	Fall Break
November 22-24	Thanksgiving Break
December 7-8, 11-12	Final exams
December 15	Hooding Ceremony (Class of 2017)
December 16	Graduation (Class of 2017)

SPRING SEMESTER

January 8	Classes begin
January 15	MLK holiday - no classes
March 8-9	Spring Break
March 30 – April 2	Easter holiday - no classes
April 16-20	Final exams

SUMMER SEMESTER 2017

April 30	Classes begin
May 2	Memorial Day - no classes
July 4	Independence Day - no classes
July 9-12	Final exams

CLINICAL ROTATIONS

Clinical rotations are not sequential but all must be successfully completed to graduate. Clinical year curriculum will be delivered in affiliated sites such as hospitals, medical practices, and other health care related facilities. The PA program has established clinical rotation affiliations in the greater Charlotte and Hendersonville areas as well as other communities. It is the student's responsibility to plan in advance for transportation costs such as gas and a reliable vehicle. A student can expect to incur additional housing costs if a clinical rotation site is outside a reasonable commuting distance.

Students may request consideration for placement at specific approved practice sites but the PA program reserves the right to place students as necessary. Students may not solicit preceptors or sites without the permission of a Clinical Coordinator.

Following completion of each rotation, students will return to campus, take an end of rotation examination and participate in one or more days of medical or administrative education. Students who relocate after the didactic year are responsible for housing for these campus sessions.

Students are provided a clinical rotation manual at the beginning of the clinical year.

ADVISORS - FACULTY MEMBERS

Upon matriculation, each student is assigned a faculty advisor to assist with issues concerning curriculum, additional educational opportunities, academic progression, and career decisions. Students are encouraged to meet with faculty advisors regularly.

Appointments with advisors or course instructors should be requested by email. All students, even with a scheduled appointment, must check in with the department's administrative assistant who will notify the faculty member of the student's arrival.

While every effort is made to respond quickly and appropriately to students' phone calls and emails, this happens more routinely during the business day. Calls or emails sent after office hours will likely have a response on the next business day.

ACADEMIC AND PROFESSIONAL PROGRESSION

Progression Committee

The Progression Committee is charged with the maintenance of the academic and professional standards of the Wingate University PA program. The Committee is composed of principal PA program faculty members. The Program Director acts as chair. Student performance is reviewed at the end of each semester and as needed.

Program Grading Scale

Grades on exams, projects, assignments, and final course grades are not rounded except to the hundredth decimal place.

A = 90-100%	4.0 grade points
B = 80-89%	3.0 grade points
C = 70-79%	2.0 grade points
F = Below 70%	0 grade points

Good academic standing means that a student is not on academic probation and has not been dismissed. To remain in good academic standing, a student must:

- Receive a passing grade of "C" or higher in all courses
- Maintain a semester GPA of 3.0 or higher
- Maintain a cumulative GPA of 3.0 or higher

A student who receives a final course grade below “C” in any class will be dismissed from the program

Academic Probation

A student whose academic performance falls below the acceptable standards (good academic standing) will be placed on academic probation and is no longer in good academic standing. The Program Director will notify the student of the probation in writing, once the GPA and cumulative GPA have been confirmed. The student will be required to remediate deficiencies under the guidance of the Program Director. A student on academic probation is required to bring his or her semester GPA and cumulative GPA to a 3.0 or higher at the end of the following semester. Failure to do so will result in dismissal from the program.

A student who does not meet the minimum semester GPA of 3.0 and a cumulative GPA of 3.0 at the completion of the 7th semester will be required to remediate deficiencies prior to graduation from the program. This may include, but is not limited to, enrolling for an 8th semester. Failure to complete remediation with a cumulative GPA of 3.0 and a semester GPA of 3.0 will result in dismissal from the Program. Additional tuition charges are the responsibility of the student.

Students not in good standing may not hold elected or appointed student leadership positions and may be subject to loss of financial aid and scholarship funding.

Assessment

Faculty assess students on an ongoing basis during their enrollment in the program. Assessment includes but is not limited to, class participation and interaction, medical knowledge/integration of medical concepts, history and physical exam skills and test scores. To guide the students’ successful progression in the program, the course instructor/director or academic advisor may request to meet with a student to discuss concerns in one or more of these areas.

During the didactic year, a student who receives a grade less than 75% on any exam is required to meet with the course instructor or course coordinator. The purpose is to discuss and evaluate concepts the student may not thoroughly understand. A student scoring less than 75% must contact the instructor within 5 business days (Monday-Friday) of the date of the exam to schedule a meeting. Failure to contact the instructor is considered unprofessional behavior.

Intervention

A student with repeated test scores of less than 75% in one or more courses will meet with their advisor to discuss and implement a plan to improve academic outcomes.

Remediation

If academic outcomes do not improve with intervention, or the student’s mid-term GPA is less than 3.0, or end of semester GPA is less than 3.0, the student will be referred to the Program Director for remediation.

Deceleration

The Program recognizes that there may be circumstances other than academic that require a student to alter his or her course of study. A student in good academic standing who experiences an interruption in the full-time plan of study may submit a written request to the Program Director to decelerate. The letter must have sufficient information to explain the request.

If deceleration is approved, the student will return to the program as a full-time student at the beginning of the semester in which he/she decelerated during the following year. For example, a student leaving the didactic portion of the program in the middle of the spring semester will return to the program at the beginning of the following spring semester.

The student will be required to demonstrate competencies prior to returning to the program by taking a didactic competency examination and clinical skills exam (ex. physical examination, surgical skills). The student must achieve a score of 70% or higher on competency exams in order to return to the program. On return, the student is subject to revisions or additions to the program curriculum and policies.

Withdrawal

Students are not permitted to withdraw selectively from courses in the PA program. A student who wishes to withdraw from the program is required to meet with the Program Director.

Professional Development

Students in the PA program are expected to demonstrate high standards of professional behavior in all educational settings including the classroom and laboratories, professional and clinical sites and in non-educational settings. Professional development (professionalism) is considered and evaluated on an individual basis each semester or as needed.

Components of professional behavior include:

- Honesty and integrity
- Reliability and responsibility
- Respect
- Self-improvement
- Self-awareness/knowledge of limits
- Adaptability

The Progression Committee completes a Professional Development Evaluation (see Appendix) for all students at the end of each of the first three semesters or as needed. When a student receives a “needs improvement” or “unacceptable” on the evaluation, the student is required to meet with his/her advisor. Failure of the student to modify/correct behavior based on advisor feedback, or continuing to exhibit unprofessional behavior will result in the student being referred to the Program Director. The Program Director will meet with the student in question and may impose remediation requirements and/or sanctions up to and including, but not limited to, Professional Probation or dismissal from the Program.

Professional Probation issues may be referenced in applications for licensure and the credentialing process as well as in program reference letters. Completed evaluations, letters of notification, and any recommendations for the corrective behavior are placed in the student file.

A student who, in the opinion of the Progression Committee, is deemed unfit for practice of medicine may be immediately dismissed from the Wingate University PA program without probation. "Unfit to practice" includes the probability of an adverse effect on him/herself, a peer, the Wingate University PA Program, a patient, or a member of the public, actions that are considered dangerous, dishonest, unethical, or egregious.

A student dismissed from the Program for any reason may appeal the dismissal in writing to the University Provost within five calendar days of receipt of written notification of the dismissal. The Provost's decision on any such appeal will be final and will not be subject to further appeal.

Requirements for Program Graduation

A student must successfully complete all requirements for the first, second, and third year of the Program in good standing and fulfill financial obligations to the University to graduate. Graduates will receive a Master of Physician Assistant Studies degree.

PA Program Information and Policies - Section I

PA PROGRAM DRESS CODE

Students are expected to dress in a manner that reflects maturity and matriculation in a professional course of study. Business casual is the appropriate attire for students in class, clinical rotations and when attending PA program events.

Women

- Slacks with blouse or sweater
- Skirts/dresses of modest length
- A tunic or dress must be worn over leggings

Men

- Slacks and sweater or shirts with collars and sleeves

Business casual DOES NOT include:

- Jeans, regardless of color, skinny jeans, shorts, short skirts/dresses, form fitting clothes, clothing that shows bare midriffs, cleavage, or off-the shoulder tops, T-shirts, tops with hoods or "hoodies."

Hair and Beards

- Fad hair styles and/or coloring is not permitted
- Men: hair tapered around ears and not touching shirt collar
- Facial hair must be neatly trimmed; beards that interfere with proper wear of protective masks or equipment is prohibited.
- Hairstyles which do not allow medically necessary headgear to be worn are prohibited.

Body Art and Jewelry

- Tattoos or ornamentation on face, head/scalp or neck is not permitted
- Dental ornamentation and tongue piercing are not permitted

- Visible piercings limited to 2 earrings in earlobes only for females; visible male piercings not permitted
- Jewelry should be conservative as it presents a safety hazard when working with medical equipment and in labs

Hats, caps, and other headgear are not permitted in the classroom unless worn for religious purposes.

STUDENT ATTENDANCE POLICY

Due to the intense nature and rapid pace of the PA curriculum, attendance for all classes and required activities with the PA program is mandatory. Students are expected to be on time for class and should plan their schedules accordingly. Medical and personal appointments should be scheduled during semester breaks, evenings or weekends as much as possible.

All absences due to illness, accident, or other unexpected personal or family emergency must be reported via email or telephone to the Academic Coordinator as soon as the student is aware that he/she will miss class time. These absences will be excused on a case-by-case basis and appropriate faculty will be notified. Students will be responsible for any missed content or assignments on these days. Any unreported absence will be considered unexcused.

While the program has a 100% attendance policy, each student has times when he/she needs to be absent. As such, each student is allowed three (3) discretionary personal days during the didactic year. The days can only be used one day at a time, once during each semester: fall (September-December), spring (January-April), and summer (May-July). The days cannot be used in increments or carried over to the next semester. Personal days must be approved in advance by the Academic Coordinator. Students are responsible for any missed content or assignments on these days. Personal days cannot occur on days when there are exams, quizzes, procedures or skills check-offs or on days that involve specialized instruction in areas such as male/female exam training and surgical scrub classes that cannot be made up.

A personal day request for absence must be submitted to the Academic Coordinator at least 2 days prior to the absence. A sample of the Didactic Year Absence Request Form is located in Appendix J and can be downloaded from the Didactic Year Home Page on Moodle. Clinical year students have different attendance requirements and complete a different form for any clinical education phase absences.

Saturday Class Sessions

Students are required to attend Saturday sessions several times during the 27-month program. Attendance is mandatory and students will be notified of the dates as early as possible during the semester. Events include, but are not limited to:

- Examination of the male/female genitalia taught by associates from Eastern Virginia Medical School during the latter part of the first spring semester of the program
- Surgical scrub class taught in the first summer semester by a surgical PA and clinical preceptor for the PA program
- The Objective Structured Clinical Examination (OSCE) administered during the final fall semester of the PA program

Other Saturday sessions may be required and sufficient notice will be given to students.

Children

Student-parents should plan their schedules such that their children are not attending classes, labs, or clinical education rotations. Students with children are expected to make child care arrangements to avoid conflicts with the educational experience.

WEATHER DELAYS AND CLOSINGS

Wingate Main Campus

On days when the weather is potentially hazardous, a message will be posted on the University's website stating whether classes will be in session that day. A message will be posted before 6:30 a.m. Without a posted message, classes are in session.

Hendersonville Health Sciences Center

The Hendersonville campus usually follows Blue Ridge Community College for weather delays and closings. Students will receive an email from the Hendersonville campus with delay/closing details. Students can also check WLOS News or the website: <http://wlos.com/>

There will be occasions when classes are cancelled on one campus only, either main or Hendersonville. When this occurs, students on the closed campus will have access to the recorded lectures.

EXAMINATIONS/ELECTRONIC TESTING

The following applies to all students in the administration of examinations:

- Arrive 10 minutes prior to the scheduled start of the exam to set up laptop computers
- iPads are not supported by exam testing software and cannot be used to take an exam
- No talking or sharing written materials with other students during an exam
- Backpacks, notes, cell phones, and items other than the laptop computer must be turned off, removed from the desk or table, and placed on the floor at the side of the room prior to the start of the exam
- If computer problems occur during the exam, the student should raise his/her hand to notify the proctor
- Exam proctors will not interpret exam questions or otherwise speak with students during the testing
- All personal items including laptop must remain in the classroom if a student leaves the room before finishing the exam
- Upon completion of the exam, students will submit the exam and/or exit the classroom as indicated by the proctor and/or the course syllabus. For example, an instructor may require submission of the exam electronically in his/her presence or require that the laptop computer remain in the classroom until all students have completed the exam. Course materials must not be opened in the testing room

While graded exams are not returned, each student receives his/her individual scores and an analysis of performance. The *Strength and Opportunities* report identifies areas/categories of strength and weakness on a particular assessment.

ELECTRONIC TECHNOLOGY

Wingate Email

PA program news, information and course updates are communicated through Wingate email. Students should check their email regularly.

Online Learning Management System

The PA program uses Moodle Joule for all courses. Course updates, syllabi, and information related to a specific course may be posted on Moodle. Check individual course webpages regularly.

Laptop Computers/Notebooks/iPads

- Each student in the PA Program is required to have a laptop computer.
- Laptop computers, notebooks, tablets and iPads are permitted to view course materials and take notes. Accessing other forms of information (i.e. e-mail, internet search, g-chat, etc.) is strictly prohibited during class sessions and seminars
- iPads are not supported by the exam testing software and cannot be used for taking exams.
- It is the responsibility of the student to ensure that laptops are fully operational within the Wingate network. Personal data/apps on a computer may interfere with effective use of the computer for educational purposes. It is the student's responsibility to ensure his/her computer is operable prior to the class and each exam.
- Course assignments are often required to be submitted via computer. A malfunctioning computer, internet connection failure, inability to upload, etc. is the responsibility of the student and not an acceptable excuse for late submissions.

Personal Electronic Devices

Classroom and seminars

- Use of cell phones or other electronic communication device is strictly prohibited
- Unless specifically instructed otherwise by the instructor, cell phones must be turned off (not on vibrate) and off desks/tabletops
- Video recording by students is strictly prohibited

Students experiencing difficulty with email accounts should contact the Information Technology Facilitators for assistance. Improperly functioning email accounts are not acceptable excuses for missed information or announcements.

Kevin Lavoie (Levine College of Health Sciences, main campus 1st floor)

k.lavoie@wingate.edu

704.233.8346

Jim Peterson (Levine College of Health sciences, main campus 2nd floor)

j.peterson@wingate.edu

704.233.8968

Andrew Hutchison (Hendersonville Health Sciences Center)

a.hutchison@wingate.edu

828.697.0105

Social Media

Electronic media are internet-based applications which support and promote the exchange of user-developed content. Posting or transmitting personal images, experiences, and information using services of this type poses a set of unique challenges for all members of the medical community, including employees, faculty members, volunteers, and students.

The Wingate University PA program is committed to supporting your right to interact knowledgeably and socially; however, these electronic interactions have a potential impact on colleagues, patients, your professional reputation, and future employers' opinions of you.

Incorporated within this PA Student Handbook is Appendix B titled "Electronic Media Guidelines" and its "Addendum." The principal aim of the guidelines is to identify your responsibilities in relation to electronic media and to help you represent yourself in a responsible and professional manner.

SHADOWING AS A PA STUDENT

Shadowing will not be facilitated by the PA program. Students who want to shadow a practitioner must make arrangements independently and be aware that they are not representing the Wingate University PA program, will not wear the white coat with the PA program logo, and are not covered by the program's liability insurance. Students are obligated to make this clear with the practitioner with whom the arrangements are made.

Students making shadowing arrangements independent of the program are advised that their status reverts back to that of a non-provider observer and even tasks considered routine for a PA student on an approved clinical rotation should not be performed.

As second-year students approach graduation, they should be aware that the North Carolina Medical Board does not allow "trying out" of a provider prior to employment. In addition, there are significant ethical considerations in "shadowing" a potential employer.

STUDENT EMPLOYMENT

PA students are strongly discouraged from any employment due to the academic and time demands of the didactic and clinical years of PA education. If students choose to have outside employment, PA program obligations will NOT be altered due to a work situation.

Program Information and Policies - Section II

PA STUDENT GOVERNMENT

The PA program at Wingate University has an active student government, the Wingate Physician Assistant Student Society (WPASS), a part of the Student Academy of the American Academy of Physician Assistants (SAAAPA).

Students are encouraged to participate in government locally as well as at state and national levels. Participation offers opportunities for leadership as well as involvement with fellow students, the PA profession, and the greater community.

HONOR CODE

A crucial aspect of a physician assistant's professional development is to assign one's self to a life guided by an honor code, endorsing a commitment to ethical, moral, and professional standards. All students of the Wingate University PA Program are expected to pledge to uphold a professional honor code. Upon matriculation, every student is required to sign that they have read the Honor Code and will hold themselves to these standards.

Honesty

I will not:

- Cheat or lie
- Alter or falsify academic, research, or patient documents
- Commit plagiarism or submit another individual's course work unless it is an accepted group learning exercise as defined by the course instructor
- Provide or gain access to academic or administrative files, research documents, or unwarranted patient medical records via computer or any other method
- Misrepresent myself as a licensed or certified health care professional

Integrity

I will:

- Recognize the limitations of my knowledge, skills, or physical or emotional state, and seek advice or appropriate help from my advisor or the Program Director before acting
- Engage in responsible and ethical conduct while a student in the PA program
- Take responsibility for what I say and do
- Promptly report any witnessed violations of the Honor Code to the Program Director

Respect

I will:

- Respect the dignity of others, treating them with understanding and civility
- Not tolerate discrimination
- Contribute to creating a safe and supportive atmosphere for teaching and learning.
- Regard privacy and confidentiality as core obligations

REPORTING, INVESTIGATING SUSPECTED VIOLATIONS OF HONOR CODE

When students or faculty observe what appears to be a violation of the Honor Code, he/she may confront the individual with the concern in a professional and discreet manner or may file a complaint against the student for an alleged violation. All such complaints must be in writing, signed by the complainant, and sent to the Program Director.

If the concern was not resolved through individual discussion, a PA student or faculty may file a complaint against a PA program student for an alleged violation of the Honor Code. All such complaints should be in writing and signed by the complainant and sent to the Program Director.

The Program Director may address the complaint directly with the individual who is the subject of the complaint and/or direct that the complaint be addressed by the Honor Council or pursuant to one of the University Grievance Procedures, beginning on page 33 of this Handbook.

HONOR COUNCIL

The Honor Council is composed of three faculty members and one PA student. PA faculty members may include principal faculty and long term adjunct professors. The student member is an elected member of the student government. The council will elect a faculty chairperson. Any member of the council who believes they have a conflict of interest may disqualify him/herself. The Honor Council is a closed session and parties outside the university will not be involved. The Council will convene within 5 business day of receiving notice of a potential violation.

The Council will review facts gathered and reserves the right to interview the complainant, alleged student and any witnesses. Faculty has the right to review academic and professional records of the alleged student.

Interviews will be held in private and conducted separately. Failure of the complainant, alleged student or witness to appear for an interview will not stop the Honor Council from proceeding.

At the conclusion of the investigation, Council members will deliberate in private and make a recommendation by majority vote. The chairperson will not vote except in the event of a tie.

The Council may take one of the following actions:

- No corrective action if there is insufficient evidence to support the allegation of an honor code violation
- A written reprimand to be placed in the student's file that chronicles the violation. The reprimand will be destroyed after the student's graduation if there are no further honor code violations.
- A written reprimand to be placed in the student's file that chronicles the violation. This information can be included in the student's Performance Evaluations for potential employers and remain a permanent component of the student's file.
- Require that the student seek professional assistance in order to remain in the program
- Require specific conditions must be fulfilled to continue in the program
- Dismiss the student from the PA program

PA Program Information and Policies – Section III

CONTACT INFORMATION

PA students must furnish, and keep current, contact information to the PA program including street address, mailing address, and telephone numbers. Each PA student must provide the name and telephone number of an emergency contact to be used if an emergency arises or the PA program is unable to contact the student.

STUDENT NAME BADGE

All students are provided with a name badge during orientation into the program. The name badge is required to be worn during program functions and on the white coat during each clinical rotation.

A hospital ID badge does not supersede the PA student name badge. A student can reorder a name badge through Marie Irving at a cost of \$30.00 payable to Wingate University due at the time of the reorder.

MALPRACTICE INSURANCE

PA students are covered by Wingate University's liability insurance policy. This coverage is effective only for program-approved activities.

STUDENT HEALTH INSURANCE

Students are required to maintain personal health insurance coverage during their enrollment in the PA program. Neither the University nor clinical practice sites bear any responsibility for healthcare costs of the student. Students are responsible for all health care costs associated with an illness or injury that results from any activity on campus or at an affiliated training site. Medical costs for needle sticks and blood borne pathogen exposure while a student is on clinical rotation are addressed in the Clinical Year Student Handbook.

Unless the student provides proof of other health insurance coverage through the website link provided by Student Health, the student will be automatically enrolled in the student health insurance plan established for students of the university. Premiums will be billed through the student's university account. Information concerning enrollment or waiving university coverage will be provided to all students each year.

Premiums for the insurance plan will be billed by the business office to each student and can be included in student loans. Family or major medical coverage will be paid but the student directly to the insurance provider.

IMMUNIZATIONS

Immunization requirements are reviewed annually to be consistent with the recommendations of the Centers for Disease Control as well as the general requirements of clinical affiliates.

Immunizations required prior to matriculation for PA students:

- DTP or Td (3 doses – month, day, year of each dose)
- Td or Tdap or Tdap booster (within last 10 years – month, day, year)
- Polio (3 doses – month, day, year of each dose)
- MMR (after age 1, 2 doses – month, day, year of each dose) OR
 - Measles (2 doses – month, day, year of each dose or titer date and result)
 - Mumps (2 doses – month, day, year of each dose or titer date and result)
 - Rubella (1 dose – month, day, year or titer date and result)
- Tuberculin test 2-step (within 12 months, mm induration and date read)
 - Chest x-ray if positive PPD (date and results)
 - Treatment for latent TB, if applicable (date)
- Hepatitis B series (3 doses – month, day, year of each or titer date and result)
- Varicella (chicken pox) (2 doses – month, day, year of each or titer date and result)

***Influenza vaccine and TB testing are required annually.**

Only laboratory proof of immunity to measles, mumps, rubella, or varicella is acceptable if the vaccine is not taken. Statement of disease is not sufficient for immunization record purposes.

BACKGROUND CHECK

All students must complete a background check upon accepting an offer of admission to the Wingate University PA program. The background check will include a criminal records search and social security number trace. Matriculation is contingent upon completion of the background check with results deemed satisfactory and may be rescinded based on the background check report. Matriculation will be denied if a student refuses a background check.

The Harris Department of PA Studies arranges for an outside vendor to conduct background checks and assumes the cost of this service. Clinical rotation sites may require background checks independent of the PA program. Associated costs are not the responsibility of the program.

DRUG SCREENING POLICY

Students admitted to the PA program are required to have a drug screen during orientation of the first year. Students are subject to random and for cause drug screening during both the didactic and clinical semesters of the program. A urine drug screen result of “negative-dilute” will require repeat testing. A positive drug screen result for any substance not legally prescribed for the student will result in dismissal from the PA program. A refusal to comply with a request to submit to a drug screen at any time will result in dismissal from the PA program.

A clinical facility may require a drug screen independent of screening required by the Program. If a student has a positive drug screen while on a clinical rotation, the student will be placed on leave from the rotation by the clinical practice pending further investigation. The student must immediately notify a clinical coordinator of the situation. In the event the student is cleared to return to the clinical site, the clinical coordinator will determine if the student is responsible for making up the missed clinical hours.

TOBACCO POLICY

Because we recognize the health hazards caused by exposure to environmental tobacco smoke and use of tobacco products, it shall be the policy of Wingate University and the Wingate University Physician Assistant program to provide a tobacco-free environment for all employees, students, and visitors.

Use of tobacco products is not allowed within the facilities or on the campus at any time. All tobacco use on University property or at University sponsored events is prohibited.

Physician Assistant students who desire assistance with discontinuing use of tobacco should contact student health.

ALCOHOL POLICY

Wingate PA students are expected to behave in a manner that does not jeopardize the health or safety of others or themselves, fulfilling their role as examples of the benefits derived from a safe and healthful life.

- Wingate PA students are expected to follow local, state, and federal laws regarding the use, possession, and distribution of alcohol at all times, maintaining a view as to the future impact their choices will have on licensing and credentialing to work in healthcare.
- Alcohol misuse is any use that adversely impacts a student's health, professional status, or leads to inappropriate or unsafe behaviors. Incidents of alcohol misuse will be evaluated and can lead to a range of actions, from professional probation up to and including dismissal from the program. Examples of misuse include:
 - Use of alcohol while performing a safety-sensitive action such as driving a motor vehicle
 - Disruptive or disrespectful alcohol-related behavior at any time
 - Provision of alcohol to underage individuals
 - Possession or use of multi-user paraphernalia for consumption of alcohol
 - Reckless alcohol consumption
 - Unauthorized public display or public consumption of alcohol
- Presenting one's self for participation in class, clinic, or other program activity while under the influence of alcohol will result in dismissal from the program.
- A Wingate PA student who is charged by civil or university authorities with an alcohol related offense must inform the program director immediately.
 - Students who do not provide this information but who are later discovered to have an alcohol related charge or conviction (on a repeat background screen or through other means) will be dismissed from the program

See Appendix C – “Legal Consequences of Substance Abuse in North Carolina.”

PA Program Information and Policies – Section IV

MEDICAL TREATMENT BY PA PROGRAM FACULTY

Accreditation standards set by ARC-PA do not allow faculty to treat students except in emergency situations.

PA Program Information and Policies – Section V

STUDENT HOUSING AND TRANSPORTATION

Students are responsible for housing and transportation arrangements and expenses during the full 27 months of PA education and for any extended curriculum situations.

LIBRARY RESOURCES AND REFERENCE MATERIALS

Biomedical Informatics Center, Levine College of Health Sciences, Main Campus

Use of reference materials located in the Biomedical Informatics Center (BIC) is available for students Monday – Friday. The BIC will additionally be open for student access after-hours for a limited amount of time only if student workers are available.

Reference materials in the BIC are the property of Wingate University School of Pharmacy and Harris Department of PA Studies and are not to be removed under any circumstances. Reference materials may only be removed with the permission of the Director of the BIC. Students found to be in violation of this policy will be subject to disciplinary action.

Heather Kehr PharmD, Director of BIC, Room 301, Levine College of Health Sciences
704.233.8974, hkehr@wingate.edu

Ethel K. Smith Library, Wingate University, Main Campus

The Ethel K. Smith Library, located on the quad of the main campus, maintains a collection to support the learning experiences of the students and the teaching and research activities of the faculty and staff of Wingate University. The primary focus of the collection is materials that serve undergraduate curricula, but as graduate programs increase, the Library will endeavor to support with appropriate additions to the collection.

In order to support this mission, the Library houses more than 100,000 print volumes in the facility, as well as database subscriptions which provide students online access to a variety of scholarly journal and newspaper titles beyond the Library's print periodical collection. Additionally, the Library's Interlibrary Loan Department enables students to research supplementary materials not held in the collection.

A variety of study options are available in the Library including individual study carrels in the Quiet Room, several group study spaces, and general areas for individual or group work. Wireless LAN access and wet carrels are available in several areas of the facility, including the Ethel K. Café coffee shop on the first floor.

Please visit <http://library.wingate.edu> for more information about the Ethel K. Smith Library.

CAMPUS SAFETY

Wingate University believes safety is a partnership between the community and its members; both have a responsibility to each other. Together, a safe environment can be created and maintained. A multi-layered safety system has been developed that proactively supports a safe community with the ability to respond to any emergency that may occur.

Wingate Main Campus

Blue light help phones are located through the campus including the parking lot of the Levine College of Health Sciences. These phones serve as a direct link to an emergency dispatcher. Never hesitate to contact emergency personnel if the situation warrants urgent attention.

Campus Safety is also available to assist with flat tires, dead batteries, and being locked out of one's vehicle or building. Campus Safety can be reached 24 hours per day.

Mike Easley, Director of Campus Safety
m.easley@wingate.edu
Non-emergency situations 704.233.8999
Emergency situations 911

Hendersonville Health Sciences Center

Pardee Security (for outside and parking lot), 828.696.4730

Hendersonville Police, 828.697.3025

Blue Ridge Community College Police Cell Phone, 828.674.5954

STUDENT HEALTH

Wingate Main Campus

In case of illness, students may contact the Office of Student Health. Student Health is open from 9:00 a.m. – 3:00 p.m. Monday – Friday and is staffed by a full-time nurse practitioner (DNP). The office visit is free; however, students will need to pay for medications and any necessary lab tests. Medical and prescription insurance is not accepted at the Office of Student Health.

Emergencies are handled through the Emergency Department of Carolinas Medical Center – Union in Monroe. Emergency physicians are available 24 hours per day. The student assumes all responsibility for payment of services. Students are also responsible for payment when referred to off-campus offices for treatment or follow-up care.

Sherrie McCaskill DNP, Director of Health and Wellness

s.mccaskill@wingate.edu

704.233-8102

Hendersonville Health Sciences Center

For acute care needs, students can contact

Pardee Urgent Care

212 Thompson Street

Hendersonville, NC

828.697.3232

Hours: Monday-Saturday 8:00 a.m. – 7:00 p.m.; Sunday 9:00 a.m. – 6:00 p.m.

Emergency services are available at Margaret Pardee Memorial Hospital adjacent to the Hendersonville Health Sciences Center. Address: 800 North Justice Street, Hendersonville, 828.696.1000.

COUNSELING SERVICES

The Office of Counseling Services on the main campus of Wingate University and Employee Assistance Network of Hendersonville are dedicated to providing a safe and confidential environment for students. Initial evaluation and short-term counseling available at no charge.

Wingate Main Campus

Office of Counseling Services

704.233.8246

Hendersonville Health Sciences Center

Employee Assistance Network
714 Oakland Street
Hendersonville, NC 28791
www.eannc.com
828.697.2953

IDENTIFICATION CARDS

Wingate Main Campus

Personalized identification cards are made and distributed to new students during orientation. ID cards should remain in a student's possession at all times while in the PA program. The ID card is required for entrance into the Levine College of Health Sciences after hours and to use the copier/printer equipment. The ID card may also be used to add Secure Spending Funds which can be used in all dining facilities and the University Bookstore. Lost cards can be replaced at a cost of \$25 which is charged to the student's account in the Office of Residence Life. Any student withdrawing from the University or dismissed from the PA program must return his/her ID card to the Office of Residence Life.

Hendersonville Health Sciences Center

Student ID cards will be used to pay for printing. Lost ID cards, please contact Residence Life using this form: <https://www.wingate.edu/student-life/residence-life/contact-residence-life/>

Students have 24/7 building access via the door access pass issued by Blue Ridge Community College. An access pass will be issued when classes begin. Lost access passes should be reported to Regina Hutchison. There is a fee of \$8 for a replacement access pass.

VEHICLE REGISTRATION

Wingate Main Campus

Students provide license plate and driver's license information for parking registration. Parking stickers will be distributed during orientation for first and second-year students. Third-year students are required to obtain a parking sticker from the campus security office. Students are not to park in marked visitor or faculty lots. Overflow parking is available near the campus security office immediately past the Levine College of Health Sciences.

Hendersonville Health Sciences Center

Students provide license plate and driver's license information for parking registration. This should be placed on the rear window or bumper. These are optional but recommended. You will need your license plate number and driver's license number for sticker registration. Please see Regina Hutchison for a form.

Parking is available in the lower north lot, west lot and unmarked spots in the east lot with overflow available in the St. Paul's Tabernacle lot. Handicap parking is on the northeast side of the building. Please do not park in marked Pardee patient or Medical Office Building (MOB) spots.

Wingate University Policies and Regulations

STUDENT'S RIGHT TO PRIVACY

FERPA refers to the Family Educational Rights and Privacy Act. It relates to students' rights concerning educational records and information. It is also called the Buckley Amendment, which became law in January 1975.

FERPA gives students the right to inspect and review their education records, including grade transcripts and other academic records. It also outlines rules for releasing and disclosing students' information. If students believe their rights under FERPA have not been upheld, they may file a complaint with the United States Department of Education. If you wish to share your education records with anyone, including your family, you must complete the Student Waiver of FERPA Rights and return it to the Registrar for this purpose.

https://zicpk2z5a714c03pq2mmrjtl-wpengine.netdna-ssl.com/wp-content/uploads/2015/06/Parental_Waiver_Form.pdf

Student Rights

The Family Educational Rights and Privacy Act, commonly known as the Buckley Amendment or FERPA, regulates the use and disclosure of personal information in educational records and permits a student to know what material is maintained in those records. A copy of the Family Educational Rights and Privacy Act is on file in the Dean of Students office in Dickson-Palmer Center.

I. Student Rights to Inspect and Review

A. A student or former student may inspect and review his or her grade transcript, student personal record, and any other personally identifiable records maintained by Wingate University (collectively referred to a "education records"), with the exception of the following, which are not education records:

- Financial records of his/her parents or any information in those records.
- Confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975.
- Medical records that are maintained by medical or mental health personnel solely for the purpose of treating the student. He/she may, however, have a physician or medical professional review the information in his medical record if he/she has reason to believe it may contain inaccurate, misleading or inappropriate information.
- Records created by and kept by a law enforcement unit of the university, if made and kept for the purpose of law enforcement.
- Records made by a teacher or administrator or ancillary personnel and kept in that person's sole possession in a way that the records are not accessible or revealed to anyone else.

B. A student may direct any request for review of an education record to the university Registrar or to the university's Provost. Once a student has been allowed to inspect and review an education record, they may also request that the university official who is responsible for maintaining a particular record respond to the request for explanation and interpretation of the record.

C. A student may choose to waive the right to access confidential recommendations that are written to support an application for admission or financial aid, an application for an honor or recognition, a transfer or application to another institution, an application for employment, or similar application, PROVIDED:

That the STUDENT either selects the persons to submit recommendations or, upon request, is notified of the names of all persons making such recommendations; and

That the recommendations are used specifically and solely for the purpose for which they were specifically intended. A student may not be REQUIRED to waive right of access, under any condition.

D. If a student believes that inaccurate, misleading, or inappropriate information is included in their educational records, Wingate University will permit the student to insert into the record a written explanation concerning the content of such record. The university also will provide a means of correction or deletion of any information that is in fact inaccurate, misleading or inappropriate. (The student is expressly not permitted to challenge grades through this means, unless they wish to challenge the accuracy of institutional records which record the grade.) Initially, any challenge to a student record should be directed to the Provost. The Provost will seek informal resolution of the matter. If either the Provost or the student requests it in writing, the Student Development Committee of the Wingate University Assembly shall conduct a formal hearing concerning any challenges to the student's records as being inaccurate, misleading or inappropriate. Such a hearing shall be conducted and decided in writing within three weeks of the request. During the hearing, the student shall have a full and fair opportunity to present evidence relevant to the issues. If for any reason, the Student Development Committee shall be unable to convene a special committee to hear the matter, a group comprised of persons identified by the Student Development Committee who do not have a direct interest in the outcome of the matter may be assembled to hear the matter.

II. Rules Related to Disclosure and Release of Student Information

A. Wingate University generally may not release to any third party any personally identifiable information in a student's education record. The only exceptions to this rule are as follows:

- The student has submitted a written consent to the release of such information.
- The release is being made to:
 - other educational agencies or institutions when (1) the disclosure is initiated by the student or (2) the agency or institution has requested the records, the student seeks to enroll or is already enrolled at such agency or institution, and the disclosure is for purposes related to the student's enrollment or transfer
 - certain state and federal government officials stipulated by law
 - persons or agencies directly related to a student's application for, or receipt of, financial assistance
 - accrediting organizations
 - parents of dependent students
 - any source if required to do so in compliance with judicial order or subpoena, provided that the student is notified of all such orders or subpoenas

- health authorities, if, in the event of any emergency, knowledge of such information is necessary to protect the health or safety of a student or other persons, or
- University officials (those carrying out official University business, whether paid or unpaid) who have a legitimate educational purpose in consulting the record (based on the need to access the record to perform the university business), or
- The information to be released is exclusively “directory information,” defined as:
 - the student’s name, address (including e-mail), telephone listing, and photograph
 - the student’s date and place of birth
 - the student’s major field of study
 - the student’s participation in official activities and sports; the height and weight of members of athletic teams; dates of attendance
 - degrees and awards received, and
 - the most recent previous school attended by the student

B. Any student may object to the designation of “directory information.” To do so, they must file within 20 days after the first day of classes in each semester a signed notice informing the university that any or all of the information described above should not be considered directory information about that specific student. The requests must be filed in the Office of the Registrar. Such requests for nondisclosure will only be honored by the university for the current enrollment period; therefore, a new request must be submitted each semester or term.

C. Each university official responsible for any type of educational record shall maintain a record of the persons or parties, other than those university personnel authorized in II.A.2.(h), requesting or obtaining access to a student’s educational records. The record of requested access is available only to the student, to the university official responsible for the custody of such records, and to that official’s assistants.

D. The university may disclose to the parent or legal guardian of a student under the age of 21, without the prior written consent of the student, information regarding any violation by the student of any federal, state, or local law or any rule or policy of the university governing the use or possession of alcohol or a controlled substance if the university has determined that the student has committed a disciplinary violation with respect to such use or possession.

E. The university may disclose, without prior written consent of the student, final results of disciplinary proceedings against the student who is an alleged perpetrator of a crime of violence (18 U.S.C. §16) or a non-forcible sex offense if the university finds the student committed a violation of the university’s rules or policies with respect to such crime or offense. The information shall include only the name of the student, the violation committed, and any sanctions imposed by the university on the student. The university may include the name of any other student such as a victim or witness, only with the written consent of the other student.

III. Complaints

Any person who believes that the university has failed to comply with the Family Education Rights and Privacy Act, or with the regulations of the Department of Education, 34 C.F.R. Part 99, may file a complaint with the Department of Education under 34 C.F.R. #99.63 and 99.64.

INFORMED CONSENT

In compliance with the Family Educational Rights and Privacy Act (FERPA), Wingate University, through its Harris Department of Physician Assistant Studies, requests that all entering students provide their written informed consent to the sharing of personal information with Wingate's educational partners (clinical rotation sites, for example) strictly on a need-to-know basis. This sharing of personal information may include the following:

- Social security number
- Immunization record
- Email address and telephone number
- Results of health care tests
- Criminal records known to Wingate University
- Credit check

Students who are not willing to allow the release of the required personal information may not be able to be placed in an affiliated clinical rotation site. In such cases, the student cannot meet the requirements for graduation.

GRIEVANCE PROCEDURES

Despite best efforts, conflict at times leads to a grievance or formal complaint. This could involve other students, faculty or staff. A formal complaint requires written documentation outlining the area(s) of concern.

An attempt should be made to resolve the conflict individually; however, if that is not possible or presents an uncomfortable atmosphere, with the exception of matters involving allegations of disability-related harassment or discrimination, which are handled under the Student Disability Grievance Procedure, the following procedures should be followed:

Student to Student

Students who are unable to resolve concerns with other students should submit a written document to the Associate Program Director who will make every effort to resolve the Conflict. If the problem is not adequately addressed a formal appeal may be sent to the Program Director who will evaluate the complaint and notify the appropriate individuals of a plan of resolution. Decisions of the Program Director are final.

Student to Faculty

Students should attempt to address the faculty member directly. If an adequate resolution cannot be reached, the student should submit a written statement of the conflict to the Program Director. If this attempt goes without being resolved, the student may submit a letter of appeal to the Vice-Provost for Health Sciences for resolution. The outcome and decision of the Vice-Provost for Health Sciences is final.

Student to Staff

The student should attempt to address the staff member directly. If an adequate resolution cannot be reached, the student should submit a written statement of the conflict to the individual's direct supervisor. The supervisor should review and make attempts to resolve the issue. If the conflict cannot be resolved, the student may contact the Program Director for further assistance.

UNIVERSITY HARASSMENT POLICY

The official policy of the University states that the academic and work environment of students, faculty, and employees will be free of any intimidation or harassment by a member of the Wingate University community. Harassment of any kind will not be tolerated. Prohibited conduct includes, but is not limited to, physical or mental abuse, racial, ethnic, sexual or age-related insults, jokes or slurs and harassment concerning an individual's physical or mental disability.

Sexual harassment includes but is not limited to verbal or physical sexual advances, unwelcome contact and sexually discriminatory remarks that are offensive or objectionable to an individual, that cause an individual discomfort or humiliation, or that interfere with an individual's academic or work performance. Such conduct is strictly prohibited. Furthermore, suggesting to a student, employee or faculty member that a sexual favor or tolerance of illicit conduct might enhance that individual's academic or employment standing at the University, or might ensure graduation, job security or academic or job advancement is also forbidden.

Any student, faculty member, or employee who believes that he/she has been subjected to any form of harassment should report the conduct immediately. If the alleged harasser is a student the conduct should be reported to the Dean of Students or Associate Director of the alleged harasser's Program; if the alleged harasser is a faculty member the conduct should be reported to the alleged harasser's Program chairperson; if the alleged harasser is an employee, the conduct should be reported to the alleged harasser's direct supervisor. In instances where a dean, administrator, or supervisor is the alleged harasser, the conduct should be reported to that individual's immediate supervisor. Complaints involving harassment by students will be handled in accordance with the provisions under violations of the honor code. Complaints involving harassment by faculty members, administrators, or employees will be handled in accordance with the procedures set forth in the faculty/staff guide. Efforts will be made to keep all complaints and related information confidential and such information will be discussed with other individuals on a need-to-know basis only.

UNIVERSITY SEXUAL ASSAULT POLICY

IN THE CASE OF ALLEGATIONS OF SEXUAL MISCONDUCT, UNLESS OTHERWISE STATED, THE SEXUAL MISCONDUCT POLICY POSTED ON THE TITLE IX WEBSITE SUPERSEDES AND APPLIES IN LIEU OF ALL OTHER PROCEDURES AND POLICIES REGARDING, AND REFERENCES TO, SEXUAL MISCONDUCT SET FORTH IN ANY OTHER DOCUMENT CONTAINING UNIVERSITY POLICIES AND/OR PROCEDURES.

IF YOU OR SOMEONE YOU KNOW MAY HAVE BEEN A VICTIM OF SEXUAL ASSAULT OR ANY OTHER TYPE OF SEXUAL MISCONDUCT PROHIBITED UNDER THE SEXUAL MISCONDUCT POLICY, YOU ARE STRONGLY ENCOURAGED TO CONSULT EXHIBIT A TO THE POLICY AND TO SEEK IMMEDIATE ASSISTANCE FROM ONE OR MORE OF THE SOURCES LISTED THERE.

**THE WINGATE UNIVERSITY DEPARTMENT OF CAMPUS SAFETY
IS LOCATED IN THE CAMPUS SAFETY HOUSE ON MAIN STREET
AND IS AVAILABLE BY PHONE AT 704-233-8999.**

Wingate University (“Wingate” or the “University”) is committed to providing and maintaining programs, activities, and an educational and work environment founded on civility and respect, where no one is unlawfully excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of gender, sex, sexual orientation, sexual identity, gender identity, or gender expression (“sex discrimination”).

Sexual Misconduct, as defined by the Sexual Misconduct Policy and which includes gender-based and sexual harassment and sexual violence, is a form of sex discrimination that may deny or limit an individual’s ability to participate in or benefit from University programs or activities. Sexual Misconduct is antithetical to the values and standards of the University community, is incompatible with the safe, healthy environment that the University community expects and deserves, and will not be tolerated. Sexual Misconduct and Retaliation, as defined in the Policy, are prohibited. Violations of the Policy may result in the imposition of sanctions up to and including termination, dismissal, or expulsion.

It is the policy of the University to provide educational, preventative, and training programs regarding Sexual Misconduct; to encourage reporting of incidents of Sexual Misconduct; to take appropriate action to prevent incidents of Sexual Misconduct from denying or limiting an individual’s ability to participate in or benefit from the University’s programs; to make available timely services for those who have been affected by Sexual Misconduct; and to provide prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent its recurrence.

The University is committed to fostering a community that promotes timely and fair resolution of Sexual Misconduct cases. To that end, the University has defined Sexual Misconduct broadly to include any unwelcome conduct of a sexual nature, and the University will investigate all allegations of Sexual Misconduct.

However, not all unwelcome conduct of a sexual nature rises to the level of warranting adjudication and/or discipline pursuant to the Policy. Although the University will investigate all allegations of Sexual Misconduct, the Policy uses the term “Actionable Sexual Misconduct,” as defined in Exhibit B, to identify those acts of Sexual Misconduct that do warrant adjudication under, and discipline pursuant to, the Policy.

Wingate’s Title IX Coordinator is Dr. Patrick Biggerstaff, Chief of Staff. Dr. Biggerstaff’s office is located in the Stegall Administration Building. Mr. Biggerstaff may be contacted during business hours (8:30 a.m. to 5:00 p.m., Monday through Friday) by phone at [704-233-8247](tel:704-233-8247) or by e-mail at dpbigg@wingate.edu.

For more information please visit <http://www.wingate.edu/about-wingate/title-ix>

DISABILITY STATEMENT

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to his or her disability. The University is fully committed

to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and its amendments and the Rehabilitation Act of 1973 (section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities. Disability support services are available to otherwise qualified students with disabilities to ensure equal access to the University's programs and services. Services may include making academic and/or non-academic accommodations for students. The University's Office of Disability Services is the only designated department authorized to coordinate disability related services. Students should contact the Office of Disability Services when seeking academic and/or non-academic accommodations.

STUDENT DISABILITY GRIEVANCE PROCEDURE

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, subjected to discrimination in connection with, or denied the benefits of any University programs or activities due to his or her disability.

The University has adopted this internal grievance procedure to provide for the prompt and equitable resolution of student complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 ("Section 504") or Title III of the Americans with Disabilities Act ("Title III") or otherwise alleging disability-related discrimination or harassment. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance, and Title III prohibits discrimination on the basis of disability by private entities (including Universities) that provide places of public accommodation. These laws and accompanying regulations may be examined in the office of the Director of Disability Support Services, who the University has designated to coordinate its efforts to comply with Section 504 and the ADA ("the Director").

Who May Grieve?

Any student currently enrolled at the University who believes he or she has been discriminated against or harassed on the basis of disability by a University employee (e.g., administrator, faculty, staff, adjunct faculty, or other agent of the University); University student; or, in certain circumstances, by a visitor to the University, may use this process to file a grievance.

What May Be Grieved?

An action or decision may be grieved if it involves alleged discrimination or harassment by a University employee; University student; or, in certain circumstances, by a visitor to the University against a student on the basis of that student's disability. Such actions may include, but are not limited to, denial of accommodations or lack of physical access to University facilities or programs.

Confidentiality and Prohibition against Retaliation

The University will treat all information submitted in connection with a grievance as confidential. Subject to FERPA and other applicable privacy laws, however, the University official investigating the grievance will inform individuals with a legitimate need to know of the grievance and may provide them related information as necessary to allow the University official to conduct a meaningful and thorough investigation. The University official investigating the grievance will inform all involved parties of the need to maintain the confidentiality of such information.

Wingate University prohibits retaliation for submitting a grievance or participating in a grievance investigation. Retaliation includes threats, intimidation, reprisals, and adverse actions. The University official investigating the grievance will advise all involved parties of this strict prohibition against retaliation.

Informal Grievance Procedure

The Informal Grievance Procedure is designed to facilitate a satisfactory resolution of the grievance in an informal manner. The student has the option to forego the Informal Grievance Procedure and move immediately to the Formal Grievance Procedure.

A student initiates the Informal Grievance Procedure by contacting the Director. If the Director is the subject of the grievance, the student initiates the Informal Grievance Procedure by contacting the Dean of the student's major program or graduate program Dean. The student may contact the appropriate official (the "Investigator") by e-mail, phone, or in person. To initiate the Informal Grievance Procedure, a student is not required to submit the grievance in writing, but the Investigator may ask the student to do so or to submit other evidence, if necessary to facilitate a satisfactory resolution.

The Investigator will attempt to facilitate expeditiously a satisfactory resolution. The Investigator may meet in person with the student, confer with the individual(s) against whom the grievance is filed, attempt to arrange a meeting between the student and the individual(s), or take any other steps the Investigator believes will be useful in promoting resolution.

Within 21 calendar days after the student initially contacts the Investigator regarding the grievance, the Investigator will inform the student in writing of the outcome of the Informal Grievance Procedure.

Formal Grievance Procedure

If the student is not satisfied with the resolution reached using the Informal Grievance Procedure, or if the student chooses not to use the Informal Grievance Procedure, the student may initiate the Formal Grievance Procedure by submitting a written complaint to the appropriate Investigator. A student who chooses to initiate the Formal Grievance Procedure after participating in the Informal Grievance Procedure must do so within 14 calendar days of receipt of the Investigator's written notification of the outcome of the Informal Grievance Procedure. The written complaint must:

- Be dated;
- state the problem or action alleged to be discriminatory and the date of the alleged action;
- state how the action is discriminatory (or how the decision is unreasonable if it a denial of a requested accommodation);
- name the individual(s) against whom the grievance is filed;
- state the requested remedy; and
- be signed by the student.

Within seven calendar days of receiving the written complaint, the Investigator will provide written notification of receipt of the complaint to the grievant and to the individual(s) against whom the grievance is filed. The Investigator will also conduct a thorough investigation of the

complaint, affording all relevant persons an opportunity to submit evidence regarding the allegations. Within 30 days of receipt of the written complaint, the Investigator will provide the grievant and the individual(s) against whom the complaint is filed a written decision regarding the grievance. The decision will include findings of fact, a conclusion, and, if applicable, an explanation of remedies, which may include the imposition of disciplinary sanctions and / or referral to an individual's supervisor or another administrator for the determination and imposition of disciplinary sanctions.

Appeal

The student or the individual(s) against whom the grievance is filed may appeal within fourteen calendar days of receiving the Investigator's written decision and / or any associated disciplinary sanctions by writing to the Provost. The written appeal must clearly set forth the grounds for the appeal and must include all supporting evidence. Generally, the Provost will limit his or her review of the Investigator's decision to determining whether the Investigator considered the proper facts and whether there were any procedural irregularities. Within 21 days of receipt of the appeal, the Provost will provide the grievant and the individual(s) against whom the complaint is filed a written decision regarding the appeal. The decision of the Provost is final, and the University will disregard any subsequent appeals (in any form) to any University representative, including the University President.

Adjustment of Deadlines

The Investigator or the Provost may change the above deadlines for good cause, such as semester or summer breaks. Likewise, if the application of time deadlines creates a hardship due to the urgency of the matter or the proximity of an event, the Investigator or Provost, at the request of the student, will determine if an expedited procedure can be created.

Interim Measures

If necessary while any grievance investigation is ongoing, the University may take interim measures to stop discrimination or prevent its recurrence. Such interim measures may include, but are not limited to, limiting interaction between the parties, arranging for the provision of temporary accommodations, or staying a course grade.

Confidentiality of Records

Once the Investigator or Provost has made the final decision regarding the grievance, the records related to the grievance will be confidentially maintained in the Office of Disability Support Services for three years.

Disability Accommodations

Wingate University will make arrangements to ensure that students with disabilities are provided appropriate accommodations as needed to participate in this grievance procedure.

Requests for accommodations must be made to the Director. The Director will review the supporting disability related documentation, make a decision about the request, notify the student about approved accommodations and make arrangements for the accommodations. Accommodations may include, but are not limited to, providing interpreters for the deaf, providing recordings of materials for the blind, and assuring a barrier-free location for the proceedings.

External Complaints

The availability and use of this grievance procedure does not prevent a student from filing a complaint of discrimination with external agencies such as the U.S. Department of Education, Office for Civil Rights.

DISABILITY HARASSMENT POLICY

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, subjected to discrimination in connection with, or denied the benefits of any University programs or activities due to his or her disability. Harassment is a form of discrimination and, therefore, harassment directed toward an individual student with a disability is a violation of the University's anti-discrimination policy as well as state and federal laws.

Disability harassment is defined as verbal (including written or electronic communication) or physical conduct that is directed at an individual because of his/her mental/physical disability that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment. A hostile environment may exist even if there are no tangible effects on the student, where the harassment is serious enough to affect adversely the student's ability to participate in or benefit from the educational program. Disability harassment may occur in a variety of relationships, including faculty and student, supervisor and student employee, student and student, staff and student, and other relationships between students and other persons having business at or visiting the University.

To file a complaint of harassment students should follow the University's Grievance Procedure for Students with Disabilities as outlined above.

APPENDIX A

SUMMARY OF HIPAA

Mary Beth Magee, Contributing Writer

<http://www.ehow.com>

HIPAA lays out guidelines for handling information gathered in providing health care.

Public Law 104-191, the Health Insurance Portability and Accountability Act of 1996, became law on August 21, 1996. The act provides guidelines for the distribution and protection of individually identifiable health care information. The guidelines affect health care consumers, medical care providers, health insurance providers, and researchers. Consumers can access detailed information on various aspects of the law on the U.S. Department of Health and Human Resources website.

Definition

HIPAA addresses the ease of information sharing through electronic record-keeping. Designed to protect individuals from an inappropriate dissemination of medical information, the act defines what can be shared, what cannot be shared without permission, and what the patient can access of his own medical records.

Benefits

The clear boundaries drawn by the act assure the consumer that his information will be protected from indiscriminate publication. The act provides avenues for redress in the event a breach occurs and penalties for those who violate the act. With expectations spelled out for all parties, HIPAA alleviates ambiguity as to what is privileged and what is not.

Protected Information

The Privacy Rule of HIPAA applies to all types of patient information, written, oral, or electronic, that can be identified as belonging to the patient. The Security Rule covers electronic security and requirements for those maintaining protected information to prevent breaches of information. Doctor's notes in the patient's record, lab test results, conversations between providers about a patient, billing information at the provider's office, and information sent to insurance companies come under the umbrella of protected information.

Consumers

Patients rely on HIPAA for the right to access information from their own medical records and add corrections when needed. They have the reassurance that the information will be shared only with those who have a legitimate need to see it or have been given permission by the patient. A patient is entitled to a report detailing who received the information.

Care Providers

If the patient feels at risk, she can ask that test results and phone calls be sent to an alternate address or telephone number. Providers must honor the request to make contact somewhere other than the patient's home.

Care providers may not discuss a patient's case with other professionals who are not part of the health care team unless the patient grants permission.

Health care providers can report statistical information to government oversight organizations such as public health groups and the Centers for Disease Control. A physician could report, for example, a total of 27 cases of influenza treated but could not identify the patients.

Insurers

Insurers must take all reasonable steps to protect the information provided to the insurance company in the course of settling insurance claims. They may not release individually identifiable information to those who have no need of the data.

Full language of the law is available at

<http://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/index.html>

APPENDIX B

ELECTRONIC MEDIA GUIDELINE

The following Guideline describes appropriate standards of conduct related to all electronic information (text, image, or auditory) that is created, transmitted, or posted internally or externally by faculty, staff, and students (hereafter “personnel”) affiliated with the Wingate University PA program. Examples include, but are not limited to, email or text messages, Instant Messenger®, media messaging service (MMS), Twitter®, Facebook®, LinkedIn®, Tumblr®, YouTube®, and all other electronic networks, personal and organizational websites, blogs, wikis, and similar entities. This Guideline applies to future media with similar implications. It applies whether personnel are posting to Wingate University-hosted media or external systems or sites; electronic media in which one’s affiliation is known, identified, or presumed; or self-hosted sites, distributions, or transmittal sites where the views and opinions expressed are not intended to represent the official views of the Wingate University PA program.

Best Practices

Everyone who participates in electronic media activities should understand and follow these simple but important “Best Practices”:

Take responsibility and use good judgment. You are responsible for the material you transmit by email or post on personal blogs and other electronic media. Be courteous, respectful, and thoughtful about how other personnel may perceive or be affected by the postings. Incomplete, inaccurate, inappropriate, threatening, harassing, or poorly worded postings may be harmful to others. They may damage relationships, undermine the Wingate University PA program’s reputation, discourage team work, and negatively impact perceptions of the program’s commitment to patient care, education, research, and community service.

Think before you post. Electronic media is generally retained and subject to investigation, subpoena, discovery, or other legal actions. Further, the organization providing the service (email, social site, etc.) owns your material at the moment of posting or transmission. Thus, anything you post or transmit is highly likely to be permanently connected to you and your reputation. Future employers and patients may come across this information and may use it to evaluate you, making it important that you take great care and thought before placing comments in the public domain.

Protect patient privacy. Disclosing information about patients without written permission, including photographs or potentially identifiable information is strictly prohibited. HIPAA guides us to take extreme care when sending any information that could possibly be linked to a patient or patient’s family. These rules also apply to deceased patients and to posts in the secure sections of your electronic media pages that are accessible by approved friends only.

Protect your own privacy. Make sure you understand how the privacy policies and security features work on your own devices, the devices provided in workplaces and schools, and on the sites where you are posting material.

Respect work commitments. Ensure that your emailing, messaging, blogging, electronic networking, and other external media activities do not interfere with your work commitments.

Identify yourself. If you communicate in electronic media about the Wingate University PA program, disclose your connection with Wingate University and your role in the program. Use good judgment and strive for accuracy in your communications. False or unsubstantiated claims and inappropriate, inaccurate, or inflammatory postings may create liability for you.

Use a disclaimer. Where your connection with Wingate University is apparent, make it clear that you are speaking for yourself and not on behalf of the Wingate University PA program. A disclaimer, such as, “The views expressed on this [blog, website] are my own and do not reflect the views of Wingate University or the Wingate University PA program,” may be appropriate.

Respect copyright and fair use laws. For Wingate University’s protection, as well as your own, it is critical that you show proper respect for the laws governing copyright and fair use of copyrighted material owned by others, including Wingate University’s own copyrights and logo brands.

Protect proprietary information. Do not share confidential or proprietary information that may compromise the Wingate University PA program’s practices or security. Similarly, do not share information in violation of any laws or regulations.

Seek expert guidance. Consult with the PA Program Director if you have any questions about the appropriateness of materials you plan to publish or if you require clarification on whether specific information has been publicly disclosed. Electronic media may generate interest from the press. If you are contacted by a member of the media about a Wingate University-related blog posting or program information of any kind, contact the PA Program Director before disclosing information to the media.

Failure to adhere to the aforementioned best practices will be considered a breach of appropriate professional behavior and can result in discipline, up to and including, removal from the program.

ADDENDUM TO ELECTRONIC MEDIA GUIDELINE

The following are fictional case examples of electronic media and blogging activities and an explanation of the appropriateness in accordance with the Wingate University PA Program Electronic Media Guideline:

A patient attempts to “friend” a medical provider or student on Facebook®. This is almost always inappropriate. Even after the provider-patient relationship has ended, it would be inappropriate to discuss health-related information.

A patient emails a faculty member or student or comments on the individual’s blog and discloses protected health information with the expectation that the Wingate University PA program faculty member or student will continue the discussion. Any health-related discussions with patients by email or other media require a written consent. Similarly, electronic media discussion with a patient or patient’s family member should not directly address health concerns.

A PA student twitters that he just finished rounds with a preceptor on a patient and describes the clinical findings of that patient. It is difficult to be certain that information disclosed in the Twitter® post is not identifiable to that particular patient. The best type of posting would include very general information. Other posts by the same student could indicate his or her school and current rotation, leading to circumstances that identify the patient.

A PA student emails her classmates or writes in her blog naming a preceptor who did minimal teaching and recommending that other students not take clinical electives with that preceptor. Legitimate critique of an educational activity is appropriate so long as professionalism is maintained. These concerns should be made clear to the faculty so that intervention on behalf of the students can take place. This student should be counseled accordingly about professionalism in communication.

A PA student posts to his “wall” on Facebook® that half of the class was sleeping during Dr. X’s lecture on pharmacology. This student should be counseled about professionalism in communication.

A student on a pediatric rotation posts a picture of a baby who was just discharged from care, expressing joy, best wishes to the family, and congratulating everyone involved in this excellent patient outcome. Without written patient or patient representative consent, this is a clear violation of patient confidentiality, even if the patient is not named.

A student blogs that the clinical equipment he is using should have been replaced years ago and is unreliable. The public disclosure of such information increases the liability for the preceptor and the Wingate University PA program and is clearly unprofessional. There are legitimate and confidential mechanisms for improving quality and the student will be counseled accordingly.

A PA student wearing a Wingate University PA program tee shirt is tagged in a photo taken at a local bar and posted on a friend’s Facebook® page. The student is clearly inebriated. The two issues are (1) the PA program logo identifies the affiliation to the institution; and (2) the

unprofessional behavior of the student is available for all to see, including future employers and patients. Although the student did not post the photo, the student should do everything possible to have the photo removed and remove the tagging link to the student's own Facebook® page.

A student becomes dissatisfied with the administration of a class or the operation of the PA program and emails a group of individuals to outline grievances and organize a protest action. This is an inappropriate mechanism of information dissemination and poses a considerable risk for the student, the PA program, and Wingate University since the emails or messages can be unintentionally forward to, or read by, other persons outside of the intended audience or even intentionally disclosed by a recipient in order to gain notoriety.

A student blogs or messages that a fellow student wears too much cologne, has terrible taste in clothes, and takes a long time to complete tests. This is an inappropriate forum and set of comments and demonstrates unprofessional behavior. There are legitimate and confidential mechanisms for addressing valid concerns.

A PA student creates an electronic media website to discuss medical knowledge (for example, Wingate University PA Program Cardiology Interest Group). This is a learning community environment in which medical knowledge is exchanged, shared, and discussed. While the goal is laudable, there are still risks. A disclaimer is necessary since postings may be incorrect, taken out of context, or improperly referenced. The moderator should take precautions to prevent the posting of information or photographs that are potentially identifiable to a particular patient.

APPENDIX C

LEGAL CONSEQUENCES OF SUBSTANCE ABUSE IN NC

Alcohol

Under North Carolina General Statute 18B-302, it is a Class 1 Misdemeanor to aid, abet, sell or give alcoholic beverages to anyone under the age of 21, or to attempt to purchase alcohol under the age of 21. Fines and community service sentences starting at \$250 and 25 hours respectively may be imposed for violations of this statute. North Carolina laws allow civil damages of up to \$500,000.00 per occurrence for cases resulting in serious injury or death. Felony penalties may also apply depending upon the nature of the violation. More information regarding violation of this statute can be found at:

<http://www.ncabc.com/education/college/nclaws.aspx>

<http://www.dmv.org/nc-north-carolina/automotive-law/dui.php>

Controlled Substances

Legal sanctions for the illegal possession or sale of controlled substances vary depending on the amount of the controlled substance. Information regarding Federal penalties for drug trafficking may be found at:

<http://www.justice.gov/dea/agency/penalties.htm>

North Carolina has structured sentencing for the illegal possession or sale of controlled substances, with judges permitted to impose a sentence within a prescribed range, depending on the class of the offense, the number of prior convictions for the individual defendant, and whether there were aggravating or mitigating factors in the circumstances of the offense. Similar to the Federal Controlled Substance Act (1970), the North Carolina Controlled Substances Act (G.S. 90-86) defines controlled substances and places them into one of six categories called “schedules.” The placement of a controlled substance into a schedule is determined by a set of defined criteria that evaluate the substance’s potential for abuse, medical use, and safety or dependence liabilities. Minimum punishments for violations may also be found in the Act.

The Schedules, Controlled Substances and Penalties for Possession chart below describes the schedule system, gives examples of drugs in each schedule and outlines the minimum punishment for possession of any amount of the substance. The punishments for illegally trafficking controlled substances are much more severe than those for possession. The Illegal Trafficking Penalties chart below will describe the minimum amount of controlled substance that one must possess to be charged with trafficking. The North Carolina Controlled Substances Act (G.S. 90-86) may be found at:

http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_90/Article_5.html

The North Carolina Felony Punishment Chart & Minimum/Maximum Tables may be found at:

http://www.nccourts.org/Courts/CRS/Councils/spac/Documents/felonychartR_12_01_09min_max_sentences.pdf

APPENDIX D
MPAS REQUIRED CURRICULUM
CLASS OF 2019

<u>Fall Semester</u>			<u>Fall Semester</u>		
PA 524 Topic Exploration I	0		3 Five-week Clinical Rotations	15	
PA 529 EKG/Radiology	1		PA 620 Capstone Project I	2	17
PA 530 Clinical Medicine I	6		ACLS		
PA 538 Patient Assessment I	4		<u>Spring Semester</u>		
PA 541 Pharmacology I	3		3 Five-week Clinical Rotations	15	
PA 544 Clinical Anatomy	2		PA 623 Professional Development	1	16
PA 546 Pathophysiology I	3	19			
			<u>Summer Semester</u>		
<u>Spring Semester</u>			2 Five-week Clinical Rotations	10	10
PA 525 Topic Exploration II	0				
PA 527 Health Care Issues I	1		Final Semester		
PA 531 Clinical Medicine II	6		<u>Fall Semester</u>		
PA 539 Patient Assessment II	4		2 Five-week Clinical Rotations	10	
PA 542 Pharmacology II	3		PA 624 PANCE Preparation	2	
PA 547 Pathophysiology II	3		PA 710 Summative Evaluation	2	
PA 580 Research, Epidemiology and Statistics	2	19	PA 720 Capstone Project II	4	18
					61
<u>Summer Semester</u>					
PA 528 Health Care Issues II	1		<u>Clinical Rotations</u>		
PA 532 Clinical Medicine III	3		PA 600 Ambulatory Medicine I	5	
PA 540 Patient Assessment III	1		PA 610 Ambulatory Medicine II	5	
PA 543 Pharmacology III	2		PA 602 Internal Medicine	5	
PA 550 Emergency Medicine	2		PA 603 Pediatrics	5	
PA 552 Medical Procedures	2		PA 604 Psychiatry	5	
PA 554 Special Populations	5	16	PA 605 General Surgery	5	
FIRST THREE SEMESTERS		52	PA 606 Women's Health	5	
LAST FOUR SEMESTERS		61	PA 607 Emergency Medicine	5	
TOTAL CREDIT HOURS		113	PA 608 Elective Clinical Rotation I	5	
			PA 609 Elective Clinical Rotation II	5	

APPENDIX E

MPAS CURRICULUM COURSE DESCRIPTIONS

PA 524 Topic Exploration I

This is the first of two courses that will engage students in small group discussion related to concurrent topics in Clinical Medicine, Pathophysiology, and Patient Assessment. The interactive discussion format will develop critical thinking skills as students review disease etiology, pathophysiology, pertinent history and clinical findings, pertinent physical exam, differential diagnosis, and treatment. In addition, students will be guided through refinement of taking an adequate disease history and making decisions based on key points uncovered in the history by experienced faculty facilitators.

PA 525 Topic Exploration II

This is the second of 2 courses that will engage students in small group discussion related to concurrent topics in Clinical Medicine, Pathophysiology, and Patient Assessment. The interactive discussion format will develop critical thinking skills as students review disease etiology, pathophysiology, pertinent history and clinical findings, pertinent physical exam, differential diagnosis, and treatment. In addition, students will be guided through refinement of taking an adequate disease history and making decisions based on key points uncovered in the history by experienced faculty facilitators.

PA 527 Health Care Issues I and Special Topics

In Health Care Issues I, students will develop skills to increase well-being and mindfulness. Students will explore difficulties and challenges that may emerge while communicating with patients. Topics covered will include working with patients with cultural differences, individuals who may be ambivalent about making changes, grief and breaking bad news, as well as patients with low health literacy. In addition, we will discover how our own implicit bias may affect health care choices that we make.

Special Topics explores crucial questions about health, economic, and cultural issues among a variety of populations, exploring how these issues affect the meanings of health and disease among members of the population, as well as their access and receipt of medical care. Through a combination of lecture and class discussion, students examine the impact of culture and population membership on wellness and the burden of disease. Time is spent reflecting on the impact of intra-cultural values in care-seeking activities and common assumptions regarding the impact of those values by individuals outside of the culture. The class will also explore the role of differences in social structure, gender role, and gender identity in relation to the receipt of medical services that reflect the standard of care.

PA 528 Health Care Issues II

Students will explore the unique role of PAs and the ethical and professional issues that may be encountered in the student experience and in collaborative medical practice. Through discussion and analysis of ethical challenges, students will better understand the ethics of decision-making that affects others, as well as recognize external factors that influence ethical decision making. Students will examine fundamental principles of professionalism that are the basis of medicine's

contract with society and will be introduced to healthcare team structure and key principles of effective interprofessional practice.

PA 529 EKG/Radiology

Electrocardiography and Radiology is a single semester course designed to develop techniques for the interpretation of electrocardiograms and radiographic results and images. The electrocardiogram component of the course will integrate cardiovascular physiology with the interpretation of EKGs. This course will serve as a foundation for the cardiology section of Clinical Medicine. *An equal emphasis will be placed upon cardiac physiology, cardiac pathology and tracing interpretation.* An understanding of radiographic procedures is required for the diagnosis of many medical conditions. Some imaging procedures are interpreted by primary care providers. Other interpretations are provided by radiologists and the results are then applied by the medical provider to establish a diagnosis. The radiology course will introduce information that addresses both of these concepts.

PA 530 Clinical Medicine I

Clinical Medicine 1 is the first of a series of three courses with emphasis upon medical diagnosis, management of disease processes and treatment. The course addresses the pathophysiology, clinical presentation, diagnosis and management of diseases by system and specialty. In addition to the study of the specifics of each disease process, an emphasis is placed upon the logical analysis of data followed by the application of this information to diagnosis and management issues. A logical approach to clinical issues is integrated with the specific clinical features of each disease to develop a consistent pattern of diagnosis and management. The topics covered include: Dermatology, Ophthalmology and Otolaryngology (EENT), Gastroenterology, Hematology, Cardiology, Pulmonary, and Nutrition. Also incorporated into these topics and modules are reviews of relevant pathology, genetic information, electrocardiography and radiology.

PA 531 Clinical Medicine II

Clinical Medicine II is the second of a series of three courses with emphasis upon medical diagnosis, management of disease processes and treatment. The course builds upon the foundation established in Clinical Medicine 1. As with the first course in this series, Clinical Medicine 2 addresses the pathophysiology, clinical presentation, diagnosis and management of diseases by system and specialty. The logical approach to the diagnosis and management of disease processes is further developed. Relationships between diseases and the subtleties of accurate diagnosis are explored in this course. The topics covered include: Neurology, Urology, Nephrology, Endocrinology, Infectious Diseases and Rheumatology. Also incorporated into these topics and modules are reviews of relevant pathology, genetic information, electrocardiography and radiology.

PA 532 Clinical Medicine III

Clinical Medicine 3 is the final component of this series of topics that explore medical diagnosis, management of disease processes and treatment. Building upon Clinical Medicine 1 and 2, the application of critical thinking to the practice of medicine is further developed. Integrated with the discussion of specific disease processes is the logical analysis of data followed by the application of this information to diagnosis and management issues. The topics covered include: Psychiatric

and musculoskeletal diseases. Also incorporated into these topics and modules are reviews of relevant pathology, genetic information and imaging.

PA 538 Patient Assessment I

This is the first of three consecutive courses that develop foundational skills and techniques required to gather a complete medical history and perform a thorough physical examination. This course introduces the student to the art of history taking and physical exams of skin, eyes, ears, nose, throat, gastroenterology, cardiovascular, and pulmonary systems. A combination of lecture, assigned readings, self-directed learning, and hands on experience in a laboratory setting will be used to develop student's ability to critically evaluate information obtained through patient interviews and physical exam in the formation of diagnostic possibilities. Laboratory sessions will emphasize the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination. In addition, students will learn documentation skills needed to completely and accurately document a history and physical exam.

PA 539 Patient Assessment II

This course teaches foundational skills and techniques required to gather a complete medical history and perform a thorough physical examination. This course introduces the student to the art of history taking and physical exams of neurological and musculoskeletal systems, as well as, male and female genitalia. During this course, the integration of the student's knowledge of the structure and function of the human body will be coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination.

PA 540 Patient Assessment III

This course expands on knowledge and skills acquired in PA 538 and PA 539 Patient Assessment I and II, as well as Clinical Medicine and Pharmacology courses to further develop diagnostic and patient management skills.

PA 541 Pharmacology I

This is the first class in a three part series, based on the NCCPA blueprint, the AMSPC Knowledge Objectives in Medical Pharmacology, and nationally accepted competencies for Physician Assistants. Students will be introduced to pharmacokinetic, pharmacodynamic, and pharmacotherapeutic principles, and are expected to acquire knowledge and develop the skills that a physician assistant will need to enhance patient care in clinical practice focusing on efficient and efficacious use of pharmacologic materials.

PA 542 Pharmacology II

This is the second class in a three part series. Students will be introduced to systematic pharmacology and pharmaceutical agent use. Combined lecture and active learning exercises are designed to develop the skills that a physician assistant will need to enhance patient care in clinical practice focusing on efficient and efficacious use of pharmacologic materials.

PA 543 Pharmacology III

This is the third and final class in a three part series. Students will be introduced to additional classes of medications and expected to apply accurate and appropriate pharmacokinetic,

pharmacodynamic, and pharmacotherapeutic principles. Combined lecture and active learning exercises are designed to develop the skills that a physician assistant will need to enhance patient care in clinical practice.

PA 544 Clinical Anatomy

This course is designed to provide Physician Assistant students with a working knowledge of the major anatomical regions and structures of the body. Emphasis will be placed upon the relationships of components within a specific region as well as surface and functional anatomy as it relates to physical examination skills and clinical applications.

PA 546 Pathophysiology I

This is the first of two courses where students learn integrative human pathophysiology by studying interrelationship of function and dysfunction at the molecular, cellular, tissue, organ, and body system level. With emphasis on understanding homeostatic mechanisms that maintain health and alterations of function brought about by disease, injury and aging, students learn principles and develop conceptual models of pathophysiology that can be applied to decision-making in clinical practice.

PA 547 Pathophysiology II

This is the second of two courses where students learn integrative human pathophysiology by studying interrelationship of function and dysfunction at the molecular, cellular, tissue, organ, and body system level. With emphasis on understanding homeostatic mechanisms that maintain health and alterations of function brought about by disease, injury, and aging, students learn principles and develop conceptual models of pathophysiology that can be applied to decision-making in clinical practice.

PA 550 Emergency Medicine

Emergency Medicine is an advanced clinical course designed to explore the treatment of trauma and medical disorders commonly presenting to the emergency department. Taught in a classroom and case-based format, the emphasis is on priorities in stabilization of patients with life-threatening trauma or illness and on selection of appropriate diagnostic and therapeutic measures. The emergent presentation of diseases previously studied in the Clinical Medicine course are integrated in to the course material. Although the specifics of each disease process are important, an emphasis is placed upon the logical analysis of data followed by the application of this information to diagnosis and management issues. Basic principles of critical analysis of information taught in the Clinical Medicine series of lectures are applicable to this course.

PA 552 Medical Procedures

This course is taught using a combination of lectures and laboratory exercises. Students learn to perform procedures such as splinting, casting, intravenous insertions, nasogastric intubations, Foley catheter insertion and various suturing techniques. Students learn principles of surgery including pre-operative, intra-operative and post-operative care. Student will also learn how to perform minor surgical procedures as well as participate in an off-campus scrub class to learn sterile technique.

PA 544 Special Populations

Students must understand the special needs of patients within the primary care subspecialties: Women's Health, Pediatrics and Geriatrics. This class is taught in modular format using a variety of learning methods, including traditional lectures and interactive techniques.

PA 580 Research, Epidemiology and Statistics

The Research, Epidemiology, and Statistics course provides an introduction to basic methods for undertaking research and program evaluation to include: methods and measures, epidemiology, critical evaluation, and analytical concepts. Also included are modules covering critical evaluation of printed and presented materials, basic epidemiology, and evidence based medicine.

PA 600 Ambulatory Medicine I

This course will provide the student with clinical instruction and hands-on experience in primary care medicine that build upon the knowledge and skills gained in the didactic year. The rotation will take place in an outpatient setting and may include a family medicine clinic, an internal medicine clinic, or an urgent care facility. The student will gain knowledge, clinical skills, and experience in the evaluation and management of a wide range of medical problems seen in primary care. There will be emphasis on the comprehensive care of patients, including chronic and acute disease management, preventive care and health maintenance, and patient/family education.

PA 602 Internal Medicine

This course will provide the student with clinical instruction and hands-on experience in inpatient internal medicine that build upon the knowledge and skills gained in the didactic year. The rotation will take place in an inpatient hospital setting. The student will gain knowledge, clinical skills and experience in the evaluation and management of a wide range of medical problems seen in internal medicine. There will be an emphasis on comprehensive care of the patient, including chronic and acute disease management, preventive care and health maintenance, and patient/family education.

PA 603 Pediatrics

This course will provide the student with clinical instruction and hands-on experience in pediatrics that build upon the knowledge and skills gained in the didactic year. The rotation will take place in hospital, outpatient clinic, or private practice settings. The student will gain knowledge, clinical skills and experience in the evaluation and management of a wide range of medical problems seen in pediatrics. There will be an emphasis on comprehensive care, including chronic and acute disease management, preventive care and health maintenance, and patient/family education.

PA 604 Psychiatry

This course will provide the student with clinical instruction and hands-on experience in general psychiatry/ behavioral health that build upon the knowledge and skills gained in the didactic year. The rotation will take place in inpatient or outpatient settings. The student will gain knowledge, clinical skills and experience in the evaluation and management of a wide range of medical problems seen in psychiatry/behavioral health. There will be an emphasis on comprehensive care of the patient, including chronic and acute disease management, preventive care and health maintenance, and patient/family education.

PA 605 General Surgery

This course will provide the student with clinical instruction and hands-on experience in surgical care that will build upon the knowledge and skills gained in the didactic year. The rotation will take place in surgical outpatient and inpatient facilities as available. Regardless of setting, there will be an emphasis on the medical management of a surgical patient including: preoperative care (history, physical exam, risk assessment, recognition of surgical emergencies), perioperative care (antibiotic and thromboprophylaxis, scrubbing, sterile field/technique, retraction, hemostasis), and postoperative care (wound management, fluid, electrolyte and acid-base balance, blood products, management of complications, nutrition, patient education).

PA 606 Women's Health

This course will provide the student with clinical instruction and hands-on experience in women's health that build upon the knowledge and skills gained in the didactic year. The rotation will take place in hospital, clinic, or private practice settings and will include prenatal care, gynecology, and in some practice settings, labor and delivery. The student will gain knowledge, clinical skills and experience in the evaluation and management of a wide range of medical conditions seen in women's health. There will be an emphasis on comprehensive care of the patient, including chronic and acute disease management, preventive care and health maintenance, and patient education.

PA 607 Emergency Medicine

This course will provide the student with clinical instruction and hands-on experience in emergency medicine that build upon the knowledge and skills gained in the didactic year. The rotation will take place in emergency department settings and students may be required to participate in rotating shifts. The student will gain knowledge, clinical skills and experience in the evaluation and management of a wide range of medical problems seen in emergency medicine. There will be an emphasis on emergency care (ranging from routine to life-saving) as well as patient and family education.

PA 608 Elective Rotation I

This course will provide advanced training and clinical experience in a medical/surgical field of interest to the student. The student will engage in all appropriate aspects of patient care from initial patient evaluation, diagnostic workup, assessment and management. A variety of outpatient and inpatient clinical sites will be used as appropriate to the medical specialty. The goal of the elective rotation is to provide the student with practical experience and exposure in a medical field of interest which will build upon knowledge and skills gained in the didactic year and in completed required clinical rotations.

PA 609 Elective Rotation II

This course will provide advanced training and clinical experience in a medical/surgical field of interest to the student. The student will engage in all appropriate aspects of patient care from initial patient evaluation, diagnostic workup, assessment and management. A variety of outpatient and inpatient clinical sites will be used as appropriate to the medical specialty. The goal of the elective rotation is to provide the student with practical experience and exposure in a medical field of interest which will build upon knowledge and skills gained in the didactic year and in completed required clinical rotations.

PA 610 Ambulatory Medicine II

This course will provide the student with clinical instruction and hands-on experience in primary care medicine that build upon the knowledge and skills gained in the didactic year and in PA 600 Ambulatory Medicine I. The rotation will take place in an outpatient setting and may include a family medicine clinic, outpatient internal medicine clinic, or an urgent care facility. The student will gain knowledge, clinical skills and experience in the evaluation and management of a wide range of medical problems seen in primary care. There will be an emphasis on the comprehensive care of patients, chronic and acute disease management, preventive care and health maintenance, and patient/family education.

PA 620 Capstone Project I

PA 620 is the beginning course in your Capstone project required for completion of your MPAS degree. It is designed to be a cumulative process using knowledge acquired during the didactic and clinical phases of your PA education. This knowledge is then applied using basic research techniques and quality improvement to complete a research paper and an oral presentation.

PA 623 Professional Development

Students will continue to build on their foundation of the Physician Assistant profession by looking at topics such as resume development, employment strategies, completing of state applications, medical malpractice, and reimbursement issues. This course is designed to promote collaborative learning and to cultivate effective communication skills to successfully transition from a student to a certified PA.

PA 624 PANCE Preparation

This course prepares students to successfully complete the Physician Assistant National Certifying Examination (PANCE), necessary for entering medical practice. Review material uses a systems approach, integrating all aspects of medicine including medical and surgical disorders encountered in general adult and pediatric medicine. Topics also include typical clinical presentation, etiology, pathophysiology, diagnostic work-up, lab interpretation and management of disorders.

PA 710 Summative Evaluation

This course provides a series of summative evaluation events that are used to measure cognitive, motor, and affective domains in the final semester of the program.

PA 720 Capstone Project II

PA 720 is the second of two courses dedicated to the student Capstone project and is designed to be a culminating experience in our graduate program. Together with PA 620, this course represent a process of developing scientific writing skills, correlating academic knowledge of medical disease with the clinical approach and incorporating quality improvement in everyday medical practice.

APPENDIX F COPYRIGHT POLICIES

Copyright Compliance

- Copyright infringement is the act of reproducing, distributing, performing, publicly displaying or making into a derivative work anything that is copyright protected without the permission of the copyright owner or without legal authority ([Title 17 United States Code Section 106 Copyright Act](#)). In the peer-to peer file-sharing context, unauthorized downloading or uploading substantial parts of a copyrighted work such as music, videos, books, games, software, or other files constitutes an infringement.
- All users of the Wingate network are responsible for using electronic materials in accordance with copyright and licensing restrictions. Use of University resources resulting in the violation of copyright laws, including downloading or sharing copyright protected works, is strictly prohibited.
- **Copyright infringement, including unauthorized peer-to-peer file sharing, may subject you to civil and/or criminal liabilities, as well as personal sanctions imposed by the University.**
- In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages of not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed (i.e. each song or movie illegally copied or distributed). A court can, in its discretion, also assess costs and attorneys' fees. For details, see [Title 17 United States Code, Sections 504, 505](#).
- Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.
- University sanctions for copyright violations can include suspension of user accounts, suspension of internet access and additional disciplinary sanctions for Honor Code violations as defined in the Student Handbook.
- More information regarding copyright laws can be found at www.copyright.gov and www.copyright.gov/help/faq.

Student Rights and Copyright

A. Copyrights - All copyrights in scholarly books, articles and other publications, artistic, literary, film, tape, and musical works (literary and artistic works) are retained by the faculty, staff, and students who are the authors and are not deemed to be works for hire. Literary and artistic works include texts that have been stored on computer media, but excludes computer programs or computer software or databases that are neither accessory to nor an electronic expression of a scholarly text. Copyrights in computer programs, code and software shall be treated as an invention under **Section C.**, and the ownership of these copyrights shall follow the policy or ownership of the invention as a whole. Commercial use of the University's name and/or other trademarks requires prior University approval.

B. Patent Policy on Technology and Literary and Artistic Works - It is the purpose of this policy to encourage, support and reward scientific research and scholarship, and to recognize the rights and interests of the creator, author, inventor, or innovator, the public, the sponsor, and the University.

The terms "inventions, discoveries, and other innovations" and "technology" include tangible or intangible inventions, in the patent sense, whether or not reduced to practice, and tangible

research results whether or not patentable or copyrightable. These research results include, for example, computer programs, integrated circuit designs, industrial designs, data bases, technical drawings, biogenic materials, and other technical creations. Faculty members working with students on research projects must inform those students in advance of the terms of this policy and of any burdens of non-disclosure or confidentiality deemed necessary by the faculty member to protect resulting technology.

In general, technology created by employees, faculty, staff and students will become the property of the University, and the benefits accruing to the University derived from such inventions will be used to further the academic and research program of the University, subject to the laws of North Carolina. All rights in technology created by Wingate faculty, staff, or students without the use of 40 University facilities or funds administered by the University, but which fall within the inventor's or creator's scope of employment, are granted to the University, with income to be distributed in accordance with this policy, subject to the following two (2) exceptions, in which the University generally will assert no ownership rights or interests: 1. Technology assigned to an outside entity by a faculty member under a consulting agreement that is consistent with University policies, including conflict of interest policies, and that was disclosed in writing to the Provost in advance of the agreement by the faculty member. 2. Technology created pursuant to independent research or other outside activity that is consistent with University policies, including conflict of interest policies, and that was disclosed in writing to the Provost at the beginning phase of this research or activity. Acknowledgment in writing is to be obtained from the Provost.

C. Patents or Inventions - Any discovery or invention (1) resulting from research carried on by or under the direction of any employee of the University and having all or part of the cost thereof paid from University funds or from funds under the control of or administered by the University, or (2) which is made by any employee of the University as a direct result of his duties with the University, or (3) which has been developed in whole or in part by any employee, student, or other person through the utilization of University resources or facilities, belongs to the University, shall be assigned to the University (including all rights, title and interest in and to the discovery or invention), and shall be used and controlled in ways to produce the greatest benefit to the University and to the public and shall, at the same time, provide a corresponding benefit to the inventor.

A fund for the promotion of research may be established by the University. In it may be deposited all monies received by the University from financially profitable patents or inventions made by members of its faculty, staff, other employees, students, and others. These monies shall be expended or invested as the President or Board of Trustees may direct and shall be used to further the research and educational activities of the University.

D. Procedures - A disclosure of any invention or discovery made by an employee or student of the University or resulting from research carried on under the direction of an employee or student in which the University may have an interest shall be submitted promptly by such inventor or discoverer to the division chair or Dean and the Provost or other designated administrative officer. Such officer shall append thereto a statement setting forth his or her opinion concerning the scientific, technical, and economic merit of such invention or discovery, the likelihood and desirability of obtaining a patent, and an estimate of the commercial possibilities of such a patent and transmit such statement to the individual responsible for inventions and discoveries.

APPENDIX G

COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION



Competencies for the Physician Assistant Profession

(Originally adopted 2005; revised 2012)

PREAMBLE

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

In 2011, representatives from the same four national PA organizations convened to review and revise the document. The revised manuscript was then reviewed and approved by the leadership of three of the four organizations in 2012; the AAPA House of Delegates will consider the new version in 2013.

INTRODUCTION

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

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

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

PHYSICIAN ASSISTANT COMPETENCIES

Medical Knowledge

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

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

Interpersonal & Communications Skills

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

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

Patient Care

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

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

Professionalism

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

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

Practice-based Learning & Improvement

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and

other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

Systems-based Practice

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

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

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

APPENDIX H

EVALUATION OF PROFESSIONALISM Harris Department of PA Studies

Student _____

COMPONENTS of PROFESSIONALISM	Meets Expectations	Needs Improvement	Unacceptable
Honesty/integrity Is truthful with peers, faculty and staff (ex: communication, documentation, presentations, academic integrity).			
Reliability/responsibility Is accountable to peers, faculty and staff. Complete assigned duties and tasks on time. Accepts responsibility for errors and performance. Is on time and prepared for the start of class lectures, labs and examinations.			
Respectful of others Talks about and treats all persons with respect. Works cooperatively to promote relationships with peers, faculty and staff. Is attentive during class lectures and presentations. Maintains confidentiality.			
Self-improvement Contributes to discussions and question/answer sessions in class. Seeks to learn from errors. Aspires to excellence through self-evaluation and acceptance of the critiques of faculty. Understands the goal of PA education is the accumulation of knowledge for patient care.			
Self-awareness/knowledge of limits Recognizes need for guidance and supervision. Is insightful of the impact of one's behavior on others and cognizant of appropriate professional boundaries, demeanor, and appearance.			
Adaptability Accepts changes in scheduling, environments and new information.			

APPENDIX I

HARRIS DEPARTMENT OF PA STUDIES HONOR CODE PLEDGE

As a member of the Wingate University PA Program, I promise to uphold the highest standards of ethical and compassionate behavior while learning, participating in educational activities, performing research and caring for patients. I do so according to the following tenets:

Honesty

I will not:

- Cheat or lie
- Alter or falsify academic, research, or patient documents
- Commit plagiarism or submit another individual's course work unless it is an accepted group learning exercise as defined by the course instructor
- Provide or gain access to academic or administrative files, research documents, or unwarranted patient medical records via computer or any other method
- Misrepresent myself as a licensed or certified health care professional

Integrity

I will:

- Recognize the limitations of my knowledge, skills, or physical or emotional state, and seek advice or appropriate help from my advisor or the Program Director before acting
- Engage in responsible and ethical conduct while a student in the PA program
- Take responsibility for what I say and do
- Promptly report any witnessed violations of the Honor Code to the Program Director

Respect

I will:

- Respect the dignity of others, treating them with understanding and civility
- Not tolerate discrimination
- Contribute to creating a safe and supportive atmosphere for teaching and learning.
- Regard privacy and confidentiality as core obligations

Printed Name

Signature

Date

APPENDIX J
Didactic Year Absence Request Form
Absence Information

Student Name: _____

Type of Absence Requested:

☐ Personal Day ☐ Family Emergency ☐ Illness/Accident ☐ Other

Date of Absence: From: _____ To: _____

Reason for Absence:

You must submit requests for absences, other than illness/accident and family emergency, at least two days prior to the day you will be absent.

Student Signature

Date

Academic Coordinator Approval

☐ Approved
☐ Not Approved/Unexcused

Comments:

Academic Coordinator Signature

Date

Attendance Policy Summary (See Student Handbook for complete policy)

1. Attendance for all classes and other required activities within the PA program is mandatory. Students are expected to be on time for class and should plan their schedules accordingly.
2. Students must notify the Academic Coordinator of any absences due to illness, accident, or family emergency via email (r.boeschel@wingate.edu) or telephone (704-233-8095) as soon as the student is aware that he/she will not be in attendance. The Academic Coordinator will notify appropriate faculty members. These absences will be excused on a case-by-case basis.
3. Request for approval of all other absences must be submitted to the Academic Coordinator at least two days in advance of the absence using the Didactic Year Absence Request Form. The Academic Coordinator will notify appropriate faculty members. All absences that are not pre-approved by the Academic Coordinator will be unexcused.
4. Students are allowed one discretionary personal day during each of the three didactic semesters. The days cannot be used in increments or carried over to the next semester. The absences must be approved in advance by the Academic Coordinator and cannot occur on days when there are exams, quizzes, procedures/skills check-offs or days involving specialized instruction with standardized patients or surgical scrub classes that cannot be made up. Students are responsible for any material missed during a personal day.
5. Unexcused absences, repeated absences, or repeated tardiness are considered unprofessional behavior and can be grounds for remedial action or dismissal from the program.