

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



WINGATE UNIVERSITY

**PHYSICIAN ASSISTANT
PROGRAM**

PA STUDENT HANDBOOK
Class of 2020
Effective August 2018 – December 2020

**HARRIS DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES
PA STUDENT HANDBOOK
EFFECTIVE AUGUST 2018-DECEMBER 2020
CLASS OF 2020**

PREFACE

The William and Loretta Harris Department of Physician Assistant Studies, dedicated on August 4, 2011, honors the Harrises' encouragement and support of PA education. 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 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 policies and procedures described in the university handbook in comparison to the policies and procedures for students enrolled in the Department of PA Studies. These differences are intended and have been carefully crafted based on the nature of the graduate-level PA program. In those cases where policies and procedures are different, those specific to the PA program take precedence over those described in the 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

HISTORY OF THE DEPARTMENT OF PA STUDIES

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. The Department of PA Studies and School of Pharmacy now occupy the Levine College of Health Sciences (2011).

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.

In April 2018, ARC-PA granted approval for ten additional students on the Hendersonville Campus, bringing the total enrollment to twenty students by the fall of 2019.

WINGATE UNIVERSITY DEPARTMENT OF PA STUDIES MISSION STATEMENT AND GOALS

Mission Statement

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

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

DEPARTMENT OF PA STUDIES TECHNICAL STANDARDS

Preface to Technical Standards

The Rehabilitation Act of 1973 is the primary non-discrimination law applicable to the admissions and post-secondary education of disabled persons. Section 504 of this statute prohibits discrimination solely on the basis of the disability of an “otherwise qualified” person seeking admission to any college, university, or other institution of higher learning.

The purpose of the Americans with Disabilities Act (ADA) enacted in 1990, as far as schools are concerned, is to assure a level playing field so that individuals with disabilities can compete with other applicants on the basis of their ability without being eliminated specifically because of a disability. Disability is defined in the ADA as a physical or mental impairment. The ADA requires that:

- *Schools judge a person on the basis of his or her ability to complete the education program rather than on their status as a disabled person*

- *The person seeking admission must be able to perform the “essential functions” of the program in spite of the disability*
- *“Reasonable accommodations” may be needed and, if so, must be provided*
- *The “essential functions” of the educational program are matters for each school to determine*
- *Pre-admission inquiry as to whether a person is disabled is not permitted, but a school may seek as much information as needed to make a determination that an individual can perform the “essential functions” of the education program*

The accreditation standards of the Liaison Committee on Medical Education (LCME) state: “While physical disability should not preclude a student from consideration for admission, each school should develop and publish technical standards for the admission of handicapped applicants, in accordance with legal requirements.”

Any applicant who plans to enter the physician assistant program at Wingate University must possess certain abilities that will enable him/her to master the educational and clinical content of the program within a reasonable time frame and to function as a physician assistant after graduation.

Wingate University welcomes specific inquiries from potential students with disabilities regarding required technical skills and how mastery of those skills might apply to his/her unique situation. Federal law prohibits programs from making inquiries about specific disabilities prior to admission; however, applicants who are selected for admission must be prepared to meet the educational and technical performance standards in order to complete the program. Students who are unable to master these skills will not be allowed to continue in the program.

Preface of Technical Standards is used with permission of the Methodist University PA Program, June 2018.

Technical Standards

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 communicate effectively 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.
- Demonstrate the ability to record activity and account for allocation of time in the clinical setting.
- Confidently, concisely and professionally communicate relevant information regarding patient status with appropriate members of faculty and the health care team.

Motor Coordination and Function

The student must:

- Possess the necessary motor skills to perform a comprehensive physical examination, 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, confined spaces, and surgical suites for long periods of time.

Intellectual/Conceptual Abilities

The student must:

- Be able to think critically and with sound judgment in order to understand, assess, and solve complex clinical problems. This includes the ability to collect, organize, prioritize, reason, analyze, integrate, learn, and retain information, often in a limited time-frame.
- Must be able to apply basic principles of the scientific method in reading and interpreting professional literature, to integrate data, and to develop appropriate differential diagnoses.
- 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.
- Respect and work within the framework of individual, cultural, religious, and socioeconomic differences.
- Be capable of regular, reliable, and punctual attendance at classes and in regard to clinical responsibilities.
- 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

Any student who, because of disability, may require special arrangements in order to meet the curriculum requirements, is expected to obtain approval for accommodations through the Director, Wingate University 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 2020, total tuition for 27 months is projected at \$81,200. 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.

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 2017-2018 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 PLUS 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. <http://www.metrolinapa.org/>

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 2018 (Clinical Students: Refer to Calendar in Clinical Handbook)

FALL SEMESTER 2018

August 17, 20-21	First-year orientation
August 22-24	Building the Foundation
August 24	White Coat Ceremony (Class of 2019)
August 27	First-year classes begin
September 3	Labor Day – no classes
October 11-12	Fall Break
November 21-23	Thanksgiving Break
December 6, 7, 10, 11	Final exams
December 15	Graduation (Class of 2018)

SPRING SEMESTER 2019

January 7	Classes begin
January 21	MLK holiday - no classes
March 7-8	Spring Break
April 15-18	Final exams
<i>[April 19-22]</i>	<i>Easter holiday]</i>

SUMMER SEMESTER 2019

April 29	Classes begin
May 27	Memorial Day - no classes
July 4	Independence Day - no classes
July 8-11	Final exams

ADVISORS - FACULTY MEMBERS

Upon matriculation, each student is assigned a faculty advisor to assist with issues involving curriculum, academic progression, professional growth, 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

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.

Department of PA Studies Grading Scale

Grades on exams, projects, assignments, and final course grades are not rounded except to the hundredth decimal place. For example, an exam grade of 89.991 will be recorded as 89.99. An exam grade of 89.996 will be recorded as 90.00.

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;
 - A student who receives a final course grade below "C" in any class will result in dismissal from the program
- Maintain a semester GPA of 3.0 or higher
- Maintain a cumulative GPA of 3.0 or higher

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.

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. Failure to complete remediation may 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. Additional

tuition charges are the responsibility of the student. Failure to complete remediation successfully may result in dismissal from the Program.

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

Any student with repeated test scores of less than 75% in one or more courses or a mid-term GPA less than 3.0, will be required to meet with his/her advisor to discuss and implement a plan to improve academic outcomes.

Remediation

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

Deceleration in the Didactic Year

The Department of PA Studies recognizes that there may be circumstances other than academic that require a student to alter his or her course of study during the didactic year. A student in good academic standing who experiences a significant 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. Due to didactic courses only being offered once per year, there is no option for a shorter absence in the didactic year.

The student will be required to demonstrate competencies prior to returning to the program by taking written competency examinations and/or practical clinical skills assessment. 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 the policies and procedures of the Handbook in effect for the class in which he/she will graduate.

Leave of Absence in the Clinical Year

The Department of PA Studies recognizes that there may be circumstances other than academic that require a student to alter his or her course of study during the clinical year. A student in academic good standing may submit a written request for leave of absence to the Program Director. The letter must have sufficient information to explain the request. If leave of absence is approved, the student will return to the program as a full-time student at a time agreed upon by the Director of Clinical Education and the Program Director.

The student may be required to demonstrate competencies prior to returning to the program by taking written competency examinations and/or practical clinical skills assessments. The student must achieve a score of 70% or higher on competency exams in order to return to the program. On return, the student may be subject to revisions or additions to the program curriculum or policies.

Withdrawal

Students are not permitted to withdraw selectively from courses in the PA program. A student who wishes to withdraw from the program must notify the Program Director in writing.

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 to discuss professional remediation, including but not limited to, professional probation.

A student may be immediately dismissed from the PA Program without probation if his or her actions are deemed dangerous, illegal, unethical or otherwise egregious.

Appeal of Dismissal

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.

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, exercise attire, clothing that shows bare midriffs, cleavage, or off-the shoulder tops, T-shirts, tops with hoods or "hoodies."

Hair and Beards

- Hair must appear clean and well-kept; fad hair styles and/or coloring is not permitted
- Hairstyles which do not allow medically necessary headgear to be worn are prohibited
- Facial hair must be neatly trimmed; beards that interfere with proper wear of protective masks or equipment is prohibited.

Body Art and Jewelry

- All visible tattoos should be covered with clothing or other opaque material.
- Ornamentation on the face or in the mouth, aside from up to two piercings in the earlobe, is not permitted. (Examples include tongue, lip, or nose piercings.)
- 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 intensity and rapid pace of the PA curriculum, attendance for all classes and required activities is mandatory. Students are expected to be on time for class and should plan their

schedules accordingly. Medical and other 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 Associate Program Director 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. Excessive absences, whether excused or unexcused, may be considered unprofessional and treated as such at the discretion of program faculty.

While the program has a 100% attendance policy, 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 Associate Program Director. Students are responsible for any missed content or assignments on these days. Personal days cannot occur on days when there are group presentations, exams, quizzes, procedures or skills check-offs, or on days that involve specialized instruction in areas such as male/female exam training, and OR orientation classes.

Any discretionary personal day request must be submitted to the Associate Program Director during the business week and at least 48 hours prior to the absence. Forms must be submitted electronically or in person and should not be left at the front desk. 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 Canvas. 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
- Operating Room Orientation class taught in the first summer semester
- 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 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.

Wingate 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/> for updates regarding campus operating details.

There will be occasions when classes are cancelled on one campus only, either Wingate Main or Wingate 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:

- Have a working laptop computer compatible with ExamSoft testing software (iPad and Chromebooks are not supported)
- Download appropriate exam the night before the testing session
- Arrive 10 minutes prior to the scheduled start of the exam to set up laptop computers
- Do not talk or share 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, show the successful submission screen to the proctor, and immediately exit the classroom

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 email regularly.

Online Learning Management System

The PA program uses Canvas learning platform for all courses. Course updates, syllabi, and information related to a specific course may be posted on Canvas. 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.
- Most tablets, including iPads and Chromebooks, are not supported by the exam testing software and cannot be used for taking exams. Devices MUST support the latest Windows or MAC operating systems to function with testing software. Technology specifications will be distributed to each student prior to orientation.
- 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

In classroom and seminars, 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 must ask permission from faculty or instructors for audio recording of lectures prior to the start of the semester. Any such recordings are for personal use only and not to be shared under any circumstances unless permission is sought and granted.

Students experiencing difficulty with email accounts or Canvas should contact the Information Technology Facilitators for assistance. Improperly functioning 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

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 unauthorized 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

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 a student observes what appears to be a violation of the Honor Code, he or she should promptly seek help from a faculty member. The faculty member, at his or her discretion, will determine the proper steps to be taken to address the issue. The student may also file a written complaint with the Program Director.

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 by 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 of 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

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.

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.

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 two full-time nurse practitioners (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 Atrium Health – 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 may be picked up at the office of Campus Safety. Students are not to park in marked visitor or faculty lots.

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. 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.

APPENDIX A

SUMMARY OF HIPAA

The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information, and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patients' rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.

Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/index.html>
See website for further information.

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.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:

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

APPENDIX D
MPAS REQUIRED CURRICULUM
CLASS OF 2020

<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 (P/F)	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 521 Clinical Orientation (P/F)	1		<u>Clinical Rotations</u>		
PA 528 Health Care Issues II	1		PA 600 Ambulatory Medicine I	5	
PA 532 Clinical Medicine III	4		PA 610 Ambulatory Medicine II	5	
PA 540 Patient Assessment III	1		PA 602 Internal Medicine	5	
PA 543 Pharmacology III	2		PA 603 Pediatrics	5	
PA 550 Emergency Medicine	2		PA 604 Psychiatry	5	
PA 552 Medical Procedures	2		PA 605 General Surgery	5	
PA 553 Pediatrics	2		PA 606 Women's Health	5	
PA 554 Women's Health	2	17	PA 607 Emergency Medicine	5	
FIRST THREE SEMESTERS		55	PA 608 Elective Clinical Rotation I	5	
LAST FOUR SEMESTERS		61	PA 609 Elective Clinical Rotation II	5	
TOTAL CREDIT HOURS		116			

APPENDIX E

MPAS CURRICULUM COURSE DESCRIPTIONS

PA 521 Clinical Orientation

This course will provide first year students with procedures and expectations to develop skills to maximize the learning process during the clinical rotation phase of the PA Program.

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 553 Pediatrics

Students must understand the special needs of patients within the primary care subspecialty of pediatrics. This class is taught in modular format using a variety of learning methods, including traditional lectures and interactive techniques. By completion of this course the PA student will be prepared to perform a comprehensive pediatric history and physical exam, understand the components and rationale behind routine well child care, develop fundamental knowledge necessary to the care of the pediatric through adolescent population, recognize normal and abnormal findings unique to the pediatric age group, and demonstrate understanding of normal growth and development.

PA 554 Women's Health

Students must understand the special needs of patients within the primary care subspecialty of women's health. This class is taught in a comprehensive approach to women's healthcare by exploring issues that primarily impact women's health, including reproductive health. Upon its completion, students will be able to perform a thorough OB/GYN history, understand the skill of performing a thorough, painless OB/GYN examination, continue to develop the skills of formulating a diagnosis and management plan as it pertains to Obstetrics and Gynecology, understand the mandate and guidelines to practice preventive care and health maintenance for women, and demonstrate a foundational fund of knowledge in obstetrics, gynecology and women's health necessary for all physician assistants (regardless of career specialty).

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

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 G

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 H

HARRIS DEPARTMENT OF PA STUDIES HONOR CODE PLEDGE

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 unauthorized 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

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 I
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

Associate Program Director Approval

☐ Approved
☐ Not Approved/Unexcused

Comments:

Associate Program Director 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 Associate Program Director 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 Associate Program Director 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 Associate Program Director during the business week and at least 48 hours prior to the absence using the Didactic Year Absence Request Form. The Associate Program Director will notify appropriate faculty members. All absences that are not pre-approved by the Associate Program Director 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 Associate Program Director 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.

APPENDIX J
Clinical Year Absence Request Form

Student Name: _____

Type of Absence:

☐ Personal Day ☐ Family Emergency ☐ Illness/Accident ☐ Other (specify below)

Date of Absence: From: _____ To: _____

Reason for Absence:

*You must submit requests for absences, other than illness/accident and family emergency, **at least 48 business hours prior** to the day you will be absent, as well obtain approval from your preceptor.*

Student Signature

Date

Preceptor Signature

Date

- ☐ Approved
- ☐ Not Approved/Unexcused

Comments:

Clinical Advisor Signature

Date

Attendance Policy

Students will participate fully in the rotation experience, averaging approximately 40 hours of patient care or other approved rotation activities per week (200 hours/5 week rotation). **Students will be allowed up to 7 absences during the clinical phase of the PA Program.** For planned absences, students must submit a signed “Clinical Year Absence Request Form” to their Clinical Advisor. For unscheduled absences, students must notify their Clinical Advisor and the clinical site/preceptor as soon as possible, as well as submit a signed “Clinical Year Absence Form.” Time lost from the clinical rotation, for any reason, will be made up at the discretion of the clinical preceptor and/or the clinical team.

APPENDIX L



Clinical Rotation Agreement

Clinical rotations are designed to provide the student with clinical instruction and hands-on experience in a variety of settings such as hospitals, public health facilities and private practices.

I understand that I may need to travel to distant locations, including those located out-of-state, to fulfill program requirements. Following the completion of each rotation, I will return to campus to complete end-of-rotation activities. **Transportation, living arrangements, and all other expenses related to clinical rotations are my responsibility.**

I understand that the clinical faculty reserves the right to place students at any clinical site, as necessary, and to determine in which order the rotations occur. In addition, I may have to repeat a required rotation in place of one, or both, of my electives if it is determined that there is an area of deficiency.

Signature

Print Name

Date