



Department of PA Studies
MPAS Student Handbook
2024-2025 Academic Year

Policies included in this handbook apply to all students, principal faculty, and the program director regardless of their location. (A3.01)

Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity.
And above all, it takes a willingness to try.”

– Atul Gawande, **Better: A Surgeon's Notes on Performance**

WELCOME!

Welcome to the Wingate University Department of PA Studies (WUDPAS). You are about to begin a demanding course of study leading you to your new career. You will learn and grow in a supportive, but challenging environment. The faculty and staff will help you to take full advantage of the wonderful resources and rich experiences available to you here at Wingate. The PA faculty are committed to providing you with an excellent education in an atmosphere of mutual respect and support. Experienced and motivated faculty and staff will guide your educational experiences and assist you as you progress through the program. This Student Handbook has been developed to provide students with information about institutional and department policies, and apply to all program personnel and students regardless of location. Please read this handbook carefully and completely. On behalf of the WUDPAS faculty and staff, I extend our best wishes for a successful and rewarding educational experience.

Sincerely,

David Weil, DMSc, PA-C
Program Director



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HISTORY OF THE DEPARTMENT

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 Masters in PA Studies 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. In 2008 SACS granted approval for Wingate University to offer the Master of Physician Assistant Studies (MPAS) degree. 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.

In August 2008, the inaugural class for the Master of Physician Assistant Studies degree was admitted. Eighteen students in 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 program received continuing accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in September 2010. The Department of PA Studies relocated to the Levine College of Health Sciences building in 2011. The William and Loretta Harris Department of Physician Assistant Studies, dedicated on August 4, 2011, honors the Harris Family's 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.

In September 2012, the ARC-PA granted approval for the PA program's expansion to the University's distant campus in Hendersonville, NC joining the School of Pharmacy in offering graduate health sciences education in Western North Carolina. The first cohort of students matriculated to the Hendersonville campus in the fall semester of 2013 as part of the Class of 2015. The PA program received continuing accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in September 2014. In 2018, ARC-PA granted approval for a change in class size to 60 effective August 2019.

ACCREDITATION

ARC-PA

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to Wingate University; Harris Department Physician Assistant Studies sponsored by Wingate University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2034. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-wingate-university/>.

SACSCOC

Wingate University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctorate degrees. More information about the University's accreditation can be viewed at <https://www.wingate.edu/about/accreditation>

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices primarily among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees (see www.sacscoc.org). Questions about the status of the University's accreditation may be obtained from the Commission on Colleges by calling 404-679-4500 or by writing to the SACSCOC home office, 1866 Southern Lane, Decatur, GA 30033. Wingate University is accredited by SACSCOC to award the bachelor's, master's, and professional degrees.

MISSION STATEMENT

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

PROGRAM GOALS (revised 2022)

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 didactic and clinical experiences to best prepare graduates to care for a diverse patient population.
3. Provide graduates with a strong foundation in health information technology, evidence-based medicine, and quality improvement practices that allow them to successfully demonstrate being an “Agent of Change” entering the healthcare workforce.
4. Provide instruction and experiences that allow students to demonstrate collaboration as part of an interprofessional, patient-centered team.

WINGATE UNIVERSITY PA PROGRAM COMPETENCIES (A3.12g)

(Revised 2021, updated 2023)

Wingate PA Program competencies represent the medical knowledge, skills, clinical reasoning, problem-solving abilities, and professional behaviors of each student must satisfactorily demonstrate in order to graduate from the Wingate PA Program. The framework of these competencies was informed by the updated Competencies for the PA Profession, the PAEA Core Competencies for New PA Graduates, and guided by the mission and values of the Wingate PA Program. The Wingate PA Program Competencies are organized into 8 core domains outlined below.

Knowledge for practice

K1. Apply knowledge from basic, clinical, and social sciences when recognizing, assessing, diagnosing, and treating patients with a variety of common conditions seen in the emergent, acute, and chronic clinical practice of medicine. (Knowledge)

K2. Perform appropriate clinical and technical skills, order and interpret appropriate diagnostics, and properly record the pertinent information in the medical record. (Clinical and technical skills)

K3. Demonstrate clinical reasoning and problem-solving, adherence to the standard of care, and other evidence-based practice skills when delivering cost-effective individual and population-based care. (Clinical Reasoning and Problem Solving)

Person-Centered Care (PCC)

PCC1. Elicit and understand the stories of individual patients and apply the context of their lives (including environmental influences, cultural norms, socioeconomic factors, and beliefs) when determining healthy versus ill patients. (Knowledge, Interpersonal Skills, Clinical and Technical Skills, Professional Behaviors)

PCC2. Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making. (Knowledge, Interpersonal Skills, Professional Behaviors)

PCC3. Develop, implement, and monitor the effectiveness of individualized patient management plans that incorporate sensitivity to differences in culture, beliefs, language, health literacy, and other communication needs. (Knowledge, Clinical and Technical Skills, Clinical Reasoning, and Problem-solving)

Interpersonal and Communication Skills

ICS1. Demonstrate the ability to use written documentation, verbal, and non-verbal skills to communicate information accurately and effectively to patients, families, and members of the healthcare team. (Interpersonal Skills, Professional Behaviors)

Society and Population Health

SPH1. Understand and apply the fundamentals of epidemiology when characterizing disease prevalence, identifying risk factors, and identifying opportunities for disease prevention and health promotion for both individuals and populations. (Knowledge, Clinical Reasoning, and Problem Solving)

SPH2. Recognize the influence of psychosocial, socioeconomic, environmental, and other population-level determinants of health and consider their impact on health disparities, disease prevention, and patient outcomes. (Knowledge, Clinical Reasoning, and Problem Solving)

Interprofessional Collaboration

IPC1. Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust. (Interpersonal skills, Professional Behaviors)

Professionalism and Ethics

PE1. Demonstrate an understanding of and commitment to the ethical principles of autonomy, justice, beneficence, and nonmaleficence. (Clinical and technical skills, Clinical Reasoning and Problem-Solving, Interpersonal skills, Professional behaviors).

PE2. Demonstrate professionalism by utilizing the principles of integrity, compassion, respect, adaptability, and self-awareness in the interactions with diverse populations of patients, families, and health care teams. (Interpersonal Skills, Professional Behaviors)

PE3. Demonstrate professionalism in all areas of instruction and evaluation within the PA program including all interactions with faculty, staff, fellow students, and standardized patients. (Professional Behaviors, Practice-Based Learning, and Quality Improvement)

Practice-based Learning and Quality Improvement

PBLQI1. Demonstrate 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. (Knowledge, Professional Behaviors, Clinical Reasoning, and Problem-Solving)

PBLQI2. Utilize self-awareness to identify and improve gaps in knowledge, skills, or attitudes. (Knowledge, Professional Behaviors, Clinical Reasoning, and Problem Solving)

Health Care Finance and Systems

HCFS1. Understand different types of health systems, funding streams, and insurance, including the role of Medicare and Medicaid as payors. (Knowledge, Professional Behaviors, Clinical Reasoning, and Problem Solving)

FACULTY

David Weil, DMSc, PA-C
Program Director / Associate Professor
704.233.6655
d.weil@wingate.edu

Dimitrios Hondros, MD
Medical Director
704.233.8356
d.hondros@wingate.edu

Rebecca L. McClough, MPAS, PA-C
Associate Program Director / Associate Professor
704.233.8984
r.mcclough@wingate.edu

Brett Curtis, MPAS, PA-C
Assistant Professor
704.233.8095
b.curtis@wingate.edu

Nicole Drake, DMSc, PA-C
Associate Professor
828.309.0610
n.drake@wingate.edu

Lavette Shirley Elee, DScPAS, PA-C
Assistant Professor
704.233.8363
L.shirleyelee@wingate.edu

Taylor Fischer, MMS, PA-C
Associate Professor
828.309.0611
t.fischer@wingate.edu

Jennifer Campbell Grant, MMS, PA-C
Director of Clinical Education / Assistant Professor
704.233.8286
j.campbell@wingate.edu

J.D. Huse, DSc, PA-C
Assistant Professor
704-233-8161
j.huse@wingate.edu

Elizabeth Maupin, DMSc, PA-C, RD
Associate Professor
704.233.8623
e.maupin@wingate.edu

Chrystyna Senkel, DMS, PA-C
Associate Professor
Clinical Coordinator - Hendersonville
828-309-0612
c.senkel@wingate.edu

Michael Sulewski, MMSc, PA-C
Assistant Professor
704-233-8356
m.sulewski@wingate.edu

Sarah Wolff, MS, PA-C
Assistant Professor
704.233.8357
s.wolff@wingate.edu

STAFF

JoAnn Smith
Director of Admissions and Office Administration
704.233.8051
joa.smith@wingate.edu

Rebecca Jordan
Program Support Specialist
re.jordan@wingate.edu

Holly Stubbins
Clinical Support Specialist
704.233.8697
ho.stubbins@wingate.edu

Susan D. Lance
Clinical Support Specialist-Hendersonville
Admissions Assistant
828.697.0105
s.lance@wingate.edu

Lisa Moreno
Administrative Assistant-Hendersonville
828.697.0105
l.moreno@wingate.edu

WUDPAS TECHNICAL STANDARDS (A3.10, A3.13e)(updated 7/7/2023)

WUDPA believes a diverse class supports greater learning, enhances student experiences, prepares PAs to work with and care for individuals from many backgrounds and cultures, and encourages self-reflection and growth.

WUDPA, in compliance with the American Disabilities Act (ADA) of 1990 and its amendments, Section 504 of the Rehabilitation Act, and other disability rights legislation, does not discriminate against qualified individuals with disabilities. Candidates/students must meet the academic standards and, with or without reasonable accommodation, meet the program's technical standards to be eligible to matriculate.

Candidates/students with disabilities are encouraged to contact [Disability Support Services](#) early in the application process to confidentially discuss potential accommodations needed to meet the technical standards below. Accommodations are never retroactive; requests should be timely as some may need time and resources to be able to implement.

Students may be referred to Disability Support Services at any time during matriculation if faculty/Progression Committee believes it is appropriate.

The Department of PA Studies uses independent sites for supervised clinical practical experiences (SCPE), these sites may or may not be able to offer reasonable accommodations made available by the University. Additionally, fulfillment of programmatic requirements does not guarantee a graduate will be able to fulfill technical standards for employment or taking the PANCE.

Technical Standards

Observation and Sensory Integration

The student must:

- Be able to acquire and synthesize information in all didactic and clinical settings through various sources including, but not limited to, in-person and virtual presentations, written material, visual media, and small groups.
- Gather essential and accurate information about patients through history-taking, physical examination, use of laboratory data, imaging, and other methods.

Communication

The student must:

- Be able to communicate effectively verbally and in writing, at a level consistent with graduate-level work, through the use of proper English grammar, spelling, and vocabulary to professionally communicate efficiently and effectively with patients, families, members of the healthcare team, and completion of course assignments.
- Develop and maintain interprofessional working relationships as a healthcare team member.

- Communicate clearly and effectively with patients and families considering health literacy, differences in culture, socioeconomics, gender identity, sexual orientation, age, race, disability, and religious beliefs.

Motor Coordination and Function

The student must:

- Perform routine physical examinations and diagnostic maneuvers (e.g. auscultate, palpate, inspection, physically maneuver patients, and utilize diagnostic equipment).
- Must provide general care and emergency treatment for patients and respond to emergency situations in a timely manner.
- Must be able to meet applicable safety standards for the setting and follow universal precautions procedures.

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 collecting, organizing, prioritizing, reasoning, analyzing, integrating, learning, and retaining information, often in a limited time frame.
- Be able to apply basic principles of the scientific method in reading and interpreting professional literature, integrate data, and develop appropriate differential diagnoses.
- Effectively participate in individual, small-group, and lecture learning modalities in the classroom, clinical, and community settings.
- Learn, participate, collaborate, and contribute as part of a team.
- Interpret causal connections and make accurate, fact-based conclusions based on available data and information.
- Formulate hypotheses and investigate potential answers and outcomes; and reach appropriate and accurate conclusions.

Behavioral, Emotional, and Social Abilities

The student must:

- Function effectively under high stress, and be adaptive to change in both the classroom and clinic setting.
- Maintain professionalism during times of uncertainty.
- Proactively make use of available resources to help maintain both physical and mental health.
- Exercise good judgment and integrity in educational and professional settings.
- Accept and apply feedback in both didactic and clinical settings.
- Understand, and function within the legal and ethical aspects of the practice of medicine.
- Behave in a manner fitting the ethical and moral behavior appropriate for the PA profession in both educational and professional settings.

Some components adapted from Keza L, Kirschner, K, Clinchot D, Laird-Metke E, Zazove P, Curry R. (2019) Leading practices and future directions for technical standards in medical education. Academic Medicine. 94:520-527. doi: 10.1097/ACM.0000000000002517

DISABILITY SUPPORT 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.

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. 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.

Kristin Wharton, Ed.S
Executive Director of the Academic Resource Center
kwharton@wingate.edu
704.233.8271/704-233-8366

NON-DISCRIMINATION STATEMENT

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 IX of Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Wingate University expressly prohibits any form of discrimination or harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability or veteran status.

TITLE IX

In accordance with federal regulations, we've appointed a Title IX Coordinator responsible for the administration and implementation of Wingate University's Title IX compliance efforts. If you have Title IX questions, complaints or concerns, please contact:

Title IX Coordinator:

Tariah Harrell
Stegall Building

(704) 233-8023

tar.harrell@wingate.edu

titleix@wingate.edu

Inquiries regarding the application of Title IX may be referred to the Department of Education's Office of Civil Rights (OCR). The OCR ensures institutions receiving federal funding comply with Title IX regulations.

If you feel you've been the victim of sexual harassment, misconduct, assault or violence, or sex discrimination, we encourage you to reach out. That goes for students, faculty, staff, visitors, and applicants for admission or employment. Federal and state laws prohibit retaliation against individuals who file a complaint in good faith or participate in an investigation involving an alleged Title IX violation.

ACADEMIC ADVISEMENT

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 CALENDARS (CLASS OF 2024, 2025, and 2026)

Class of 2024

Fall 2022	
August 19 th	First day for students
August 19 th and August 22 nd	Orientation
August 23 rd	First day of classes
September 5 th	Labor Day – No classes
October 10 th - 11 th	Fall Break
November 23 rd - 25 th	Thanksgiving Break – No classes
December 2 nd	Classes End
December 5 th -9 th	Final examinations
December 12 th – January 1 st	Winter Break

Spring 2023	
January 2 nd	First day of classes
January 16 th	Dr. Martin Luther King Holiday - No classes
March 9 th and 10 th	Spring Break
April 13 th	Classes End
April 14 th – 16 th	Easter Break
April 17 th – 21 st	Final examinations
April 24 th – April 30 th	Summer Break

Summer 2023	
May 1 st	First day of classes
May 29 th	Memorial Day Holiday – No classes
June 19 th	Juneteenth Holiday
July 4 th	4 th of July Holiday – No classes
July 7 th	Classes End
July 10 th – 14 th	Final Exams
Fall 2023	
August 28 th	First Day of classes
August 28 th – September 1 st	Clinical Orientation Week 1
September 4 th	Labor Day Holiday
September 5 th – November 3 rd	Transitions Course (One week off for PAEA)
November 6 th – 8 th	Clinical Orientation Week 2
November 9 th or 10 th	White Coat Ceremony
November 13 th – December 8 th	Rotation 1

December 11 th	Rotation 1 End of Rotation Exam
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Spring 2024	
January 1 st - 26 th	Rotation 2
January 26 th	Rotation 2 EOR Activities
January 29 th – February 23 rd	Rotation 3
February 3 rd	Rotation 3 EOR Activities
February 26 th – March 22 rd	Rotation 4
March 22 nd	Rotation 4 EOR Activities
March 25 th – April 19 th	Rotation 5
April 22 nd & 23 rd	Rotation 5 EOR Activities

Summer 2024	
May 6 th – May 31 st	Rotation 6
May 31 st	Rotation 6 EOR Activities
June 3 rd - June 28 th	Rotation 7
July 1 st and 2 nd	Rotation 7 EOR Activities
July 3 rd	PACKRAT II Exam
Fall 2024	
August 19 th - September 13 th	Rotation 8
September 13 th	Rotation 8 EOR Activities
September 16 th – October 11 th	Rotation 9
October 11 th	Rotation 9 EOR Activities
October 14 th – November 8 th	Rotation 10
November 11 th – 14 th	Rotation 10 EOR Activities
November 15 th	Summative OSCE
November 18 th – 22 nd	Capstone
November 25 th & 26 th	Summative EOC Exam
December 2 nd – 6 th	PANCE PREP
December 14 th	Commencement

Class of 2025

Fall 2023	
August 18 th	First day for students
August 18 th and August 21 st	Orientation
August 22 rd – 25 th	Building the Foundation
August 28 th	First day of classes
September 4 th	Labor Day – No classes
October 9 th – 10 th	Fall Break
November 22 nd – 24 th	Thanksgiving Break – No classes
December 1 st	Classes End
December 4 th – 8 th	Final examinations
December 11 th – January 7 th	Winter Break

Spring 2024	
January 8 th	First day of classes
January 15 th	Dr. Martin Luther King Holiday - No classes
March 7 th and 8 th	Spring Break
March 29 th – April 1 st	Easter Break
April 11 th	One Day One Dog
April 19 th	Classes End
April 22 nd – 26 th	Final examinations
April 29 th – May 3 rd	Summer Break

Summer 2024	
May 6 th	First day of classes
May 27 th	Memorial Day Holiday – No classes
June 19 th	Juneteenth Holiday
July 4 th	4 th of July Holiday – No classes
July 12 th	Classes End
July 15 ^h – 19 th	Final Exams and PACKRAT I

Fall 2024	
August 26 th	First day of classes
August 26 th – 30 th	Clinical Orientation Week 1
September 2 nd	Labor Day Holiday – No Classes
September 3 rd - November 1 st	Transitions Course (1 week off for PAEA tbd)
November 4 th – 8 th	Clinical Orientation Week 2
November 8 th	White Coat Ceremony
November 11 th – December 6 th	Rotation 1
December 9 th	Rotation 1 End of Rotation Exam

Spring 2025	
January 6 th - 31 st	Rotation 2
January 31 st	Rotation 2 EOR Activities
February 3 rd – 28 th	Rotation 3
February 28 th	Rotation 3 EOR Activities
March 3 rd – 28 th	Rotation 4
March 28 th	Rotation 4 EOR Activities
March 31 st – April 25 th	Rotation 5
April 25 th	Rotation 5 EOR Activities

Summer 2025	
May 12 th – June 6 th	Rotation 6
June 6 th	Rotation 6 EOR Activities
June 9 th – July 4 th	Rotation 7
July 7 th and 8 th	Rotation 7 EOR Activities
July 9 th	PACKRAT II Exam

Fall 2025	
August 18 th - September 12 th	Rotation 8
September 12 th	Rotation 8 EOR Activities
September 15 th – October 10 th	Rotation 9
October 10 th	Rotation 9 EOR Activities
October 13 th – November 7 th	Rotation 10
November 10 th – 13 th	Rotation 10 EOR Activities
November 14 th	Summative OSCE
November 17 th – 21 st	Capstone
November 24 th and 25 th	Summative EOC Exam
December 1 st - 5 th	PANCE PREP
December 6 th or 13 th (TBD by Provost)	Commencement

Class of 2026

Fall 2024	
August 23 rd	First day for students
August 23 rd and August 26 th	Orientation
August 27 th – 30 th	Building the Foundation
September 2 nd	Labor Day – No classes
September 3 rd	First day of classes
October 14 th – 15 th	Fall Break
November 27 th – 29 th	Thanksgiving Break – No classes
December 6 th	Classes End
December 9 th – 13 th	Final examinations
December 16 th – January 3 rd	Winter Break

Spring 2025	
January 6 th	First day of classes
January 20 th	Dr. Martin Luther King Holiday - No classes
March 13 th and 14 th	Spring Break
April 3 rd	Day of Service (Provost)
April 17 th	Classes End
April 18 th – 21 st	Easter Break
April 22 nd – 25 th	Final examinations
April 28 th – May 2 nd	Summer Break

Summer 2025	
May 5 th	First day of classes
May 26 th	Memorial Day Holiday – No classes
June 19 th	Juneteenth Holiday
July 4 th	4 th of July Holiday – No classes
July 11 th	Classes End
July 14 th – 18 th	Final Exams and PACKRAT I

Fall 2025	
August 25 th	First Day of classes
August 25 th – 29 th	Clinical Orientation Week 1
September 2 nd	Labor Day Holiday – No Classes
September 1 st - October 31 st	Transitions Course (1 week off for PAEA tbd)
November 3 rd – 7 th	Clinical Orientation Week 2
November 7 th	White Coat Ceremony
November 10 th – December 5 th	Rotation 1
December 8 th	Rotation 1 End of Rotation Exam

Spring 2026	
January 5 th - 30 th	Rotation 2
January 30 th	Rotation 2 EOR Activities
February 2 nd – 27 th	Rotation 3
February 27 th	Rotation 3 EOR Activities
March 2 nd – 27 th	Rotation 4
March 27 th	Rotation 4 EOR Activities
March 30 th – April 24 th	Rotation 5
April 24 th	Rotation 5 EOR Activities

Summer 2026	
May 11 th – June 5 th	Rotation 6
June 5 th	Rotation 6 EOR Activities
June 8 th – July 3 rd	Rotation 7
July 6 th and 7 th	Rotation 7 EOR Activities
July 8 th	PACKRAT II Exam

Fall 2026	
August 17 th - September 11 th	Rotation 8
September 11 th	Rotation 8 EOR Activities
September 14 th – October 9 th	Rotation 9
October 9 th	Rotation 9 EOR Activities
October 12 th – November 6 th	Rotation 10
November 9 th – 12 th	Rotation 10 EOR Activities
November 13 th	Summative OSCE
November 16 th – 20 th	Capstone
November 23 rd and 24 th	Summative EOC Exam
November 30 th - 4 th	PANCE PREP
December 5 th or 12th (TBD by Provost)	Commencement

ACADEMIC PERFORMANCE AND PROGRESSION

Due to the sequential nature of the curriculum, students must successfully complete all courses in a given semester before becoming eligible to take courses in the subsequent semester. At the conclusion of each semester, the faculty review each student's academic and professional performance. Students must be recommended for progression at the end of each semester with recommendations made to the Associate Program Director or Program Director for final approval. In the event that a student is remediating a course component, they may progress to the subsequent semester at the discretion of the Program Director.

ACADEMIC STANDING

All students begin the program in good academic standing. In order to remain in good standing, a student must:

- Receive a passing score of "C" or higher in all courses
- Maintain an overall GPA of 3.0 or higher

A student whose academic performance falls below the acceptable standards will be placed on academic probation and is no longer in good standing. Students not in good academic standing risk the loss of financial aid and scholarship funding. Students must be in good standing in order to hold elected or appointed student leadership positions and to participate in the program, state, or national events/activities. Academic standing may impact a student's clinical rotation placement including the need to repeat a clinical rotation and/or limiting elective opportunities. Students requesting a temporary leave of absence must be in good academic standing.

ACADEMIC STANDARDS FOR PROGRESSION

Course Grades

A = 90-100% 4.0 grade points

B = 80-89.99% 3.0 grade points

C = 70-79.99% 2.0 grade points

F = Below 70% 0 grade points

Grades on exams, projects, assignments, and final course grades are not rounded. For individual assignments and activities, students should achieve a grade of $\geq 70\%$ in both the didactic and clinical phases. Grades below 70% may require remediation. Please refer to the remediation policy for details.

Students must receive a passing score of “C” or higher in all courses throughout the program. Any final course grade below “C” in any portion of the program will result in dismissal from the program. See [dismissal policy](#).

CUMULATIVE GPA (3.0 Rule)

Both didactic and clinical students must maintain an overall GPA of 3.0 or higher in order to remain in good standing. If at the end of any given semester a student’s overall GPA falls below 3.0, they will be placed on academic probation and given one semester to raise their overall GPA to 3.0 or greater. If a student fails to raise their overall GPA to ≥ 3.0 within one semester, they will be dismissed from the program. A student may be dismissed by the program if it is mathematically impossible to improve their GPA to ≥ 3.0 within one semester.

A cumulative grade point average (GPA) of ≥ 3.0 is required to graduate from the program.

3 C RULE

Students are allowed to obtain no more than three final course grades of C throughout the entire program. If a student obtains a fourth final grade of C, they will be dismissed from the program. Additionally, students are allowed no more than two final course grades of C within a single semester. If a student obtains three or more final course grades of C within a single semester, they will be dismissed from the program.

REMEDIATION POLICY

The ARC-PA defines remediation as “The program defined and applied process for addressing deficiencies in a student’s knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.”

The purpose of remediation is to identify areas of weakness, based on objectives, outcomes, or competencies as evidenced by poor performance on evaluation(s), and once identified, to assist the student in overcoming those weaknesses and provide an opportunity for the student to demonstrate achievement in the area(s) of identified weakness.

Course Directors may initiate remediation measures at any time when an area of weakness is identified and the following phase-specific guidelines will serve as the minimum requirement for remediation.

DIDACTIC PHASE REMEDIATION

Assessment scores <75 , but ≥ 70 will result in an assessment review (strengths & opportunities) with the Course Director or Instructor and do not trigger a formal remediation process. All students scoring less than 75 on an exam, skills, OSCEs needs to contact the course director /block instructor within 48 hours of receiving feedback.

Students are required to remediate any summative evaluation in which they score less than 70%. This includes all exams, skills assessments, and OSCEs, but does not include quizzes. Cumulative final exams will not be remediated. Final exams covering new material will need to be remediated. Instances when a final exam is to be remediated may result in an “incomplete” for the individual course until the remediation can be completed. Remediation methods are at the discretion of the Instructor or Course Director administering the assessment and may include independent study, exam review, additional assessments (re-test), oral exam, practical exam, self-reflection exercises, or other activities targeted at demonstrating mastery of the material. Unless otherwise directed by the Instructor or Course Director, all remediation assignments or activities should take place within one week from the original assessment. No assessments will be remediated for a grade change. The Instructor or Course Director will determine what is required for successful remediation and notify the student in advance of the expectations. Failing to successfully remediate will result in a referral to the Progression Committee and potential dismissal from the program. All remediation assignments must be completed before the start of the next semester. Courses or overall course grades will not be remediated. Remediation of three or more assessments within a single semester will result in a referral to the Associate Program Director and a formal action plan will be created and implemented. This action plan will include clear and measurable goals established by the Associate Program Director. This action plan must be successful for a student to remain in good academic standing. If the action plan is unsuccessful, the student will be referred to the Progression Committee and considered for dismissal. Significant deficiencies, or those involving professionalism, may be referred directly to the Progression Committee for further review.

* See accompanying “[Remediation Flowchart – Didactic](#)” in Appendix M.

CLINICAL PHASE REMEDIATION

Assessment scores <75 , but ≥ 70 will result in an assessment review with their advisor and do not trigger a formal remediation process. Students with assessments in this range should contact the clinical coordinator within two days.

Students in the clinical phase of the program who receive a grade less than 70% in any area of assessment, including End of Rotation Exams (EOR), OSCEs, capstone assignments, skills assessments, professionalism evaluations, and preceptor evaluations are required to meet with the Director of Clinical Education or the appropriate Course Director within two days to discuss the needed intervention(s). Failure to contact either will be considered poor professionalism and be treated as such. It is at the discretion of the Director of Clinical Education or Course Director to determine what remediation or intervention(s) need to take place and the timing of the activities. This will depend on the area(s) and the severity of the identified deficiency and should take place in a timely manner, ideally within one week. Failure to pass the remediation activity or complete the remediation goals will result in a referral to the Progression Committee. Remediation activities will not result in a grade change. Clinical students are required to maintain an overall GPA of ≥ 3.0 . If a student's overall GPA falls below 3.0, they will be placed on academic probation and given one semester to raise their overall GPA to ≥ 3.0 . Failure to raise their overall GPA to ≥ 3.0 after one semester will result in dismissal from the program. Significant deficiencies, or those involving professionalism, may be referred directly to the Progression Committee and risk dismissal. Students are not permitted to fail an overall SCPE. Failure of a SCPE will result in dismissal from the program.

EOR EXAM FAILURE (effective Nov 2022)

Successful completion of end-of-rotation (EOR) exams is a requirement for all SCPE courses. Students failing an EOR exam will need to retest the exam and pass within seven days. Additionally, students are required to meet with a member of the clinical team to evaluate their study skills. If the student fails the retest, then the student will be required to repeat the SCPE** and EOR exams***. Additionally, any student that is required to repeat a SCPE will meet with the progression committee.

- Students may only remediate two different SCPEs. A student failing a third EOR retest will be dismissed from the program.
- Students who fail the EOR exam on the “3rd attempt” after the repeated rotation will be dismissed from the program.
- A student that requires excessive retesting will be referred to the progression committee.

** Every effort will be made to use an elective, but if none are available or if the rotation is of limited availability then the student will be required to complete an eighth semester at their own cost.

***Repeated SCPE when completed during an elective rotation will follow the syllabus for the elective rotation.

PRECEPTOR EVALUATION OF LEARNING OUTCOMES

Students are required to achieve a score of 3/5 (competent) for each evaluated learning outcome. Individual learning outcomes that are scored less than 3/5 (competent) will be remediated by the clinical team. Students requiring remediation of 3 or more learning outcomes will be referred to the progression committee. See individual SCPE syllabus for additional information.

SUMMATIVE REMEDIATION

Students who score lower than 70% on the written exam or any OSCE station will be allowed one-time remediation before December graduation.

- In the event of a second failure in the summative assessments, the student will be required to further remediate deficiencies. This will delay graduation from the program. The student may be required to register for an 8th semester at their own cost. A student cannot take the PANCE until the successful completion of the PA Program.

ACADEMIC PROBATION

A student whose academic performance falls below acceptable standards will be placed on academic probation and is no longer in good standing. The Program Director will notify the student of the probation in writing once the semester GPA and cumulative GPA have been confirmed. If/when the student improves their academic performance and meets the minimal standard, they will again be notified in writing informing them that they are no longer on academic probation.

PROGRESSION TO GRADUATION

Students must be in good academic and professional standing in order to graduate. A student who does not meet the minimum cumulative GPA of ≥ 3.0 or in good professional standing at the completion of the final (7th) semester will meet with the Progression Committee and be required to remediate deficiencies before 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.

TIME TO COMPLETION OF PROGRAM

Students are allowed 39 months to complete the program (standard 27 months plus a maximum of 12 months of approved extension)

DEGREE CONFERRED

Graduates will receive a Master of Physician Assistant Studies degree.

PROFESSIONAL DEVELOPMENT (PROFESSIONALISM)

Professional conduct is a pillar in PA education, therefore students in the PA program are expected to demonstrate high standards of professional behavior in all educational settings across all phases of the program. This includes the classroom and laboratories, professional and clinical sites, and non-educational settings. Professional behavior is also expected in the remote learning and remote assessment environment. Professional development (professionalism) is considered and evaluated on an individual basis each semester and/or as needed. [AAPA Guidelines for Ethical Conduct for the PA profession](#) serve as a framework for our expected professional standards. Wingate PA students' behavior should emulate that of the profession as described in the AAPA guidelines.

Components of professional behavior include (see appendix G):

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

When a student receives a “needs improvement” or “Unacceptable” on an 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 Progression Committee. After meeting with the student, a progress recommendation will be made to the Program Director and may include a recommendation for probation or dismissal. 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.

PLAGIARISM

Plagiarism is a grievous error of professionalism and is not acceptable behavior in the Wingate Department of PA Studies. Plagiarism occurs when the student uses the ideas or words of another and submits them as their work. Examples of plagiarism include the student directly copying word for word from another source, combining several sources of work without paraphrasing or giving credit to the author, or does not include appropriate citations for information taken from another source. Unique thoughts either written or oral must be appropriately referenced in any submitted assignments.

Students who have plagiarized any portion of an assignment, at the discretion of the course coordinator, may receive a zero for that assignment, may have the assignment returned to be rewritten, and/or may be referred to the Honor Council. The second incidence of plagiarism may result in failure of the course.

ARTIFICIAL INTELLIGENCE

Artificial Intelligence (AI) is a tool. Use of this tool without citation and acknowledgment is considered plagiarism. AI must be used ethically and in a way that enhances your learning as opposed to limiting it. AI can be used to brainstorm ideas, refine your writing, or fine-tune your research question. Please note that AI sometimes makes up facts or provides fake citations. You, the student, are ultimately responsible for the integrity and accuracy of your work. Any facts or ideas generated by an AI model should be fact-checked from a secondary source. The use of AI must be appropriately cited and will be considered a low-level source.

Additionally, include in the citation the prompts that were included. (This comes from the MLA citation guidelines)

Ex for ChatGPT: "Text of prompt" prompt. (Open AI, personal communication, May 4, 2023)

Specific courses may have guidelines for the use of AI in the course. The student will need to see individual course syllabi for more information.

PROGRESSION COMMITTEE

The Progression Committee is charged with the maintenance of the academic and professional standards of the WUDPAS and is composed of the PA program's principal faculty members. The Medical Director will serve as Chair of the committee. All formal meetings of the Progression Committee will result in a recommendation to the Program Director.

Students in the PA Program are expected to make satisfactory academic and professional progress toward completion of the degree requirements. Any student not making satisfactory

progress is referred to the Progression Committee to determine appropriate actions to further support the student's success. At times, circumstances may warrant a recommendation of dismissal. A student appearance before the committee will be arranged by the chair and, when possible, confirmed in writing prior to the meeting. Students will be notified of the final decision of the Program Director in writing within 5 business days after the meeting.

The committee may recommend to the Program Director any of the following:

- Recommendations for academic progression
- Referral to appropriate support services (e.g. Disability Support Services, Counseling Services)
- Academic Warning
- Professionalism Warning
- Academic Probation/Deceleration
- Academic Dismissal
- Disciplinary/Professionalism Probation
- Disciplinary/Professionalism Dismissal
- Voluntary Withdrawal
- Leave of Absence
- Remediation Plans

DECELERATION (A3.15c)

Deceleration of a student is defined as a student leaving their current cohort to join a cohort following behind with the goal of satisfactorily completing the program with the new cohort. Deceleration will only be offered in rare instances and in most cases not offered to students who are not meeting academic standards.

Students requesting deceleration should do so in writing to the program director. The letter must have sufficient information to explain the request. Deceleration may also be recommended by the Progression Committee. In either instance, if deceleration is approved, the program director will convey recommendations and expectations to the student in writing in the form of a Deceleration Contract. This contract will outline the said plan and will require student agreement and signature. 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 unless otherwise stated in the Deceleration Contract. 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. On return, the student is subject to the policies and procedures of the Handbook in effect at the time of return.

LEAVE OF ABSENCE IN THE DIDACTIC YEAR

The Department of PA Studies recognizes that there may be circumstances other than academics 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 for a leave of absence.

The letter must have sufficient information to explain the request. A leave of absence may also be recommended by the Progression Committee. In either instance, if the leave of absence is approved, the Program Director will convey recommendations and expectations to the student in writing and require student agreement and signature.

If it is determined that the requested leave would result in the student missing substantial or critical instruction/curricular content, the student may be offered deceleration instead of a leave of absence. See Deceleration Policy. On return, the student will be required to make up any missed material and will be subject to the policies and procedures of the handbook in effect at the time of return.

LEAVE OF ABSENCE IN THE CLINICAL YEAR

The Department of PA Studies recognizes that there may be circumstances other than academics that require a student to alter his or her course of study during the clinical year. A student in good academic and professional standing may submit a written request for a leave of absence to the Program Director.

The letter must have sufficient information to explain the request. If the 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 before 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 to return to the program. Upon return, the student may be subject to revisions or additions to the program curriculum or policies.

A leave of absence during the program may result in enrollment past the typical seven semesters and delay their graduation. A lengthy leave of absence may require deceleration to meet accreditations standards (B4.03) requiring that the summative evaluation take place within four months of graduation. A leave of absence in the clinical year may not exceed one calendar year.

WITHDRAWAL

Program withdrawal is defined as a voluntary action of student withdrawal from all PA program courses and the PA program with no opportunity for readmission. Students are not permitted to withdraw selectively from courses in the PA program. A student who wishes to voluntarily withdraw from the program must notify the Program Director in writing. The Program Director will provide a signed acknowledgement of the student's desire to withdraw and the student will present the acknowledgement to the Registrar's office for processing.

A student will not be automatically withdrawn from the program if he/she stops attending class. It is the student's responsibility to follow the appropriate procedures to withdraw from the program. No refunds will be provided upon withdrawal from the program.

Students are required to withdraw from the program before the final two weeks of all courses in order to obtain a "W" on their transcript. Later withdrawals will result in final course grades being submitted to the registrar.

DISMISSAL

Program Dismissal is defined as a formal action of administrative withdrawal from all PA program courses and the PA program with no opportunity for readmission. Students who are dismissed from the program may receive an "F" in all courses in which the student was registered at the time of dismissal but in which the student has not yet completed.

Recommendation for dismissal may result from any of the following:

- A failing grade (<70%) in any course or SCPE
- Failure to raise overall GPA of <3.0 in the semester following probation
- Three or more final course grades of C within a single semester
- Four or more final course grades of C throughout the program
- Failure to meet the requirements of a course as stipulated in the syllabus

- Failure to successfully remediate any failed summative evaluations to include routine exams, End of Rotation Exams, End of Curriculum Exam, and any OSCE.
- Failure to meet goals of formal action plans implemented by the Program Director, Associate Program Director, or Clinical Director.
- Failure to comply with professional behavior standards as deemed appropriate by the faculty of the PA Program including the Medical Director and Program Director with guidance from the AAPA Guidelines for Ethical Conduct.

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.

DISMISSAL PROCESS

- Students will be notified in writing by letter of dismissal from the Program.
- Letter of dismissal will be signed by the student and Program Director.
- A student choosing to appeal the dismissal decision should do so in writing to the Provost's office. See contact information in the Appeal of Dismissal or Grievances section below.

Once dismissed from the program, the student is no longer able to register for or attend classes within the PA program even if an appeal is initiated. The program will notify the Registrar's office that the student is no longer part of the program.

APPEAL OF DISMISSAL AND GRADE APPEALS

A student dismissed from the program for any reason may appeal the dismissal in writing to the Provost's office (Vice Provost and Dean of Levine College of Health Sciences) within five calendar days of receipt of written notification of the dismissal.

Additionally, should a student choose to appeal a final course grade, they may do so through the same contact within five days of grade notification.

The Vice Provost and Dean of the Levine College of Health Sciences will consider the procedural aspects of the appeal process **ONLY** in his/her review. No new documentation or information, outside of the procedural aspects of the appeals process, will be considered in the appeal review. The decision of the Vice Provost and Dean of the Levine College of Health Sciences is final.

This can be delivered by mail or email:

Dr. Karen Friel, PT, DHS
Vice Provost and Dean of Levine College of Health Sciences

Stegall Administration Building
220 North Camden Road
Wingate, NC 28174
k.friel@wingate.edu

SUPERVISED CLINICAL PRACTICE EXPERIENCE (SCPE)

Supervised clinical practice experiences (SCPE) 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 SCPE 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 SCPE, 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.

SOLICITATION OF CLINICAL SITES AND PRECEPTORS (A3.03)

PA students, prospective or enrolled, will not be required to obtain or solicit clinical sites or clinical preceptors. If a student would like to request a SCPE with a known site or preceptor, they are to notify the Director of Clinical Education.

SCPE MANUAL

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

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 (MPAS) degree. See the [Map to Degree in Appendix B](#).

COMPLAINTS AND GRIEVANCES AND APPEALS (A1.02j, A3.15f)

Although the Department strives to facilitate professional and pleasing experiences for all students, faculty, and staff, a conflict may occasionally arise. Conflict resolution is an important skill for a Physician Assistant. As such, we advise that the involved parties try to resolve the conflict directly; however, if initial attempts are not successful, the issue can be communicated through the student's advisor, the cohort representative, or the Program Director.

If the issue is of a significant nature that cannot be resolved at the personal level, the Wingate University Department of Physician Assistant Studies encourages any individual who is unhappy with their experience or encounter with any student, faculty, or staff member of the Department of PA Studies to file a written complaint. The Department takes complaints very seriously and will act upon any complaints expediently should the complaint warrant action. Once a complaint has been made, the Program Director will gather information and address the complaint.

Complaints regarding the Department of PA Studies should be sent via email to Dr. David Weil [@d.weil@wingate.edu](mailto:d.weil@wingate.edu)

The Program Director will discuss the complaint directly with the party involved within 14 business days following receipt of the complaint. It is desired that the matter be reconciled at this point. A letter from the Program Director acknowledging the resolution of the complaint will be filed with the original complaint. A copy of the resolution may be sent to the complainant at the discretion of the Program Director. A de-identified copy of the complaint and resolution may be shared with university leadership per university policy and accreditation standards.

If dissatisfied with the discussion with the Program Director, or if the complaint is against the Program Director, the involved party may submit a written complaint to the Office of the Provost. This can be delivered by mail or email:

Office of the Provost
Stegall Administration Building
220 North Camden Road
Wingate, NC 28174
provost@wingate.edu

Further information on resolving issues and information on external complaint mechanisms can be found on the Wingate website [here](#).

Complaints regarding SCPE clinical environment or preceptors should be sent to the Director of Clinical Education.

STUDENT MISTREATMENT (A3.15f)

Students may report an incidence of mistreatment (self or others) to the Program Director or through Wingate University Community Standards <https://www.wingate.edu/mygate/students/our-community-standards>. Here they can contact the Director of Community Standards, review the reporting guide, and submit an incident report (General, Bias, and Academic Integrity). Should the mistreatment be sexual in nature, Title IX information and reporting forms can be found at <https://www.wingate.edu/title-ix>. Further information on [Title IX](#) is provided in this handbook.

HONOR CODE

PA Students at Wingate University recognize the importance of their own professional development. The Honor Code is a system of self-regulation that includes education, support, and when necessary, investigation by the Honor Council. Students are required to read and sign the Professional Honor Code during orientation of the first semester. The Honor Code form is found in [appendix E](#). This document is kept on file in the student's record.

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

Honor Code Pledge

As a student in the Wingate Physician Assistant Program, I will strive to demonstrate the highest standard of personal integrity and honesty and recognize these attributes are essential to the medical profession.

- I will demonstrate compassion and altruism in my interactions with colleagues, faculty, staff, clinical preceptors, and patients.
- I will demonstrate excellence in professional endeavors including developing medical knowledge and skills to the best of my ability.
- I will address actions or practices on the part of a colleague that breach the principles of honor and integrity. If I believe that another student's behavior violates the Honor Code, I am bound by this code to contact the Program Director.
- I understand and pledge to adhere to the above.

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 the Program Director or an appropriate faculty member. The student may also file a written statement 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 instructional faculty. 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 days of receiving notice of a potential violation.

The Honor 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

COMMUNITY STANDARDS (A1.02j, A3.15g)

This policy adopts and incorporates by reference the Wingate University Code of Community Standards policies and procedures. In the event the Wingate University Code of Community Standards policies and procedures are inconsistent with, or conflict with, any applicable accreditation standards or any other policies herein, the policies herein shall supersede the [Wingate University Code of Community Standards](#) policies and procedures. The Community standards page will provide policies and processes for the following:

- General incident reporting
- Bias incident reporting
- Academic Integrity reporting

- Sexual Misconduct
- Alcohol Misuse
- Illegal substances
- Grievances and Appeals
- Mistreatment

PA STUDENT GOVERNMENT

The PA program at Wingate University has an active student government, the Wingate University Physician Assistant Student Society (WUPASS), 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.

HEALTH AND SAFETY POLICIES

IMMUNIZATIONS (A3.07)

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 at student expense are required prior to matriculation for PA students.

Documentation should be submitted to Student Health Service.

- 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)
- 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)
- ** An updated meningococcal vaccine series is recommended based on the update 2023 CDC guidelines for healthcare workers at increased.

Additionally a Tuberculin test (PPD) (within 12 months, mm induration and date read)

- 2-step required within 12 months of starting the clinical phase

- Chest x-ray if positive PPD (date and results)
- Treatment for latent TB, if applicable (date)

* 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.

*Influenza Vaccination – Although the influenza vaccine is not required for matriculation into the program, the program strongly encourages vaccination in the fall of years one, two, and three of the program. Should a student decline the influenza vaccine, clinical placement in years two and three may be limited due to clinical affiliate's influenza vaccine requirements. The Wingate PA Program cannot guarantee clinical placements for unvaccinated students which may limit the student's ability to complete and graduate from the program. The completion of all clinical rotations is required for completion of the program.

*COVID-19 Vaccination- Wingate University does not currently require that students receive the COVID-19 vaccination. In the recent past, clinical sites required that students show proof of vaccination before they will be allowed to care for patients at their site, with few opportunities for exemption. The majority of these requirements have recently ended, but vaccine requirements may change during your time in the program. Given this, the program encourages students to receive their COVID-19 vaccination in preparation for the clinical year to limit the potential impact on their timely progression and completion of the program.

BLOOD AND BODY FLUID EXPOSURE (A3.08)

Exposure to another person's blood or body fluids by needle stick, splash, or other exposure may place you at risk for exposure to HIV, Hepatitis B, Hepatitis C, or other infectious agents. Post-exposure prophylactic medication is available that may reduce your risk of acquiring HIV. A safe and effective vaccine is available for Hepatitis B. Though actual transmission of HIV in the workplace is rare, you should always seek medical evaluation and necessary care immediately for any exposure that involves bloodborne pathogens.

The PA Program has a protocol for addressing potential exposures to bloodborne pathogens for students in all phases, and applies to both didactic and clinical phases of the program. This protocol is in accordance with the OSHA Bloodborne Pathogens Standard and Centers for Disease Control and Prevention recommendations for Occupational Blood and Body Fluid exposure.

In the event of a blood or body fluid exposure, perform the following emergency care immediately:

1. Stop what you are doing immediately. Put the sharps down in a safe place and step away.
2. Notify your preceptor or didactic instructor. Tell them everything that happened.
3. Wash the site immediately with soap and water. Splashes to the eye should be flushed with water for 5-10 minutes.
4. If on a clinical rotation, follow the hospital/clinic policy for cleansing and reporting.
5. Call Wingate Student Health at 704.233.8102 (open M-F 8-5) to report the exposure and arrange for lab tests and follow-up, if necessary. The cost of immediate first aid will be the student's responsibility, and they should use their personal medical insurance to cover the necessary initial evaluations at that location.
6. If on a clinical rotation, contact the DCE immediately after the above actions have been taken. Tell them everything that happened.

Additional information:

- <https://www.cdc.gov/niosh/topics/bbp>

National Clinicians' Post-Exposure Prophylaxis Hotline 1-888-488-4911 (24/7)

MEDICAL TREATMENT BY PA PROGRAM FACULTY (A3.09)

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

COUNSELING, MENTAL HEALTH, AND MEDICAL APPOINTMENTS AND REFERRALS (A3.10)

Should a student need timely access or referral to services addressing personal issues that may impact their progress in the program, students may self-refer or ask for program faculty assistance in making appointments with the Health Center or the Counseling Center. The Health Center website <https://www.wingate.edu/mygate-students/health-center> provides links for scheduling an appointment online, by phone, by appointment, or by walk-in. The Counseling Service website <https://www.wingate.edu/mygate/students/counseling-services> also provides an abundance of resources to students and phone consultation appointments can be made at <https://wingate.titaniumhwc.com/>. As a further guide to assist students in recognizing, responding, and referring distressed students at Wingate University, resources are provided through the Red Folder Initiative and are found [here](#).

Health Center

The Student Health Center is located on campus in Holbrook and is open Monday through Friday from 8:00 am to 4:00 pm. Students can be seen by appointment from 9:00 am to 3:00 pm. Walk-ins are accepted as time permits. More information about the Health Center can be accessed at <https://www.wingate.edu/mygate/students/health-center>

After- hours and emergency care options include:

Wingate, NC

Minute Clinic (inside CVS-Hilltop)

625 E Roosevelt Blvd, Monroe, NC 28112 704.289.8513

Carolinas Healthcare System Urgent Care-Monroe

613 E Roosevelt Blvd, Monroe, NC 28112 704.283.8193

FastMed Urgent Care

2242 W Roosevelt Blvd A, Monroe, NC 28110 704.220.1904

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.

Hendersonville, NC

FastMed

825 Spartanburg Hwy, Suite 17
Hendersonville, NC 28792
Phone: 828.233.1664

Pardee Urgent Care

212-A Thompson Street
Hendersonville, NC 28792
Phone: 828.697.3232

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

Students with any exposure to or symptoms of COVID-19 should contact [Student Health](#).

Current University COVID policies and procedures can be found here [Coronavirus Information](#)

COUNSELING SERVICES & MENTAL HEALTH

The Counseling Center, located in Holbrook, is open Monday through Friday from 9:00 am to 5:00 pm. Currently, the Counseling Center is offering teletherapy sessions to students.

Information is available at https://www.wingate.edu/mygate/students/counseling_services

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 the healthcare costs of the student. Students are responsible for all healthcare costs associated with an illness or injury that results from any activity on campus or at an affiliated training site.

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. More information about insurance coverage can be found at <https://www.wingate.edu/mygate/students/health-center/health-insurance-requirements>

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.

MALPRACTICE INSURANCE

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

DRUG SCREENING POLICY (A3.10)

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 an automatic referral to Wingate Counseling Services and disciplinary

action at the discretion of the program and can result in dismissal from the PA program. A refusal to comply with either a Counseling Service referral or a request to submit to a drug screen at any time will result in dismissal from the PA program. Any subsequent treatment or evaluation will be at the student's expense.

A clinical facility may require a drug screen independent of the 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 notify the Director of Clinical Education if he or she undergoes a drug screen while on rotations and is subsequently placed on leave by the clinical site pending the finalization of drug screen results.

ALCOHOL POLICY (A3.10)

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, including referral to Wingate Counseling Services, and possible 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 oneself for participation in class, clinic, or other program activity while under the influence of alcohol or drugs will result in disciplinary action at the discretion of the program and can result in dismissal from the program.

- Alcohol testing: At any time during the program, the Department of PA Studies may request that the student present for alcohol testing. A refusal to comply with a request to submit to alcohol testing will result in dismissal from the program.
- A Wingate PA student who is charged by civil or university authorities with an alcohol or drug-related offense must inform the program director immediately.
 - Students who do not provide this information but who are later discovered to have an alcohol or drug-related charge or conviction (on a repeat background screen or through other means) will be dismissed from the program.

TOBACCO AND E-CIGARETTE POLICY

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

Use of tobacco products and e-cigarettes or other “vaping” devices is not allowed within the facilities or on the campus at any time. This includes online learning environment, clinical rotations sites, or University sponsored events.

Physician Assistant students who desire assistance with discontinuing the use of tobacco should contact Student Health.

CAMPUS SAFETY (A1.02g)

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. Important campus safety information is available at <https://www.wingate.edu/campus-safety>

Wingate Campus

Blue light help phones are located throughout 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.

- Campus Safety: 704.233.8999
- Wingate Police (non-emergency): 704.289.1591
- Police (emergency): 911
- Address: 204 North Main Street Wingate, NC 28174

Hendersonville Health Sciences Center

- Pardee Security (for outside and parking lot) 828.696.4730
- Hendersonville Police 828.697.3025
- Police (emergency): 911
- Blue Ridge Community College Police Cell Phone 828.674.5954

VEHICLE REGISTRATION

Wingate 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 and should be displayed in the rear windshield. Students are not to park in marked visitor or faculty lots. Violations may result in fees. Students will be assessed a parking fee each year.

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. Forms will be provided the first week of the semester.

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.

IDENTIFICATION CARDS

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 for

\$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

In addition to the Wingate University ID, 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 the program administration. There is a fee of \$8 for a replacement access pass.

WUDPAS INFORMATION AND POLICIES

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.

During the didactic year, 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. Clinical year students will report any missed days due to illness, accident, or other unexpected personal or family emergency to the Clinical Director via email or telephone as soon as possible. The student is also responsible for communicating the absence to their rotation site. The Clinical Director will determine when clinical hours have satisfied completion of a rotation and students may be required to "make up" missed 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 the program faculty.

While the program has a 100% attendance policy, each student is allowed three (3) discretionary personal days during the 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 during the

didactic year and Clinical Director during the clinical year. 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. Additional stipulations may apply during the clinical phase.

Request forms should be submitted during the business week and at least 48 hours before the absence. During the didactic year, forms must be submitted electronically or in person to Prof. McClough and should not be left at the front desk. A sample form is found in [Appendix L](#) and can be downloaded from the Didactic Year Canvas Home Page. During the clinical years, requests should be logged in Exxat.

SATURDAY AND EVENING CLASS SESSIONS

On the rare occurrence that Saturday or evening class sessions must be scheduled, attendance is mandatory. Students will be notified of Saturday or evening class sessions with as much advance notice as possible.

CHILDREN

Parents should plan their schedules such that their children are not attending classes, labs, or clinical rotations. Students with children are expected to make childcare arrangements to avoid conflicts with the educational experience.

PA PROGRAM PROFESSIONAL APPEARANCE POLICY

Dress and Clothing

Students are expected to dress in a manner that reflects maturity and matriculation in a professional course of study. Business casual is appropriate attire for students in class, while on clinical rotations, and when attending PA program events. Students are to refer to course syllabi for specifics of lab attire. All students are expected to dress in business casual attire unless otherwise advised by faculty or preceptor.

Examples of business casual clothing include dress pants or skirts with a blouse, collared shirt, or sweater. Please exercise good judgment.

- Clothing should be clean and free of holes, tears or rips.
- Clothing should not have offensive language or images.
- Clothing should not be too revealing and undergarments should not be visible.

- Clothing should allow freedom of movement necessary to provide medical care.
- Hats, caps, and other headgear are not permitted in the classroom unless worn for religious purposes.

Business casual DOES NOT include:

- Jeans/colored denim, shorts, exercise attire, T-shirts, tops with hoods or “hoodies”.

If casual dress is allowed the bullet points above remain in effect.

Hair (including facial hair)

- Hair must be kept clean and well groomed. It should be natural in color and appearance. Fashion colors such as blue, green, purple or pink are not permitted.
- Hairstyles that do not allow medically necessary headgear to be worn are prohibited.
- Facial hair must be neatly trimmed; beards or mustaches that interfere with the proper wear of protective masks or equipment are prohibited.

Nails

- Nails must be neat and clean and must be no longer than 1/4" past the fingertip. Artificial nails or extenders of any kind are not permitted. Nail length must not interfere with your ability to perform duties.

Body and Facial Piercing

- Small unobtrusive jewelry is permitted and should be conservative as it presents a safety hazard when working with medical equipment and in labs.
- Permissible ornamentation/jewelry of the face includes ear piercings and a single nasal piercing. Ear jewelry should be small and unobtrusive to allow safe use of medical and lab equipment. Nasal jewelry is limited to a stud which should be small and reasonably flush with the skin surface.
- Other ornamentation/jewelry of the face is not permitted. This includes (but is not limited to): nasal hoops, septal piercings, multiple nasal piercings, tongue and lip piercing, and eyebrow piercing.

Tattoos

- Tattoos should be covered whenever possible. Any visible tattoo must be free of any profanity, violence, or otherwise offensive characteristics.

- Facial tattoos are not permitted.

** Specific clinical SCPE sites may have policies regarding professional appearance that are more stringent than our program requirements. In those situations, students are expected to follow the site policies.*

WEATHER DELAYS AND CLOSINGS

Wingate 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 canceled on one campus only, either Wingate campus or Wingate Hendersonville campus. When this occurs, students on the closed campus will have access to a link to Zoom live if they are able, or the recorded lectures.

SHADOWING AS A PA STUDENT

Shadowing will not be facilitated by the WUDPAS. Students who want to shadow a practitioner must make arrangements independently and be aware that they are not representing the WUDPAS, will not wear the white coat with the department 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 to that of a non-observer and even tasks considered routine for a PA student on an approved clinical rotation should not be performed.

As senior students approach graduation, they should be aware that the North Carolina Medical Board does not allow shadowing of a provider before employment. In addition, there are significant ethical considerations in "shadowing" a potential employer.

STUDENT EMPLOYMENT (A3.04, A3.05)

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. Additionally, Wingate PA students will not be asked to work for the program in any capacity, including that of instructional faculty and clinical/administrative staff.

CONTACT INFORMATION

PA students must furnish, and keep current, contact information to the PA program including street address, mailing address, email 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 at their own expense payable to Wingate University due at the time of the reorder.

BACKGROUND CHECKS

Each year, the WUDPAS performs background checks on students prior to their matriculation and again in the clinical year as required by our clinical partners. Any past or new, felony or misdemeanor convictions, or other issues, which may impact the student's future as a healthcare professional, must be disclosed to the Program Director as soon as possible. Full disclosure is mandatory, and discovery of undisclosed convictions may result in dismissal from the program. Additionally, as covered in the Professional Development Policy, 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.

PARTICIPATION OF STUDENTS AS HUMAN SUBJECTS

As part of learning, students utilize peer physical exams. While doing so, students are expected to behave professionally and respectfully. The full policy is available in [Appendix H](#).

Additionally, students will be instructed on point-of-care ultrasound. Ultrasound scans on student models are for instructional purposes only and not diagnostic. Release forms for participation can be found in [Appendix I](#).

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. Resources can also be accessed at https://library.wingate.edu/health_sciences_library.

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 violate 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

ELECTRONIC TECHNOLOGY

WINGATE EMAIL

PA program news, information, and course updates are communicated through either email or Canvas announcements. Students should check both regularly. Use of your wingate.edu address is required for all program-related correspondence.

ZOOM SESSION LOGIN

Students must log in to program-related Zoom sessions/meetings using their Wingate credentials. Details of login will be provided by IT.

ONLINE LEARNING MANAGEMENT SYSTEM

The PA program uses Canvas or Exxat learning platforms for course management. Course updates, syllabi, information, and general announcements related to a specific course will be posted on either platform. Students are responsible for regularly checking individual course pages and didactic/clinical year home base pages.

LAPTOP COMPUTERS/NOTEBOOKS/TABLETS

- Wingate University PA Program requires each student to purchase a laptop computer prior to matriculation. Students may choose to utilize tablets or other similar devices in addition to a computer, but this does not waive the requirement for a laptop computer. Failure to comply with this policy may delay a student's matriculation or result in termination from the program.
- Below are the minimum system requirements for the Class of 2025 (matriculating fall 2023) and Class of 2026 (matriculating fall 2024). If an accepted student has a question about the below requirements or needs assistance to determine if a laptop meets them, the student may reach out to IT services at:

<https://wingatestudents.my.site.com/bulldogcentral/s/contactsupport>

- Please specify that the question pertains to technology requirements for incoming PA students.

Windows Requirements

- Operating System: 64-bit versions of Windows 10 and Windows 11
- Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S, are NOT acceptable.
- CPU: Intel Core i3/i5/i7 or AMD Phenom II or greater
- RAM: 8GB RAM or higher
- Hard drive: 500GB or higher
- Administrator-level account permissions
- Webcam: Integrated camera or external USB camera supported by your operating system

Mac requirements

- Operating System: Big Sur, Monterey, or Ventura
- CPU: Intel, M1, or M2 processor
- RAM: 8GB or higher

- Hard Drive: 500GB or higher
- Administrator-level account permissions
- Webcam: Integrated camera or external USB camera supported by your operating system
- Laptop computers, notebooks, and tablets, are permitted to view course materials and take notes. Accessing other forms of information (i.e. email, 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.

Daniel Meadows (Levine College of Health Sciences, Wingate campus 1st floor)

d.meadows@wingate.edu

704.233.8968

Andrew Hutchison (Hendersonville Health Sciences Center)

a.hutchison@wingate.edu

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.

[Electronic Media Guidelines](#) are found in the appendix. The principal aim of the guidelines is to identify your responsibilities about electronic media and to help you represent yourself responsibly and professionally.

EXAMINATIONS/ELECTRONIC TESTING

The following applies to all students taking examinations on campus:

- Have a working laptop computer compatible with ExamSoft testing software (iPad and Chromebooks are not supported)
- Download the appropriate exam the night before the testing session
- Arrive 10 minutes before the scheduled start of the exam to set up laptop computers · Backpacks, notes, cell phones, smartwatches, Bluetooth earbuds, 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 before the start of the exam
- Students arriving after the start of the exam must contact either associate program director (APD) or course coordinator for alternative testing arrangements to not disturb test takers in progress. Students arriving more than 10 minutes late may be asked to take the test at a later time.
- Whiteboards and dry-erase markers are allowed and will be provided if requested · If computer problems occur during the exam, the student should notify the proctor by raising their hand
- 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 is granted permission to leave for any reason 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 testing space.

The following applies to all students taking examinations off-campus:

- Have a working laptop computer compatible with ExamSoft testing software (iPad and Chromebooks are not supported) AND have a charged phone or other camera-enabled device connected to Zoom
- Download appropriate exam the night before the testing session
- Log into Zoom (using Wingate credentials) 15 minutes before the exam start time. Be prepared to provide a brief 'tour' of your desktop or table area and, if using a whiteboard, show the blank board to the proctor upon request.
- Backpacks, notes, cell phones, smart watches, Bluetooth earbuds, and items other than the laptop computer must be removed from the desk or table before the start of the exam. During testing, your camera should remain on and audio should be muted; communication with the proctor is via the chat feature
- If computer problems occur during the exam, the student should notify the proctor by chat. If you should lose the Zoom monitor connection during the exam, don't take more than 1-2 minutes attempting to reconnect. Do not leave the room. Continue with the exam, be sure it uploads, then email/call your proctor to let them know what happened. The proctor will see the disconnect as well and will notify IT. Remember to focus on the exam and not panic about the lost Zoom connection.
- Exam proctors will not interpret exam questions or otherwise speak aloud with students during testing.
- All personal items including laptop must remain in the testing area if a student has permission to leave the room for any reason before finishing the exam.
- Upon completion of the exam, students will submit the exam, show the successful submission screen to the proctor, and sign off Zoom when given the OK.

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

FINANCIAL INFORMATION (A3.12f)

Tuition for the 2024-2025 academic year is \$14,200 per semester. PA tuition increases once in the Fall of the 2nd year.

Additional fees include

1. Health and wellness \$50 per semester
2. Parking \$130 per year (Hendersonville students are exempt and clinical year students may submit a waiver)
3. PA program fee \$290 per semester
4. PA program Clinical Support Fee \$1,500 per semester (semesters 4-7 only)
5. Meal plan \$150 per semester (semesters 1, 2, 3 only). Students may opt-out.
6. Books and Online Resources: \$1200 (Approx: \$1000 Year 1; \$200 Year 2-Graduation)
7. Medical Equipment: \$1000 (Year 1)
8. Laptop Computer: \$1500 (Year 1)
9. Program-Related Travel: \$1350 (Approx: \$50 Year 1; \$1300 Year 2-Graduation)
10. PANCE: \$550 (Following Graduation)
11. Student Health Insurance: \$2688/yr (Not required if already enrolled in a comparable plan)

Please utilize the Wingate University [Financial Aid page](#) for more information. Scholarship opportunities are listed on the [WUDPAS page](#).

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.

REFUNDS (A1.02k)

No tuition refunds will be provided for students upon leave of absence, dismissal, or withdrawal from the program.

STUDENT LOAN PROGRAMS

The Federal Direct Loan Program allows students to borrow education loans directly from the federal government. Visit www.studentloans.gov or [Federal Student Aid](#) 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

- 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)

The Forgivable Education Loans for Service Program was established by the General Assembly in 2011 to provide financial assistance in the form of forgivable loans to qualified students who are committed to working in North Carolina to lessen identified critical employment shortages. The Program is designed to be flexible so that it will respond to current as well as future employment shortages in the State. The Program will initially target future teachers, nurses and allied health professionals. 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

APPENDICES

APPENDIX A

PA 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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 1 hour (Fall) Pass/Fail

PA 524. Topic Exploration I

This is the first of two courses that will engage students in small group discussions related to concurrent topics in Clinical Medicine, Clinical Anatomy and 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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 0 hour (Fall) Pass/Fail

PA 525. Topic Exploration II

This is the second of 2 courses that will engage students in small group discussions related to concurrent topics in Clinical Medicine, Clinical Anatomy and 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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 0 hour (Spring) Pass/Fail

PA 527. Health Care Issues I

This course serves as an introduction to communication skills for person-centered care. Evidence-based strategies for decreasing implicit bias, providing patient education, giving serious news, developing cultural humility and behavior change will be provided. Additionally, students will learn evidence-based strategies to increase resilience and well-being.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 1 hour (Fall)

PA 528. Health Care Issues II

In this course, students will explore the unique role of PAs and the ethical and professional challenges that may be encountered in the student experience and in collaborative medical practice. Through discussion and case analyses, students will better understand the ethics of decision-making that affects others, as well as recognize external factors that influence such decision-making. Students will learn to identify, evaluate and manage ethical challenges and conflicts of values with a process that ensures critical reflection. There will be in-depth exploration of social determinants of health and health disparities. Through discussion, case analysis, and self-reflection students will demonstrate the ability to identify and apply strategies to help address barriers to health equity. Throughout the course, students will have the opportunity to examine and model the professional attributes of a *good clinician* – one who provides compassionate, comprehensive care and recognizes the value of shared decision-making with patients, families, and other members of an interprofessional healthcare team.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hours (Summer)

PA 529. Medical Diagnostics

Medical diagnostics 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 build upon the information learned in the cardiology section of Clinical Medicine. Basic concepts needed to read electrocardiographs will be introduced with an emphasis on the development of a systematic format for interpretation. The radiology component of the course will involve recognition and interpretation of common imaging modalities, with an emphasis on plain film radiographs. Students will develop an understanding of the mechanisms by which common medical images are created along with how best to utilize various modalities given a clinical scenario. The course will incorporate a combination of lecture format and active learning exercises. This approach will facilitate development of the skills necessary for the recognition of normal disease patterns and the anticipated progression of disease as measured using the ECG and imaging.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 1 hour (Spring)

PA 530. Clinical Medicine I

Clinical Medicine I is the first of a series of three courses designed to provide the essentials of diagnosis and management of the most common and important clinical disorders seen by primary care practitioners. Using a systems approach, clinical information presented includes disease etiology, presentation, physiology and pathophysiology of disease (when not covered elsewhere), pertinent laboratory and radiographic concerns, treatment options (pharmacological and non-pharmacological), patient education, and follow-up care. Treatment other care options presented include: preventive, emergent, acute, chronic, rehabilitative, and palliative when applicable. Clinical practice areas covered in Clinical Medicine I include: Dermatology, HEENT, Hematology, Neurology, Cardiology, and Pulmonology.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 6 hours (Fall)

PA 531. Clinical Medicine II

Clinical Medicine II is the second of a series of three courses designed to provide the essentials of diagnosis and management of the most common and important clinical disorders seen by primary care practitioners. Using a systems approach, clinical information presented includes disease etiology, presentation, physiology and pathophysiology of disease (when not covered elsewhere), pertinent laboratory and radiographic concerns, treatment options (pharmacological and non-pharmacological), patient education, and follow-up care. Treatment and other care options presented include: preventive, emergent, acute, chronic, rehabilitative, and palliative when applicable. Clinical practice areas covered in Clinical Medicine II include Renal Medicine, Gastroenterology, Orthopedics, Rheumatology, Endocrinology, and Nutrition.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 6 hours (Spring)

PA 532. Clinical Medicine III

Clinical Medicine III is the third of a series of three courses designed to provide the essentials of diagnosis and management of the most common and important clinical disorders seen by primary care practitioners. Using a systems approach, clinical information presented includes disease etiology, presentation, physiology and pathophysiology of disease (when not covered elsewhere), pertinent laboratory and radiographic concerns, treatment options (pharmacological and non-pharmacological), patient education and follow-up care. Treatment and other care options presented include: preventive, emergent, acute, chronic, rehabilitative, and palliative when applicable. Clinical practice areas covered in Clinical Medicine III include: Urology, Psychiatry and Infectious Disease.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours (Summer)

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 examinations including vital signs, general assessment, skin, eyes, thyroid, ears, nose, throat, lymph node, neurological, cardiovascular, peripheral vascular, and pulmonary systems. A combination of lectures, assigned readings, self-directed learning, and hands-on experience in a laboratory setting will be used to develop students' ability to critically evaluate information obtained through patient interviews and physical exams in the formation of diagnostic possibilities. Laboratory sessions will emphasize the proper use of diagnostic equipment and techniques for performing regional physical examinations. In addition, students will learn documentation skills needed to completely and accurately document history and physical exams.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours (Fall)

PA 539. Patient Assessment II

This is the second 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 consisting of the gastrointestinal, musculoskeletal, and genitourinary systems. A combination of lecture, assigned readings, self-directed learning, and hands-on experience in a laboratory setting will be used to develop students' 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 both a comprehensive and a problem physical examination. In addition, students will learn documentation skills needed to complete a variety of documentation formats.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours (Spring)

PA 540. Patient Assessment III

This is the final of three courses focusing on the skills needed to gather a medical history and perform a problem focused physical exam. In addition, this course focuses on formulating and evaluating differential diagnoses using the history and physical exam. Students will draw on knowledge and skills from previous courses to guide the critical thinking skills required in this course. Students will utilize self-reflection to guide analysis of cognitive and implicit bias, as well as identify gaps in knowledge. Students will develop SMART goals to continue working on identified gaps. Students will continue to develop skills in oral presentation of patients and SOAP note documentation.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 1 hour (Summer)

PA 541. Pharmacology I

This is the first of three courses where students will learn pharmacology principles by studying the indications, mechanisms of action, principles related to pharmacokinetics, pharmacodynamics, and pharmacogenomics, contraindications, adverse drug effects, drug interactions, dosing principles, use in special populations, complementary and alternative medicine, and clinical pearls associated with medications used in various disorders. This course will build the foundation for understanding key principles related to medication therapy. Through discussion and patient case analyses, students will acquire knowledge and develop the skills that a physician assistant will need to enhance patient care in clinical practice focusing on safe and effective use of medications associated with the skin, eye, and ear; medications for coagulation, cardiology, neurology, and pulmonary disorders; medications used in the management of smoking cessation; and an overview of antibiotic and vaccine therapy. Students will learn principles of medication use and develop an understanding of their place in therapy that can be applied to decision-making in clinical practice.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 3 hours (Fall)

PA 542. Pharmacology II

This is the second of three courses where students will learn pharmacology principles by studying the indications, mechanisms of action, principles related to pharmacokinetics, pharmacodynamics, and pharmacogenomics, contraindications, adverse drug effects, drug interactions, dosing principles, use in special populations, complementary and alternative medicine, and clinical pearls associated with medications used in various disorders. Through

discussion and patient case analyses, students will acquire knowledge and develop the skills that a physician assistant will need to enhance patient care in clinical practice focusing on safe and effective use of medications used for renal, fluid/electrolyte, gastrointestinal, bone, autoimmune, pain, hormone, weight loss, and oncologic disorders. Students will learn principles of medication use and develop an understanding of their place in therapy that can be applied to decision-making in clinical practice.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 3 hours (Spring)

PA 543. Pharmacology III

This is the third of three courses where students will learn pharmacology principles by studying the indications, mechanisms of action, principles related to pharmacokinetics, pharmacodynamics, pharmacogenomics, contraindications, adverse drug effects, drug interactions, dosing principles, use in special populations, complementary and alternative medicine, and clinical pearls associated with medications used in various disorders. Through discussion and patient case analyses, students will acquire knowledge and develop the skills that a physician assistant will need to enhance patient care in clinical practice focusing on safe and effective use of medications used for contraception and menopausal hormone therapy and bladder, infectious, and psychiatric disorders. Principles related to safe pediatric dosing and prescribing will be discussed. Students will learn principles of medication use and develop an understanding of their place in therapy that can be applied to decision-making in clinical practice.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hours (Summer)

PA545. Clinical Anatomy and Pathophysiology I

This is the first of two courses that will build students' foundational knowledge of clinical anatomy and pathophysiology. It is designed to provide students with working knowledge of the major anatomical regions and structures of the human 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. Major anatomical regions covered in this course include head and neck, thorax, and structures of the central and peripheral nervous system. Additionally, 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. Major topic areas covered include: fundamentals of genomics and cellular physiology/pathophysiology in addition to normal and altered anatomical structure and function of major organ systems, including the integument, hematologic system, cardiovascular and lymphatic systems, pulmonary system and neurologic system.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours (Fall)

PA548. Clinical Anatomy and Pathophysiology II

This is the second of two courses that will build students' foundational knowledge of clinical anatomy and pathophysiology. It is designed to provide students with working knowledge of the

major anatomical regions and structures of the human 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. Major anatomical regions covered in this course include abdomen, back, upper and lower extremities, and pelvis and perineum. Additionally, 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. Major topic areas covered include fundamentals of cancer biology and epidemiology, fundamentals of fluid, electrolyte and acid-base balance in addition to normal and altered function of major organ systems, including the renal system, gastrointestinal system, immune system, endocrine system and reproductive systems (normal male and female structure and function only).

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours (Spring)

PA 550. Emergency Medicine

Emergency Medicine is an advanced clinical course designed to review the treatment of trauma and medical disorders commonly presenting to the emergency department. This lecture-based course is offered in the third and final didactic semester. Using an organ system approach, clinical information presented includes review of anatomy, physiology, pathophysiology of disease (when not covered elsewhere), clinical presentation, pertinent laboratory and radiographic testing, treatment options (pharmacological and nonpharmacological), patient education and follow up care. Material covered previously in the curriculum will be integrated into this course as we explore emergent presentations of past material. Prerequisite course requirements: Successful completion of all first and 2 nd semester didactic courses.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hour (Summer)

PA 552. Medical Procedures

The Medical Procedures and Point-of-Care Ultrasound course provides a wide range of skills training applicable across various clinical settings. Utilizing a combination of instructional videos, lectures, and hands-on experience in a laboratory setting, students learn the indications, preparation, administration, and potential complications of various clinical procedures. While utilizing standard precautions, students learn to perform procedures such as point-of-care ultrasound, injections, venipuncture, intravenous insertions, nasogastric intubations, urinary catheter insertion, suturing, splinting, incision & drainage, lumbar puncture and wound care.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hours (Summer)

PA 553. Pediatrics

This course will provide students with foundational knowledge of primary care pediatrics from the newborn period through adolescence. The course addresses issues unique to childhood and adolescence by focusing on growth and development, recognition and management of common acute and chronic illnesses, performance of age appropriate history and physical exam, health promotion, and disease and injury prevention.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hours (Summer)

PA 554. Women's Health

In Women's Health, students will review the anatomy and physiology of the female reproductive tract, joint pathology, diagnostic standards, medical treatments, and procedures of the female genitourinary system and breast. This course will also cover preventative care, screenings, and counseling. There will be a dedicated focus on obstetrics, menopause and aging women, cancer biology and genomics, OB/GYN emergencies, social determinants of health, health equity, and domestic violence.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hour (Summer)

PA 580. Research, Epidemiology and Statistics

This course provides an introduction to basic concepts for undertaking research including principles of ethical standards, the creation and investigation of research questions, study design and methods, and the interpretation of analyzed data. Also included are modules covering the critical evaluation of printed and presented materials, basic epidemiology, evidence-based medicine, and quality improvement.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hours (Spring)

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 family medicine setting. 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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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).

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

PA 610. Ambulatory Medicine II

This course will provide the student with clinical instruction and hands-on experience in primary care medicine that builds 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, 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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours

PA 611. Clinical Transitions Course

The Clinical Transition Course is the first clinical course in the Wingate PA curriculum and offered in the Fall semester of the 2nd year. This course will provide 1-week intensives dedicated to each of the required clinical rotations (SCPEs). Each week will be dedicated to an area of practice and include instruction, workshops, guest speakers, and other additional activities. The represented areas of practice are Ambulatory Medicine I & II, Internal/Hospital Medicine, Pediatrics, Behavioral Medicine, Women's Health, Emergency Medicine, and Surgery & Skills (POCUS). Topics covered in each of the 1-week intensives include The PA Role, Documentation, Common Inpatient Conditions, Common Outpatient Conditions, Specialty Pharmacology, Communication (consults and reports), Common Procedures, and other specialty-specific topics. Following the listed 1-week intensives, the course will finish with "Olympic" activities where teams can demonstrate their acquired knowledge, skills, and attitudes through various competitions.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 10 hours (Fall)

PA 620. Capstone Project I

PA 620 is the first of two courses dedicated to the PA Capstone Project. The successful completion of a capstone project is a requirement for a Masters of Physician Assistant Studies degree from Wingate University. This culminating experience requires students to apply knowledge and skills obtained throughout their graduate studies to identify and analyze quality improvement initiatives in healthcare. Students will complete a project that demonstrates their ability to independently conduct research, thoughtfully evaluate data, synthesize information and present important findings. Students successfully completing the project will be armed with quality improvement knowledge and skills that will serve them, their employers, and their patients well when they enter the workforce.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hours (Fall)

PA 623. Professional Development

Clinical year students will continue to build on their foundation of the PA profession by looking at topics that are both useful and practical in the daily functioning as a certified PA. Throughout studies thus far, students have learned about various disease states, diagnostic studies, management plans and patient education. While these skills are essential to becoming a competent PA, it is also essential to learn the proper steps to put these skills into practice. Through this course, students will gain more knowledge on numerous topics such as: cover letter and resume writing, employment strategies, obtaining and maintaining national certification, completing state licensing and credentialing applications, negotiating contracts, medical malpractice, healthcare delivery systems, health policy, end-of-life care, professionalism and competence, burnout, coding and reimbursement. This course is designed to promote independent learning and utilization of resources. In addition, interaction with classmates, faculty and clinical PAs will cultivate communication skills required for a successful transition from student to a certified and practicing PA.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 1 hour (Summer)

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.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 0 hours (Fall) Pass/Fail

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.

Students must successfully complete a 300 question multiple-choice, end-of-program examination that covers all areas of learning and perform a multi-station objective standardized clinical examination (OSCE). For the OSCE, students must demonstrate competency in clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 2 hour (Fall)

PA 720. Capstone Project II

PA 720 is the second of two courses dedicated to the PA Capstone Project. The successful completion of a capstone project is a requirement for a Masters of Physician Assistant Studies degree from Wingate University. This culminating experience requires students to apply knowledge and skills obtained throughout their graduate studies to identify and analyze quality improvement initiatives in healthcare. Students will complete a project that demonstrates their ability to independently conduct research, thoughtfully evaluate data, synthesize information and present important findings. Students successfully completing the project will be armed with quality improvement knowledge and skills that will serve them, their employers, and their patients well when they enter the workforce.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 4 hours (Fall)

IPE 700. Interprofessional Teamwork

This course is designed to introduce pharmacy and PA students to key principles and behaviors associated with effective teamwork in preparation for working collaboratively in interprofessional patient-centered teams.

Prerequisite: Physician Assistant Studies Program Standing

Credit: 1 hour (Spring) Pass/Fail

IPE 701. Interprofessional Education Introduction I

IPE 701 is the first of a series of two courses that introduce the interprofessional education competencies where health science students will learn about, from, and with each other regarding roles & responsibilities and communication.

Prerequisite: Physician Assistant Studies Program Standing
Credit: 0 hour (Fall) Pass/Fail

IPE 702. Interprofessional Education Introduction II

IPE 702 is the second of a series of two courses that introduce the interprofessional education competencies where health science students will learn about, from, and with each other regarding teamwork and values & ethics.

Prerequisite: Physician Assistant Studies Program Standing
Credit: 0 hour (Spring) Pass/Fail

Appendix B

Wingate University Physician Assistant Program Degree Map (2024-2025) (A3.12e)

Didactic (Year 1)	Clinical (Year 2)	Clinical (Year 3)
•Fall •PA 524 Topic Exploration I 0 •PA 527 Healthcare Issues I 1 •PA 530 Clinical Medicine I 6 •PA 538 Patient Assessment I 4 •PA 541 Pharmacology I 3 •PA 545 Clin. Anat. & Patho. I 4 •IPE 701 Interprof. Ed. I 0 18 •Spring •PA 525 Topic Exploration II 0 •PA 529 Medical Diagnostics 1 •PA 531 Clinical Medicine II 6 •PA 539 Patient Assessment II 4 •PA 542 Pharmacology II 3 •PA 548 Clin. Anat. & Patho. II 4 •PA 580 Research, Epid., Stats 2 •IPE 700 Interprof. Teamwork 1 •IPE 702 Interprof. Ed. II 0 21 •Summer •PA 528 Healthcare Issues II 2 •PA 532 Clinical Medicine III 4 •PA 540 Patient Assessment III 1 •PA 543 Pharmacology III 2 •PA 550 Emergency Medicine 2 •PA 552 Medical Procedures 2 •PA 553 Pediatrics 2 •PA 554 Women's Health 2 17	•Fall •PA 611 Clinical Transition Course 10 •PA 521 Clinical Orientation 1 •PA 620 Capstone I 2 •SCPE 1 4 17 •Spring •SCPE 2 4 •SCPE 3 4 •SCPE 4 4 •SCPE 5 4 16 •Summer •SCPE 6 4 •SCPE 7 4 •PA 623 Prof. Development 1 9	•Fall •SCPE 8 4 •SCPE 9 4 •SCPE 10 4 •PA 624 PANCE Preparation 0 •PA 710 Summative Eval 2 •PA 720 Capstone II 4 18 •Total 116

Appendix C

W I N G A T E



Levine College of
Health Sciences

Clinical Partner Vaccination Requirements

Wingate University does not currently require that students receive a COVID-19 or the influenza vaccination. The program strongly encourages influenza and COVID-19 vaccination during the didactic and clinical years. Clinical affiliates vaccination policies may differ from programmatic or university policy, with few opportunities for exemptions. The University and PA Program will continue to work with our clinical partners and monitor their vaccination requirements. Should COVID-19 or any other vaccination requirement change during your time in the program, the program will communicate this to all PA program cohorts.

This document serves as notice that should a student not meet clinical site vaccination requirements and choose to opt out of receiving the vaccine, participation in certain programmatic activities will be limited. This includes limited clinical rotation placement that may delay your progression through the program and graduation. The completion of all clinical rotations is required to graduate.

By signing below, I hereby acknowledge that I have completely read this notice and fully understand that vaccination requirements may change during my time in the program and that failure to comply with these requirements may impact my progression in the program.

Student Name

Class of

Date

Appendix D



SCPE ACKNOWLEDGEMENT

Supervised Clinical Patient Encounters (SCPE) or “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.

While the program tries to limit travel to distant sites, I understand that I may need to travel to distant SCPE locations (greater than 60 miles), including those located out-of-state, to fulfill program requirements. Following the completion of each SCPE, I may be required to return to campus to complete End of Rotation (EOR) activities. **I understand that transportation, living arrangements, and all other expenses related to SCPEs are my responsibility, and that this potential added expense has been factored into my financial aid package (if received).**

I understand that I may participate in, travel to, and/or reside in or near one or more third-party sites and that while the University intends to make reasonable efforts to ensure that all members of the University community are safe and protected, it cannot guarantee my safety at all times. Accordingly, I release and waive my right to bring suit against the University and its employees, officers, officials, trustees, agents, or other representatives in connection with my travel to, residence in, or participation in any third-party clinical program. I understand that this waiver means I give up my right to bring any claims including for personal injuries, death, disease, or property losses, or any other loss, including but not limited to claims of negligence and give up any claim I may have to seek damages, whether known or unknown, foreseen or unforeseen. I understand and agree that the law of the State of North Carolina will apply to this contract.

I understand that the clinical faculty reserve 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 SCPE in place of one, or both, of my electives if it is determined that there is an area of deficiency.

Student Signature: _____

Date: _____

Appendix E



HONOR CODE

PA Students at Wingate University recognize the importance of their own professional development. The Honor Code is a system of self-regulation that includes education, support and when necessary, investigation by the Honor Council. Students are required to read and sign the Professional Honor Code during orientation of the first semester. This document is kept on file in the student's record.

Honor Code Pledge

As a student in the Wingate Physician Assistant Program, I will strive to demonstrate the highest standard of personal integrity and honesty and recognize these attributes are essential to the medical profession.

- I will demonstrate compassion and altruism in my interactions with colleagues, faculty, staff, clinical preceptors and patients.
- I will demonstrate excellence in professional endeavors including developing medical knowledge and skills to the best of my ability.
- I will address actions or practices on the part of a colleague that breach the principles of honor and integrity. If I believe that another student's behavior violates the Honor Code, I am bound by this code to contact the Program Director.
- I understand and pledge to adhere to the above.

Student Name _____

Student Signature _____

Class of _____

Date _____

Appendix F

INFORMED CONSENT FERPA

In compliance with the Family Educational Rights and Privacy Act (FERPA), the Wingate University Physician Assistant Program must have my written and informed consent to release information concerning me to its educational partners (e.g., clinical rotation sites, service learning sites) on a strictly need-to-know basis. This sharing of personal information may include the following:

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

My signature below authorizes the Wingate University Physician Assistant Program to release any information required of affiliated sites in order for me to complete the requirements for my graduation from the program.

Student Name _____

Student Signature _____

Class of _____

Date _____

APPENDIX G

EVALUATION OF PROFESSIONALISM

Student _____

COMPONENTS of PROFESSIONALISM An area marked 'needs improvement' or 'unacceptable' will be discussed with the student with their advisor. The student signature indicates awareness of the faculty concerns and need to improve professional development within the program.	Meets Expectation	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 the 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

Participation of Students as Human Subjects

I understand that as part of my experience at the Wingate Physician Assistant Program, I will be utilizing peer physical exam (PPE) and Point of Care Ultrasound (POCUS) as part of my learning. Peer physical exam has been shown to support student learning of physical exam techniques through the following ways:

- learning normal physical exam findings
- obtaining a patient's perspective by learning what physical exam maneuvers feel like.
- improve physical exam and POCUS technique by allowing students to practice the same exam multiple times on the same patient
- receive peer feedback to improve technique
- practice in a safe environment

I understand that the program faculty expect that all students will be professional and respectful in participating in the physical examination courses and practicums. All students will be required to perform physical exams and POCUS on peers as part of patient assessment courses in order to become proficient.

I understand that any personal medical history or physical exam findings obtained should remain confidential and I agree to uphold this standard.

I understand that I must practice in a professional manner and inappropriate behavior is not tolerated.

I understand that I am responsible for seeking independent professional medical advice for any abnormalities that are discovered during PPE or POCUS examination.

I understand that participation as a peer patient means that I agree to undergo inspection, palpation, percussion and auscultation of my head, torso and extremities, along with torso and extremity ultrasound. I understand that participation will not include breast or genitalia examinations. Male students will wear shorts and tank tops and female students will wear shorts, tank tops and sports bras. As a peer patient I may be asked to expose areas of my body to allow for better examination (e.g. remove tank top for thorax exam). I understand that if at any time I am uncomfortable with these, it is my responsibility to notify the appropriate faculty and request that I not be the patient model.

I understand that faculty expect all students to dress as listed above for the designated activities. I understand that faculty will take reasonable steps to ensure that all students feel safe and comfortable.

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

Student Name (Printed Legibly)

Student Signature

Date

APPENDIX I



Point of Care Ultrasound Instruction

Scan Model Responsibility Release From

By signing below, I will not hold Wingate University or its affiliates responsible for any injury or finding while being scanned as a live model for the use of instruction in the Physician Assistant Program. I understand that there will be students performing sonographic exams under the instruction of a program faculty for the sole purpose of instruction and not diagnosis.

NOTE: Patients who are pregnant or who may be pregnant are asked to abstain from participation as models during instructional time.

Date: _____

Student Printed Name: _____

Student Signature: _____

APPENDIX J

W I N G A T E



Physician
Assistant Studies

PHOTO/VIDEO RELEASE

I do hereby grant to Wingate University the unlimited right to use and/reproduce my photograph, likenesses or my voice in any legal manner and for the internal or external promotional and informational activities of Wingate University. I also agree to be interviewed and/or photographed by representatives of the external news media in relation to any and all coverage of Wingate University in which I am involved. I also agree for my photograph to be published on the Wingate University Internet/Intranet Web Pages and/or publications. I further understand that by signing this release, I waive any and all present, or future compensation rights to the use of the above stated materials(s).

Student's Name _____

Student's Signature _____

Date _____

APPENDIX K

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. 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 teamwork, 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.

Appendix L

Didactic Year Absence Request Form

Absence Information

Student Name: _____

Type of Absence:

☐

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 Director Approval

☐

Approved

☐

Not Approved/Unexcused

Comments:

Associate Director Signature

Date

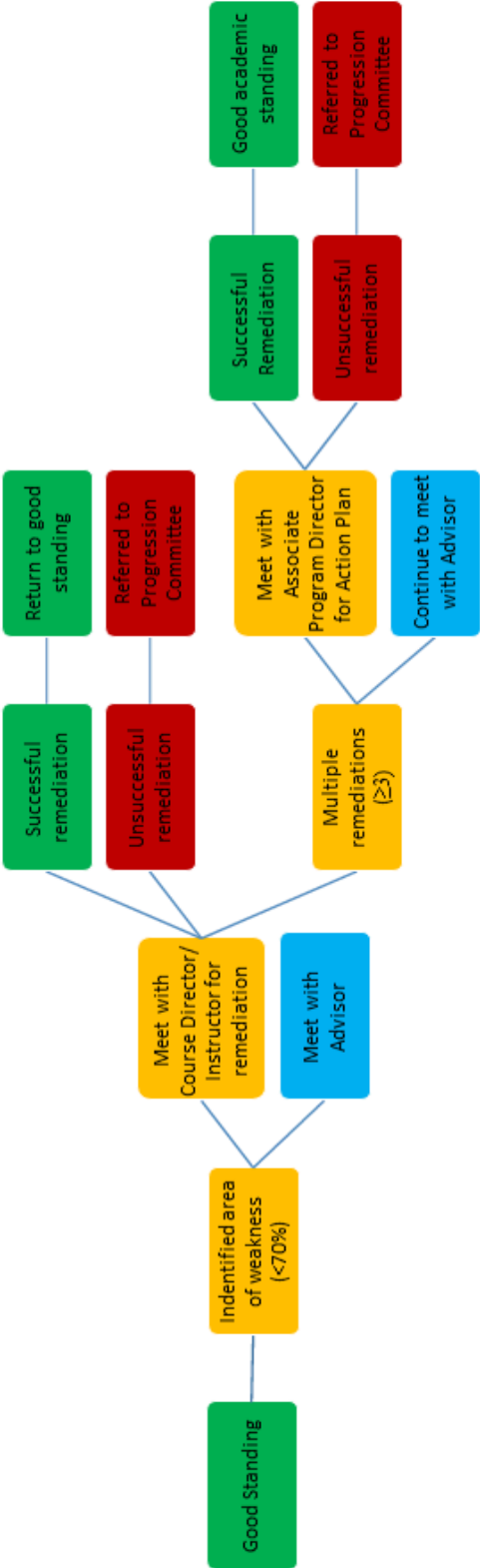
Attendance Policy Summary (See Student Handbook for complete policy)

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.mcclough@wingate.edu) as soon as the student is aware that they 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.

Example only. See Didactic Year Home page on Canvas.

Appendix M

Remediation Flow Char



Appendix N

Handbook Acknowledgement

I _____ hereby acknowledge that I have reviewed the Student Handbook effective August 2023 and understand all parts, including student expectations, attendance requirements, progression requirements, and grading policies.

I agree to abide by all policies and standards included in the Student Handbook.

I understand that the Student Handbook is a living document that necessitates occasional updates and that I will be notified of any changes via email or formal announcement.

I understand that we are still experiencing a pandemic, and public health recommendations or requirements may change (face coverings, distancing, change in learning environment, etc.), and that I will need to follow any updates made to these University or Program policies.

I have read, understand, and agree to uphold the Honor Code at all times.

I have read the Levine College of Health Sciences Clinical Partner Vaccination Requirements form and understand the potential impacts of vaccine declination.

Student Signature: _____

Date: _____